Assessment #4: Student Teaching

1. Assessment Description
Keene State has developed a unit assessment form for all student teachers based on the principles of good teaching outlined in Danielson that are a part of our conceptual framework. This form is used for the four observations/assessments conducted for each candidate by the college supervisor during the 15 weeks of student teaching and is used by the cooperating teacher as the midterm and final assessment form for the candidate.

2. Alignment of Assessment with NCTE Standards
Our required 15 weeks of student teaching more than fulfills the "10 weeks of student teaching in the classrooms with ELA licensed teachers" of **Standard 1.2**. The four areas or domains of Danielson, then, are used to assess the candidate's work during these weeks as a professional in the field and cover everything from basic lesson planning to classroom management to reflective practice. Elements covered in each of the domains often match with NCTE Standards (see section 4 below for conversion chart).

Standards covered by the Student Teaching Evaluation form are:
- *Planning and Preparation* (Danielson Domain 1) covers content knowledge of literature **(Standards 3.5.1-3),** writing **(3.4.1-2, 3.2.3, 3.4.1-2),** and reading **(3.3.1-2).**
- *Planning and Preparation* also covers **Standard 4.0** on pedagogy, particularly **4.1** on instruction.
- *Instruction* (Danielson Domain 3) and *Classroom Environment* (Danielson Domain 2) cover the creation of an effective learning environment **(Standard 2.1),** classroom management issues **(Standard 2.3 and 4.2**), and student engagement **(Standard 3.1.2, 4.2, and 4.5**).
- Assessment issues **(Standard 2.4 and 3.7.1**) are covered in *Instruction* and *Professional Responsibilities* (Danielson Domain 4).
- Domain 4 on *Professional Responsibilities* also includes dealing with families **(Standard 4.10**) and colleagues **(Standards 1.3, 2.3, and 4.3),** and designing a plan for professional growth **(Standards 1.3 and 2.3).**

3. Data Findings
The data presented below are based on the 10 student teachers who completed the undergraduate ELA certification program in spring 2006. Several findings seems noteworthy.
- The majority of candidates (with 1-2 exceptions) are meeting or exceeding all 42 performance assessments established for passing student teaching.
- All the cooperating teachers determined that their student teachers should pass; however, as noted by the somewhat lower ratings in some areas, they see more need for improvement in the student teachers than the college supervisor does, undoubtedly because the cooperating teachers spend far more time with the student teachers and have many more opportunities to observe difficulties. For example, the two categories on classroom management strategies and misbehavior are lower for cooperating teachers

who see both good and bad days in terms of behavior. On the other hand, students tend to be on their best behavior when they know the candidate is being observed by the college supervisor.

- The highest scores are in those standards that measure candidates' interpersonal skills (establishing a respectful environment and rapport with students, getting along well with colleagues, engaging students in their learning and providing them with good feedback on their work, and showing a positive attitude about what they are doing).
- The lowest score of both the cooperating teacher and college supervisor is in the category of language use (Domain 3 Instruction: Uses oral and written language effectively), which may cover errors in handouts, weak grammar lessons, or unclear oral expression. While, again, the majority of candidates met or exceeded expectations, there is clearly room for improvement in this category.

4. Evidence for Meeting Standards

Standard 1 Candidate Program Structure: The completion of these forms at the end of student teaching documents the "performances in fully supervised field experiences" by both the college supervisor and the cooperating teacher **(Standard 1.2)**. This marks the completion of a "program of study" **(Standard 1.1)** and documents the cooperative work of the student teacher, cooperating teacher, and college supervisor expected for the program in **Standard 1.3**. In addition, completing student teaching successfully as documented by these forms is the final benchmark for the program (**Standard 1.4**).

Standard 2 Candidate Attitudes: This assessment form is also the final measure of the candidate's professional development (**Standard 2.3).** In terms of creating an environment conducive to learning and engaging students in that learning (**Standard 2.1, 2.3**), all candidates met or exceeded the standards for both the cooperating teacher and the college supervisor, with the exception of one (for the cooperating teacher). In terms of assessing student learning **(Standard 2.4),** again, all but one student met or exceeded standards for both the cooperating teacher and college supervisor.

