

Assessment #4: Student Teaching

1. Assessment Description:

The principles of good teaching outlined in Danielson (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) have been turned into an assessment instrument that is used for the four observations conducted by the college supervisor during student teaching and is used by the cooperating teacher at midterm and at the completion of the field placement.

2. Standards Met:

In terms of standards met, the four areas of Danielson assess the candidate as a professional in the field and cover everything from basic lesson planning to classroom management to reflective practice. Standards covered are:

- **Standard 1.2** required supervised field experiences
- Planning and Preparation 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 covers **Standard 4.0** on pedagogy, particularly **4.1** on instruction
- Instruction and Classroom Environment 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 2.3 and 3.7.1**) are covered in Instruction and Professional Responsibilities
- Professional Responsibilities also includes dealing with families (**Standard 4.10**), colleagues (**Standards 1.3, 2.3, and 4.3**), and professional growth (**Standards 1.3 and 2.3**)

3. Data Findings:

Several findings seem noteworthy

- The majority of students (with 1-2 exceptions) are meeting or exceeding all 42 standards established for passing student teaching.
- All the cooperating teachers determined that their student teachers should pass; however, they see more need for improvement in the student teachers than the college supervisor does, undoubtedly because the cooperating teacher spends far more time with the student teacher and has many more opportunities to observe difficulties.
- The highest scores are in those standards that measure student teachers' 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, which may cover errors in handouts, weak grammar lessons, or unclear oral expression. While, again, the majority of students met or exceeded expectations, there is clearly room for improvement in this category.

4. Evidence for Meeting Standards:

Program Standards: 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**, for the candidate’s professional development in **Standard 2.3**, and with other colleagues in **Standard 4.3**. Again student teachers scored very high in the cooperation category, with 9 out of 10 meeting or exceeding expectations.

Content and Instruction Standards: 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 for both their cooperating and supervising teachers; and in their ability to communicate that knowledge effectively to students (**Standard 4.1**), all but one did.

Student Learning Standards: In terms of creating an environment conducive to learning and engaging students in that learning (**Standard 2.1, 2.3, 3.1.2, 4.2, and 4.5**), all students met or exceeded the standards for both the cooperating and supervising teachers, with the exception of one (for the cooperating teacher). In terms of assessing student learning, again, all but one student met or exceeded standards for both the cooperating and supervising teacher.

Professional Responsibility Standards: Student teachers did very well in this category, but two of them, one more than the other, struggled to not allow their frustration with “the job” come through to their cooperating teachers.

Overall: The student teachers did very well and were held to very high standards. Two students struggled throughout the experience. One was an excellent 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 has a semester of coursework to complete, and this is clearly a change that needs to be made in the program. Students must complete student teaching in their final semester, after all their coursework is complete.

5. Assessment Tool:
KSC STUDENT TEACHING: FIELD WORK EVALUATION FORM (Standard 1.2 and 1.4)

*ME, EE, NI, NA	PLANNING AND PREPARATION	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 4.1 Pedagogy 2.1 Learning environment 2.1 4.1 Instruction 4.1. 4.1 4.1 4.10 4.10 Assessment 3.3 Reading 3.1.7 Language in teaching
	Demonstrates knowledge of content related pedagogy	
	Demonstrates knowledge of characteristics of age group	
	Demonstrates knowledge of students learning styles, knowledge, skills, background, interests	
	Selects appropriate instructional goals	
	Demonstrates knowledge of resources	
	Develops coherent lessons	
	Designs units with coherent structure	
	Assessment matches instructional goals	
	Assessment of student performance is used for planning	
	Displays evidence of good reading skills	
	Writes effectively: Spelling/punctuation/grammar Content/expressions/organization	
	CLASSROOM ENVIRONMENT	
	Creates an environment of respect and rapport	Standards (Skills) 2.1 Learning environment 2.1 2.1 4.2 Group work 2.3, 4.2 Behavior 2.3, 4.2 2.3, 4.2
	Has rapport with students	
	Holds high expectations	
	Manages groups effectively	
	Manages transitions effectively	
	Manages classroom procedures effectively	
	Uses positive management strategies	
	Responds consistently to misbehavior	
	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	Standards (Skills)
	Gives clear directions	3.1.7 Knowledge of grammar 4.2 Techniques for interaction 4.5 Student participation Content: 3.5.1-3 Literature, 3.4.1-2, 3.2.3, 3.4.1-2 Writing, 3.3.1-2 Reading 3.1.2 Instruction for engagement, 4.2 Techniques for interaction, 4.8 Engagement 3.1.2, 4.2, 4.8 Engagement Content: 3.5.1-3 Literature, 3.4.1-2, 3.2.3, 3.4.1-2 Writing, 3.3.1-2 Reading 2.3 Assessment
	Uses oral and written language effectively	
	Uses effective questioning and discussion techniques to encourage student participation	
	Represents content accurately	
	Provides activities and assignments that engage students in learning	
	Groups students effectively	
	Uses appropriate materials/resources	
	Pacing and structure of lessons are effective	
	Provides accurate, constructive, and timely feedback to students	
	Demonstrates flexibility and responsiveness in teaching	
	PROFESSIONAL RESPONSIBILITIES	Standards (Dispositions)
	Shows motivation and initiative	2.3 Assessment, 3.7.1-2 Reflection 2,4, 4.10 Instruction and assessment 4.10 Families 1.3, 2.3, 4.3 Colleagues
	Shows enthusiasm and a positive attitude	
	Demonstrates ability to assess the effectiveness of lessons and reflect on teaching	
	Documents student learning	
	Uses feedback for professional growth	
	Communicates with families	
	Establishes a cooperative relationship with classroom teachers and other 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 _____ KSC Supervisor _____

Cooperating Teacher _____ School _____ Grade _____

*ME, EE, NI, NA	PLANNING AND PREPARATION	Number of Students Achieving (10 Students 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			
	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	

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*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	

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FIELD WORK EVALUATION FORM
COMPLETED BY COOPERATING TEACHER

*ME, EE, NI, NA	PLANNING AND PREPARATION	Number of Students Achieving (10 students in group)	
		Exceeds Expectations	Meets Expectations
	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
	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
	Assessment of student performance is used for planning	4	6
	Displays evidence of good reading skills	5	4
	Writes effectively: Spelling/punctuation/grammar Content/expression/organization	4	2
	CLASSROOM ENVIRONMENT	Exceeds Expectations	Meets Expectations
	Creates an environment of respect and rapport	7	3
	Has rapport with students	7	2
	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
	Responds consistently to misbehavior	4	6
	Organizes & uses space & materials well	6	3

*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	

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