

# PDE-430

## Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Seigworth, Tessa

|                               |       |        |                        |
|-------------------------------|-------|--------|------------------------|
| Student/Candidate's Last Name | First | Middle | Social Security Number |
|-------------------------------|-------|--------|------------------------|

English, 10 & 12

|                   |             |
|-------------------|-------------|
| Subject(s) Taught | Grade Level |
|-------------------|-------------|

**This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.**

**Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.**

**Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)**

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

**Sources of Evidence** (Check all that apply and include dates, types/titles and number)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Lesson/Unit Plans                 | <input checked="" type="checkbox"/> Student Teacher Interviews |
| <input checked="" type="checkbox"/> Resources/Materials/Technology    | <input checked="" type="checkbox"/> Classroom Observations     |
| <input checked="" type="checkbox"/> Assessment Materials              | <input checked="" type="checkbox"/> Resource Documents         |
| <input type="checkbox"/> Information About Students (Including IEP's) | <input type="checkbox"/> Other                                 |

| CATEGORY               | EXEMPLARY 3 POINTS   | SUPERIOR 2 POINTS  | SATISFACTORY 1 POINT  | UNSATISFACTORY 0 POINTS   |
|------------------------|--|--|---|---|
| CRITERIA FOR RATING    | <b>THE CANDIDATE CONSISTENTLY AND THOROUGHLY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE USUALLY AND EXTENSIVELY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE SOMETIMES AND ADEQUATELY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE RARELY OR NEVER AND INAPPROPRIATELY OR SUPERFICIALLY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> |
| RATING<br>(Indicate √) | √  |  |   |   |

### Justification for Evaluation

- • The teacher's lessons reflect extensive knowledge of the discipline, structural relationships, and appropriateness to diverse students.
- • The teacher actively seeks and values individual student's cultural background as well as cognitive and physical needs; applying that knowledge to advocate boldly on their behalf.
- • Instructional outcomes are related to the "big ideas" of the discipline and represent high expectations.
- • The teacher seeks out a variety of multi-disciplinary resources to enhance student learning as well as the teacher's own knowledge and pedagogy.
- • The teacher designs instruction to include multiple deliveries in the current instructional setting using a variety of engaging learner tools and activities.
- • Plans include the use of assessments during instruction.

**Seigworth, Tessa**

Student/Candidate's Last Name

First

Middle

Social Security Number

**Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.**  
**Alignment: 354.33. (1)(i)(E), (B)**

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

**Sources of Evidence** (Check all that apply and include dates, types/titles, and number)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Classroom Observations               | <input checked="" type="checkbox"/> Visual Technology                        |
| <input type="checkbox"/> Informal Observations/Visits                    | <input checked="" type="checkbox"/> Resources/Materials/<br>Technology/Space |
| <input checked="" type="checkbox"/> Student Teacher/Candidate Interviews | <input type="checkbox"/> Other   |

| CATEGORY               | EXEMPLARY 3 POINTS   | SUPERIOR 2 POINTS  | SATISFACTORY 1 POINT  | UNSATISFACTORY 0 POINTS   |
|------------------------|--|--|---|---|
| CRITERIA FOR RATING    | <b>THE CANDIDATE CONSISTENTLY AND THOROUGHLY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE <i>USUALLY</i> AND <i>EXTENSIVELY</i> DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE <i>SOMETIMES</i> AND <i>ADEQUATELY</i> DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE <i>RARELY</i> OR <i>NEVER</i> AND <i>INAPPROPRIATELY</i> OR <i>SUPERFICIALLY</i> DEMONSTRATES INDICATORS OF PERFORMANCE.</b> |
| RATING<br>(Indicate √) | √  |  |   |   |

**JUSTIFICATION FOR EVALUATION**

- •The teacher models a respectful tone in words and actions; interactions with students demonstrate caring and sensitivity, honoring the dignity of each member of the learning community.
- • The teacher communicates a genuine passion for the subject, resulting in student enthusiasm for learning.
- • The teacher transitions seamlessly between modalities and/ or instructional settings; routines and procedures maximize opportunities for learning.
- • The teacher has established equitable standards of conduct with input from students; student behavior is entirely appropriate.
- • The physical and virtual environments are safe; clear expectations for student behavior in learning environments are well-defined, posted, and modeled.

**Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.**

**Alignment: 354.33. (1)(i)(D),(F),(G)**

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

**Sources of Evidence** (Check all that apply and include dates, types/titles, or number)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Classroom Observation               | <input checked="" type="checkbox"/> Visual Technology                        |
| <input type="checkbox"/> Informal Observations/Visits                   | <input checked="" type="checkbox"/> Resources/Materials/<br>Technology/Space |
| <input checked="" type="checkbox"/> Student Teacher/Candidate Interview | <input type="checkbox"/> Other   |

| CATEGORY               | EXEMPLARY 3 POINTS   | SUPERIOR 2 POINTS  | SATISFACTORY 1 POINT  | UNSATISFACTORY 0 POINTS   |
|------------------------|--|--|---|---|
| CRITERIA FOR RATING    | <b>THE CANDIDATE CONSISTENTLY AND THOROUGHLY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE <i>USUALLY</i> AND <i>EXTENSIVELY</i> DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE <i>SOMETIMES</i> AND <i>ADEQUATELY</i> DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE <i>RARELY</i> OR <i>NEVER</i> AND <i>INAPPROPRIATELY</i> OR <i>SUPERFICIALLY</i> DEMONSTRATES INDICATORS OF PERFORMANCE.</b> |
| RATING<br>(Indicate √) | √  |  |   |   |

JUSTIFICATION FOR EVALUATION

- • The teacher clearly sets expectations, communicates content, and imaginatively uses analogies, modeling, and real-world examples to demonstrate authentic learning.
- • The teacher ensures all voices are heard, and the students formulate many questions, initiate topics, and make unsolicited contributions.
- • Students have the opportunity to apply thinking skills as they acquire knowledge and skills and make meaning, characterized by collaboration and intellectual engagement.
- • The teacher monitoring of student understanding is nuanced and attentive; the teacher is constantly “taking the pulse” of the class.
- • The teacher persists in seeking effective approaches for students who need help, using a variety of instructional strategies and soliciting additional resources from the school, community, or other sources.

**Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.****Alignment: 354.33. (1)(i)(I),(J)**

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

**Sources of Evidence** (Check all that apply and include dates, types/titles, or number)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Classroom Observations                 | <input checked="" type="checkbox"/> Student Assignment Sheets                    |
| <input type="checkbox"/> Informal Observations/Visits                      | <input type="checkbox"/> Student Work  |
| <input checked="" type="checkbox"/> Assessment Materials                   | <input checked="" type="checkbox"/> Instructional Resources/Materials/Technology |
| <input checked="" type="checkbox"/> Student Teacher / Candidate Interviews | <input type="checkbox"/> Other   |
| <input checked="" type="checkbox"/> Written Documentation                  |  |

| CATEGORY               | EXEMPLARY 3 POINTS   | SUPERIOR 2 POINTS  | SATISFACTORY 1 POINT  | UNSATISFACTORY 0 POINTS   |
|------------------------|--|--|---|---|
| CRITERIA FOR RATING    | <b>THE CANDIDATE CONSISTENTLY AND THOROUGHLY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE USUALLY AND EXTENSIVELY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE SOMETIMES AND ADEQUATELY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> | <b>THE CANDIDATE RARELY OR NEVER AND INAPPROPRIATELY OR SUPERFICIALLY DEMONSTRATES INDICATORS OF PERFORMANCE.</b> |
| RATING<br>(Indicate √) | √  |  |   |   |

**JUSTIFICATION FOR EVALUATION**

- • The teacher assesses a lesson's effectiveness and the extent to which instructional outcomes were met and can cite general references to support the judgment as well as consider ways to revise in future.
- • The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is accurate and timely; ensuring effective tracking of individual students.
- • The teacher's communication with families and caregivers is frequent and sensitive to cultural traditions and equity of access, with students contributing to the communication.
- • The teacher collaborates with colleagues and the community to foster mutually supportive and cooperative cross-curricular and stakeholder partnerships.
- • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.
- • The teacher demonstrates honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.

| Overall Rating      |   |   |  |  |
|---------------------|---|---|--|--|
| Category            | Exemplary (Minimum of 12 Points)  | Superior (Minimum of 8 Points)  | Satisfactory (Minimum of 4 Points)   | Unsatisfactory (0 Points)  |
| Criteria for Rating | The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. | The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. | The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. | The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance. |
| Rating (Indicate √) | √   |   |  |  |

