

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 4 – STUDENT TEACHING FINAL EVALUATION

Brief Description of the assessment and its use in the program

Candidates complete one quarter (approximately 7 ½ weeks) at an elementary school placement site and one quarter at a secondary school (middle and/or high) placement site. At the end of each student teaching placement, the cooperating teacher submits a Final Evaluation Report (including the student teaching final evaluation narrative) that becomes part of the candidate's permanent record. After consulting with cooperating teachers, the college supervisor completes a Final Evaluation Report (including the student teaching final evaluation narrative) and recommends the candidate pass or fail the student teaching experience. Therefore, the data reported below reflects the college supervisor's final evaluation. (Note: When the college supervisor observes the candidate (a minimum of four times during the semester), the observation report that is completed and shared with the cooperating teacher and candidate has the same categories and descriptors as used in the student teacher final evaluation report. Likewise, when the candidate is observed and evaluated in his/her practicum settings prior to student teaching, modified versions of the student teacher final evaluation report are used. Since the candidates have been evaluated on the same teaching behaviors throughout their practicum and student teaching experiences, they are well aware of the expected teaching skills and behaviors.)

Alignment of the assessment with the AAHPERD/NASPE standards for which it is cited

The Student Teaching Final Evaluation aligns with the following AAHPERD/NASPE standards:

NASPE Standard	Outcome
Standard 2: Growth and Development	<p>2.1: Criteria to monitor student performance (in the cognitive, psychomotor, and affective domains) are indicated in both unit and lesson plans.</p> <p>2.3: In their unit and lesson plans candidates are expected to select developmentally appropriate activities for the range of learners.</p>
Standard 3: Diverse Students	<p>3.1: Candidates are expected to provide for student equity as demonstrated by their professional behavior. In establishing an effective learning environment candidates are expected to plan activities that provide for challenge and success for various learners and that are developmentally appropriate for the range of learners.</p>
Standard 4: Management and Motivation	<p>4.1: In establishing an effective learning environment candidates are expected to use management techniques that promote safety, on-task behavior, and maximize learning time. In the instruction section candidates are expected to implement transitions that are smooth and contribute to maximizing learning time.</p> <p>4.3: In the instruction section candidates are expected to use a variety of means to engage students in learning in and outside the physical education class.</p> <p>4.4: In establishing an effective learning environment candidates are expected to use a variety of strategies to promote respect and rapport among students.</p> <p>4.5: In establishing an effective learning environment candidates are expected to implement a positive discipline plan.</p>
Standard 5: Communication	<p>5.1: In the instruction section candidates are expected to give clear and brief directions and provide appropriate feedback.</p> <p>5.3: As evidence of professional behavior candidates are expected to use respectful language that demonstrates sensitivity to all students.</p> <p>5.4: In establishing an effective learning environment candidates are expected to use a variety of strategies to promote respect and rapport among students.</p>
Standard 6: Planning and Instruction	<p>6.1: Unit plans require the writing of unit goals and instructional objectives, and lesson plans require the writing of objectives (expected outcomes).</p> <p>6.2: The unit block plan requires candidates to develop a long term plan that is linked to unit goals & objectives. The lesson plan (lesson description) is a short term plan for achieving lesson objectives.</p> <p>6.4: In the unit plan task analysis & block plan candidates select activities from which appropriate learning experiences are designed. The lesson description section of the lesson plan details the learning experience.</p>

Standard 6: Planning and Instruction continued	<p>6.5: In the unit plan task analysis and block plan candidates select activities from which effective learning environments & experiences are developed. The lesson description section of the lesson plan details the learning experience.</p> <p>6.7: The unit plan lists both teacher & student resources. The class information section of the lesson plan includes a list of sources of information (for that lesson).</p> <p>6.8: Providing effective demonstrations/explanations of motor skills and activities is addressed under Instruction.</p> <p>6.9: Instructional cues & prompts are listed under lesson description (points to emphasize) in lesson plans and implemented when providing effective demonstrations/explanations.</p> <p>6.10: Under instruction candidates are expected to provide appropriate closure to lessons and effectively use questions to promote student learning and responsibility.</p>
Standard 7: Student Assessment	<p>7.2: Candidates are expected to provide for assessment of student learning in their unit and lesson plans. During instruction candidates are expected to provide appropriate feedback.</p>
Standard 10: Collaboration	<p>10.2: As evidence of professional behavior candidates are expected to contribute to the school district and seek opportunities for professional development.</p>