Standard 3 Content Knowledge: In addition, this is the final evaluation of student teachers' ELA content knowledge (**Standard 3.0).** In the category "Demonstrates knowledge of content/prior knowledge," all student teachers met or exceeded expectations. In terms of student learning (**Standard 3.1.2**), all candidates met or exceeded the standards, with the exception of one (for the cooperating teacher).

Standard 4 Candidate Pedagogy: Candidates did very well in this category, but two of them, one more than the other, struggled not to allow their frustration with "the job" come through to their cooperating teachers. In terms of cooperation with other colleagues (**Standard 4.3**), student teachers scored very high, with 9 out of 10 meeting or exceeding expectations. Their ability to help students learn and engage in that learning (**Standard 4.2, and 4.5**) met or exceeded the standards for both the cooperating and supervising teachers, with the exception of one (for the cooperating teacher). In their ability to communicate that knowledge effectively to students (**Standard 4.1**), all but one candidate succeeded.

Overall: The student teachers did very well and were held to very high standards. Two candidates struggled throughout the experience. One was an excellent college student who

discovered his temperament was not suited to the profession; he is seeking a job as an editor. The second was simply not ready for this experience. She still had a semester of coursework to complete, which affected her attitude and content knowledge. This may signal that a change needs to be made in the program, ensuring that candidates do student teaching in their final semester, after all their coursework is complete.

5. Assessment Documentation

5 a-c. Assessment Tool, Scoring Guide, and Data Table
The assessment instruments below include the data for the 10 student teachers who completed the undergraduate ELA certification program in spring 2006 as rated by the college supervisor and the cooperating teachers.

The scoring for each rubric is based on the following scale: EE = Exceeds Expectations, ME = Meets Expectations, and NI = Needs Improvement, NA = Not Applicable/Not Observed. The final determination of whether a candidate passes is made during a final conference between the college supervisor and the cooperating teacher. Candidates are not expected to have no area that still needs improvement. The candidates' performance is examined holistically to determine whether the candidates can be successful in their first jobs. All these candidates, even those needing some improvement, were judged to be ready for employment by both the college supervisor and the cooperating teachers.

KSC STUDENT TEACHING: FIELD WORK EVALUATION FORM (Standard 1.2 and 1.4)

*ME, EE, NI, NA	PLANNING AND PREPARATION	NCTE Standards (Knowledge)
	Demonstrates knowledge of content/prior knowledge	3.5.1-3 Literature, 3.4.1-2, 3.2.3, 3.4.1-2 Writing, 3.3.1-2 Reading
	Demonstrates knowledge of content related pedagogy	4.1 Pedagogy
	Demonstrates knowledge of characteristics of age group	2.1 Learning environment
	Demonstrates knowledge of students learning styles, knowledge, skills, background, interests	2.1
	Selects appropriate instructional goals	4.1 Instruction
	Demonstrates knowledge of resources	4.1.
	Develops coherent lessons	4.1
	Designs units with coherent structure	4.1
	Assessment matches instructional goals	4.10
	Assessment of student performance is used for planning	4.10 Assessment
	Displays evidence of good reading skills	3.3 Reading
	Writes effectively:	3.1.7 Language in teaching
	Spelling/punctuation/grammar	
	Content/expression/organization	
	CLASSROOM ENVIRONMENT	**NCTE Standards (Skills)**
	Creates an environment of respect and rapport	2.1 Learning environment
	Has rapport with students	2.1
	Holds high expectations	2.1
	Manages groups effectively	4.2 Group work
	Manages transitions effectively	
	Manages classroom procedures effectively	2.3, 4.2 Behavior
	Uses positive management strategies	2.3, 4.2
	Responds consistently to misbehavior	2.3, 4.2
	Organizes & uses space & materials well	

*ME=meeting expectations; EE=exceeding expectations; NI=needs improvement; NA=not applicable or not observed