Note: This assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

#### Justification for Overall Rating:

**Preparation & Planning:** A strength of Mrs. Seigworth is to meet students where they are, planning lessons that appeal to their sense of the world, prior knowledge, and current abilities and then growing their understanding of the world and building their skills. Her plans show a solid grasp of how to make meaningful lessons at the nexus of content, pedagogical theory, and assessment. Over the course of the practicum, her plans have developed to shift focus from mere doing to learning, and to be about student growth and mastery, less about *delivery to* and more about *inquiry with* students. She taps a variety of relevant resources, experiences, materials, and technologies to enhance student learning. She appropriately sequences learning, while allowing flexibility within structure based on student needs. ♦ Mrs. Seigworth has planned units with diverse activities to meet the diverse needs of her students. She explores new methods of instruction based on best practices and is respectful of the growth mindset model of the classroom implemented before she arrived. She is always prepared for class with interesting and interactive lessons as well as prepared for any changes that are necessary for interruptions that may occur.

**Classroom Environment:** Mrs. Seigworth's manner imbues credibility, value, and belongingness with students. This is evident in students' behavior and regard for her as their teacher and guide. She connects coursework to students with relatability. And she treats all students as individuals and with respect, encouragement, and compassion. Student work is honored by display in the classroom and used for further study. ♦ She has built a strong and positive rapport with her students, and her ability to connect easily with students is evident and significantly contributes to a healthy and supportive classroom culture. Because Mrs. Seigworth adapts her lessons for diverse learning styles, she is able to address individual student needs, which ensures a supportive learning atmosphere for all.

**Instruction:** Mrs. Seigworth has a keen classroom awareness and adjusts her lesson pace as needed to ensure all students learn and no one is left behind. In a lesson on utopia and dystopia, she began by explaining the learning activity for collaborative group work, and unpacked the required components, and clarified the criteria by showing a teacher-made model of a chart-poster project. Then, as student groups worked on online research for their presentation, Mrs. Seigworth monitored and circulated, offering assistance and encouragement. As the end of the class time neared, she asked students what they were noticing from their work to provide closure. ♦ Using real-world examples in her lessons enhances the students' understanding and application of concepts. It creates interest and enables the students to make connections to previous knowledge, thereby deepening understanding. Her dedication to fostering a personal growth mindset encourages students to embrace challenges and persevere. She supplies each student with constructive feedback on assignments, which is crucial for nurturing students' academic growth. The most effective instruction is personalized learning, which is what she provides with every assignment, assessment, and conference. She incorporates hands-on activities into her lessons, enriching the students' learning. She engenders a growth mindset in students and encourages them to develop new interests and achieve more as a result. This growth mindset fosters intrinsic motivation, which is essential for the twenty-first century student. She teaches diverse abilities and learning styles and emotional needs of students, and has worked diligently to ensure individualized instruction and a growth mindset for all.

**Professionalism:** Mrs. Seigworth shows her dedication to the profession in several key ways. Having worked as a building substitute prior to her practicum, she comes to the task of classroom teacher with open eyes, and with optimism and compassion. She is attuned to the role school plays in a community and demonstrates responsibility in the education, well-being, and safety of students. She maintains a demeanor of high ethical standards, equity, and openness to further growth. ♦ Mrs. Seigworth's instructional strategies effectively engage students, making learning a dynamic and enjoyable experience. She works tirelessly in her commitment to creating a positive and inclusive classroom environment and, in doing so, contributes to her continuous growth as an educator, colleague, and human.

**Seigworth, Tessa**

Student Teacher/Candidate's Last Name First Middle Social Security Number

**Deer Lakes SD/ Allegheny IU, Deer Lakes HS 04-08-2025**

District/IU School Interview/Conference Date

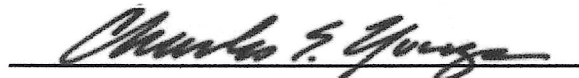
**2024-25**

**SPRING**

School Year: Term:

**Required Signatures:**

**Supervisor/Evaluator**



**Date:** 04-01-2025

**Charles E. Youngs, Ed.D.**

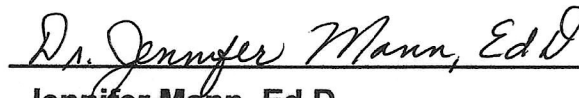
**Student/Teacher  
Candidate:**



**Date:** 4-8-2025

**Tessa Siegworth**

**Cooperating Teacher:**



**Date:** 4-9-2025

**Jennifer Mann, Ed.D.**

**Certification Area:**

**PDE Code**

(To be completed by Certification Officer)