Brief analysis of the data findings

Since all candidates must attain a minimum of level 2 in each category on the Student Teaching Final Evaluation to pass student teaching, the data shows that all 24 candidates met the acceptable level during 2005-2006.

Interpretation of how the data provides evidence for meeting standards

Growth and Development: Candidates use their knowledge of growth and development when planning. The data shows that 50% of the candidates scored at level 1 and 50% at level 2. (Note: Remember that on this scoring guide, level 1 is high.) This demonstrates their ability to plan instruction that meets student developmental needs and to select developmentally appropriate activities.

Diverse Students: The Student Teaching Final Evaluation specifically addresses providing for student equity and planning activities that are developmentally appropriate for the range of learners. The data shows that 66.7% of the candidates scored at level 1 and 33.3% at level 2 for professional behavior (which includes student equity.). The data shows that 50% of the candidates scored at level 1 and 50% at level 2 for planning (which includes the use of developmentally appropriate activities). This demonstrates an awareness of how to plan and teach diverse learners.

Management and Motivation: The Student Teaching Final Evaluation contains sections related to establishing an effective learning environment and instruction, each of which having specific management and motivation elements within it. The data shows that 62.5% of the candidates scored at level 1 and 37.5% at level 2 for establishing an effective learning environment. The data shows that 70.8% of the candidates scored at level 1 and 29.2% at level 2 for instruction. This demonstrates that candidates have the ability to use strategies to promote respect and rapport among students, make class expectations clear and reinforce them, use a variety of ways to get and maintain attention, display enthusiasm and be a catalyst for motivation, learn and use student names, use management techniques that promote safety, on-task behavior, and maximize learning time, implement a positive discipline plan, and facilitate smooth transitions within a lesson.

Communication: The Student Teaching Final Evaluation contains sections related to professional behavior, instruction and establishing an effective learning environment, each having specific communication elements within it. The data shows that for professional behavior 66.7% of the candidates scored at level 1 and 33.3% at level 2. The data shows that for instruction 70.8% of the candidates scored at level 1 and 29.2% at level 2. The data shows that 62.5% of the candidates scored at level 1 and 37.5% at level 2 for establishing an effective learning environment. This demonstrates that candidates use respectful language, give directions that are clear

and brief, project their voice adequately for the learning environment, use language that is appropriate to the students' level, and use a variety of strategies to promote respect and rapport among students.

Planning and Instruction: The Student Teaching Final Evaluation has sections specifically related to planning and instruction. The data shows that 50% of the candidates scored at level 1 and 50% at level 2 for planning. The data shows that 70.8% of the candidates scored at level 1 and 29.2% at level 2 for instruction. This demonstrates that candidates are able to identify, develop, and implement program and instructional goals, develop long (unit) and short (lesson) plans that are linked to program goals and student needs, design and implement appropriate learning experiences based on principles of effective instruction, apply content and pedagogical knowledge, select appropriate teaching resources, use effective demonstration/explanations, and develop instructional cues to facilitate competent motor skill performance.

Student Assessment: The Student Teaching Final Evaluation specifically addresses providing for assessment of student learning (under Planning) and providing effective feedback (under Instruction). The data shows that for planning 50% of the candidates scored at level 1 and 50% at level 2. The data shows that for instruction 70.8% of the candidates scored at level 1 and 29.2% scored at level 2. This demonstrated the ability of the candidates to use effective assessment strategies.

Collaboration: The Student Teaching Final Evaluation specifically addresses collaboration because candidates are expected to contribute to the school district and seek opportunities for professional development as evidence of professional behavior. The data shows that for professional behavior 66.7% of the candidates scored at level 1 and 33.3% at level 2. This demonstrates that candidates did engage in collaboration during their student teaching experience.