*ME, EE, NI, NA	INSTRUCTION	NCTE Standards (Skills)
	Gives clear directions	
	Uses oral and written language effectively	3.1.7 Knowledge of grammar
	Uses effective questioning and discussion techniques to encourage student participation	4.2 Techniques for interaction 4.5 Student participation
	Represents content accurately	Content: 3.5.1-3 Literature, 3.4.1-2, 3.2.3, 3.4.1-2 Writing, 3.3.1-2 Reading
	Provides activities and assignments that engage students in learning	3.1.2 Instruction for engagement, 4.2 Techniques for interaction, 4.8 Engagement
	Groups students effectively	3.1.2, 4.2, 4.8 Engagement
	Uses appropriate materials/resources	Content: 3.5.1-3 Literature, 3.4.1-2, 3.2.3, 3.4.1-2 Writing, 3.3.1-2 Reading
	Pacing and structure of lessons are effective	
	Provides accurate, constructive, and timely feedback to students	2.3 Assessment
	Demonstrates flexibility and responsiveness in teaching	
	PROFESSIONAL RESPONSIBILITIES	**NCTE Standards (Dispositions)**
	Shows motivation and initiative	
	Shows enthusiasm and a positive attitude	
	Demonstrates ability to assess the effectiveness of lessons and reflect on teaching	2.3 Assessment, 3.7.1-2 Reflection
	Documents student learning	2,4, 4.10 Instruction and assessment
	Uses feedback for professional growth	
	Communicates with families	4.10 Families
	Establishes a cooperative relationship with classroom teachers and other colleagues	1.3, 2.3, 4.3 Colleagues
	Completes assignments on time	
	Arrives promptly and prepared	
	Takes responsibility for placement attendance	
	Presents a professional appearance & presents self appropriately (dress, language, hygiene)	

*ME=meeting expectations; EE=exceeding expectations; NI=needs improvement; NA=not applicable or not observed

FIELD WORK EVALUATION FORM
COMPLETED BY KSC SUPERVISOR

Date _____ Student Teacher _____ Grade _____

Cooperating Teacher _____ KSC Supervisor _____ School _____

*ME, EE, NI, NA	PLANNING AND PREPARATION	Number of Candidates Achieving (10 Candidates in Group)		
		Exceeds Expectations	Meets Expectations	Needs Improvement
	Demonstrates knowledge of content/prior knowledge	6	4	
	Demonstrates knowledge of content related pedagogy	8	2	
	Demonstrates knowledge of characteristics of age group	7	3	
	Demonstrates knowledge of students learning styles, knowledge, skills, background, interests	9	1	
	Selects appropriate instructional goals	8	2	
	Demonstrates knowledge of resources	6	4	
	Develops coherent lessons	9	1	
	Designs units with coherent structure	9	1	
	Assessment matches instructional goals	9	1	
	Assessment of student performance is used for planning	9	1	
	Displays evidence of good reading skills	7	3	
	Writes effectively:	5	5	
	Spelling/punctuation/grammar			
	Content/expression/organization			
	CLASSROOM ENVIRONMENT	**Exceeds Expectations**	**Meets Expectations**	**Needs Improvement**
	Creates an environment of respect and rapport	7	3	
	Has rapport with students	8	2	
	Holds high expectations	4	6	
	Manages groups effectively	5	5	
	Manages transitions effectively	4	6	
	Manages classroom procedures effectively	8	2	
	Uses positive management strategies	6	4	
	Responds consistently to misbehavior	6	4	
	Organizes & uses space & materials well	8	2	

*ME=meeting expectations; EE=exceeding expectations; NI=needs improvement; NA=not applicable or not observed