KEENE STATE COLLEGE
DIVISION OF STUDENT TEACHING
FINAL EVALUATION REPORT* - PHYSICAL EDUCATION

Student Teacher _____
Last Name
First Name
Initial

School: _____ Grades _____ Dates: _____

School: _____ Grades _____ Dates: _____

1- consistent/commendable

2- satisfactory

3- not developed or inconsistent

4- unsatisfactory

PROFESSIONAL BEHAVIOR	1	2	3	4	PROFESSIONAL ROLE MODELING	1	2	3	4
satisfactory attendance/punctuality uses respectful language takes positive approach responds appropriately to emergencies is safety conscious provides for student equity shows conscientious record keeping attends to school policies and procedures contributes to school district seeks opportunities for professional development					exhibits a physically active lifestyle maintains health enhancing level of fitness show appropriate grooming for professional appearance displays energy, enthusiasm and enjoyment of physical activity				

PLANNING	1	2	3	4
Displays conscientious unit planning including block planning Displays satisfactory lesson planning plans reflect knowledge of content and pedagogy plans incorporate developmentally appropriate activities for the range of learners plans reflect attention to the range of NASPE Standards Planned activities reflect lesson objectives plans show use of a variety of resources planning includes provision for assessment of student learning				

NASPE 2.1, 2.3,
6.1, 6.2, 6.4, 6.5,
6.7, 6.9, 7.2

ESTABLISHING AN EFFECTIVE LEARNING ENVIRONMENT	1	2	3	4
uses a variety of strategies to promote respect and rapport among students makes class expectations clear and reinforces expectations where appropriate, uses a variety of techniques to get and maintain attention and focus Displays enthusiasm and serves as a catalyst for student motivation learns student names and uses them frequently management techniques promote safety, on-task behavior, and maximize learning time Planned activities provide for challenge and success for various learners implements a positive discipline plan				

NASPE 2.3, 3.1,
4.1, 4.2, 4.3, 4.4,
4.5, 5.4

INSTRUCTION	1	2	3	4
directions are clear and brief Projects voice adequately for learning environment uses language appropriate to students' level effectively uses questions to promote student learning and responsibility uses a variety of means to engage students in learning in and outside the physical education class provides appropriate warm-up for planned activities provides effective demonstrations/explanations of motor skills & activities transitions are smooth and contribute to maximizing learning time provides effective feedback is responsive to student needs/uses teachable moments is sensitive to strengths/weaknesses, multiple needs, learning styles, & experiences of learners uses a variety of media to support student learning provides appropriate closure to lessons student learning is evident for all lesson objectives				

NASPE 4.1, 4.3, 5.1,
6.8, 6.9, 6.10, 7.2

* many components from this observation report are taken from Charlotte Danielson's Framework for Effective Teaching

In my judgment, I recommend the following grade:

Outstanding _____

Pass _____

Fail _____

Signature/date: _____

KSC STUDENT TEACHING FINAL EVALUATION NARRATIVE

In addition to the Evaluation Form, cooperating teachers and college/site supervisors must prepare an evaluation narrative using the following guidelines. The statement should be printed on school stationary and signed and dated at the bottom. Prior to the completion of the assignment, the student teacher should have the opportunity to read and discuss the evaluation with you. All completed evaluation forms must be forwarded to the college at the conclusion of the student teaching experience.

GUIDELINES FOR THE EVALUATION NARRATIVE

PARAGRAPH 1: Describe the nature of the student teacher's experience and responsibilities, including:

Grade/age level and/or subjects taught

Type of school setting – multi-age, graded, open, etc.

Type of geographical area, i.e., rural, suburban, urban

Building, class enrollment(s), population served

Amount of responsibility the student had, such as the number of classes taught, units created and taught, teaching and non-teaching activities performed, involvement with families, etc.