Original: Supervisor   **Copy #1: Cooperating Teacher**   **Copy #2: Student**

*ME, EE, NI, NA	INSTRUCTION	Exceeds Expectations	Meets Expectations	Needs Improvement
	Gives clear directions	8	2	
	Uses oral and written language effectively	6	4	
	Uses effective questioning and discussion techniques to encourage student participation	5	5	
	Represents content accurately	6	4	
	Provides activities and assignments that engage students in learning	10		
	Groups students effectively	7	2	1
	Uses appropriate materials/resources	10		
	Pacing and structure of lessons are effective	6	4	
	Provides accurate, constructive, and timely feedback to students	8	2	
	Demonstrates flexibility and responsiveness in teaching	8	2	
	PROFESSIONAL RESPONSIBILITIES	**Exceeds Expectations**	**Meets Expectations**	**Needs Improvement**
	Shows motivation and initiative	8	1	1
	Shows enthusiasm and a positive attitude	7	2	1
	Demonstrates ability to assess the effectiveness of lessons and reflect on teaching	5	4	1
	Documents student learning	9	1	
	Uses feedback for professional growth	7	2	1
	Communicates with families	6	3	1
	Establishes a cooperative relationship with classroom teachers and other colleagues	7	2	1
	Completes assignments on time	8	2	
	Arrives promptly and prepared	9		1
	Takes responsibility for placement attendance	9		1
	Presents a professional appearance & presents self appropriately (dress, language, hygiene)	8	2	

*ME=meeting expectations; EE=exceeding expectations; NI=needs improvement; NA=not applicable or not observed

FIELD WORK EVALUATION FORM
COMPLETED BY COOPERATING TEACHER

*ME, EE, NI, NA PLANNING AND PREPARATION	Number of Candidates Achieving (10 Candidates in group)			
	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Demonstrates knowledge of content/prior knowledge	6	4		
Demonstrates knowledge of content related pedagogy	5	5		
Demonstrates knowledge of characteristics of age group	5	5		
Demonstrates knowledge of students learning styles, knowledge, skills, background, interests	6	3	1	
Selects appropriate instructional goals	5	5		
Demonstrates knowledge of resources	6	3		
Develops coherent lessons	4	6		
Designs units with coherent structure	4	6		
Assessment matches instructional goals	4	5	1	
Assessment of student performance is used for planning	4	6		
Displays evidence of good reading skills	5	4	1	
Writes effectively:	4	2		
Spelling/punctuation/grammar				
Content/expression/organization				

CLASSROOM ENVIRONMENT	Exceeds Expectations	Meets Expectations	Needs Improvement	
Creates an environment of respect and rapport	7	3		
Has rapport with students	7	2	1	
Holds high expectations	7	3		
Manages groups effectively	5	5		
Manages transitions effectively	4	6		
Manages classroom procedures effectively	4	6		
Uses positive management strategies	5	4	1	
Responds consistently to misbehavior	4	6	1	
Organizes & uses space & materials well	6	3	1	

*ME=meeting expectations; EE=exceeding expectations; NI=needs improvement; NA=not applicable or not observed

*ME, EE, NI, NA	INSTRUCTION	Exceeds Expectations	Meets Expectations	Needs Improvement
	Gives clear directions	3	6	1
	Uses oral and written language effectively	4	5	1
	Uses effective questioning and discussion techniques to encourage student participation	7	1	2
	Represents content accurately	6	3	1
	Provides activities and assignments that engage students in learning	6	4	
	Groups students effectively	6	4	
	Uses appropriate materials/resources	5	5	
	Pacing and structure of lessons are effective	4	6	
	Provides accurate, constructive, and timely feedback to students	7	3	
	Demonstrates flexibility and responsiveness in teaching	5	5	
	PROFESSIONAL RESPONSIBILITIES	**Exceeds Expectations**	**Meets Expectations**	**Needs Improvement**
	Shows motivation and initiative	8		2
	Shows enthusiasm and a positive attitude	7	1	2
	Demonstrates ability to assess the effectiveness of lessons and reflect on teaching	5	4	1
	Documents student learning	6	4	
	Uses feedback for professional growth	6	3	1
	Communicates with families	5	5	
	Establishes a cooperative relationship with classroom teachers and other colleagues	7	2	1
	Completes assignments on time	6	3	1
	Arrives promptly and prepared	6	3	1
	Takes responsibility for placement attendance	5	4	1
	Presents a professional appearance & presents self appropriately (dress, language, hygiene)	7	3	

*ME=meeting expectations; EE=exceeding expectations; NI=needs improvement; NA=not applicable or not observed