PARAGRAPH 2: Identify and describe outstanding personal and/or teaching qualities such as rapport with students, rapport with staff, general knowledge, knowledge of subject matter, planning and organizational skills, teaching methods, use of instructional materials, classroom management, discipline strategies and techniques, reliability, and sense of humor.

PARAGRAPH 3: Identify and describe outstanding teaching performance areas where improvement and growth have been demonstrated.

PARAGRAPH 4: Identify specific teaching areas in need of continued development and/or improvement.

PARAGRAPH 5: Conclude with your overall recommendations.

Student Teaching Final Evaluation Scoring Guide

Acceptable Level

This is still a 4-level scoring guide, however, 1 is high rather than 4 being high. This is so it will match the rating scale on the Student Teaching Final Evaluation form. In order to pass student teaching candidates must attain a minimum of **level 2** in each category.

	Professional Behavior NASPE 3.1, 5.3, 10.2	Professional Role Model	Planning NASPE 2.1, 2.3, 6.1, 6.2, 6.4, 6.5, 6.7, 6.9, 7.2	Establish Effective Learning Environment NASPE 2.3, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4	Instruction NASPE 4.1, 4.3, 5.1, 6.8, 6.9, 6.10, 7.2	Evidence of Student Learning
1	Consistent: demonstrates all professional behaviors listed on the student teaching final evaluation form.	Consistent: demonstrates all behaviors related to being a professional role model listed on the student teaching final evaluation form.	Few or no deficiencies: complete, thorough planning for student learning within most NASPE standards	Consistently demonstrates class management procedures that facilitate student learning	Instruction is exceptionally easy to hear, see and follow, and provides learners with information necessary to allow for highly effective practice/involvement.	Highly effective: evidence of student learning within most NASPE standards
2	Developing: demonstrates most professional behaviors listed on the student teaching final evaluation form.	Developing: demonstrates most behaviors related to being a professional role model listed on the student teaching final evaluation form.	Minor deficiencies: few errors or omissions, planning for student learning within a minimum of 3 NASPE standards	Frequently demonstrates class management procedures that facilitate student learning	Instruction is clear relative to learners' ability to hear, see, or follow: results in little confusion and generally effective practice/involvement.	Generally effective: evidence of student learning within a minimum of 3 NASPE standards
3	Inconsistent / Occasionally: demonstrates some professional behaviors listed on the student teaching final evaluation form.	Inconsistent / Occasionally: demonstrates some behaviors related to being a professional role model listed on the student teaching final evaluation form.	Numerous deficiencies: many errors or omissions, planning for student learning within less than 3 NASPE standards	Occasionally demonstrates class management procedures that facilitate student learning	Instruction lacks clarity; somewhat difficult to hear, see, or follow: some confusion evident by learners relative to expectations for practice/involvement.	Somewhat effective: evidence of student learning within less than 3 NASPE standards
4	Rarely / Never: demonstrates very few professional behaviors listed on the student teaching final evaluation form.	Rarely / Never: demonstrates very few behaviors related to being a professional role model listed on the student teaching final evaluation form.	Serious deficiencies: significant errors or omissions, little or no planning for student learning	Rarely demonstrates class management procedures that facilitate student learning	Instruction is unclear, very difficult for some learners to hear, see, or follow: results in major confusion about expectations for practice/involvement.	Ineffective: little or no evidence of student learning

Data Table for Student Teaching Final Evaluation (Assessment 4)

This is still a 4-level data table, however, 1 is high rather than 4 being high. This is so it will match the rating scale on the Student Teaching Final Evaluation form.

Data from Fall 2005 and Spring 2006: Number of candidates = 24

	Professional Behavior	Professional Role Model	Planning	Establish Effective Learning Environment	<u>Instruction</u>	Evidence of Student Learning
1	16 (66.7%)	12 (50%)	12 (50%)	15 (62.5%)	17 (70.8%)	17 (70.8%)
2	8 (33.3%)	12 (50%)	12 (50%)	9 (37.5%)	7 (29.2%)	7 (29.2%)
3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
4	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Acceptable Level

In order to pass student teaching candidates must attain a minimum of **level 2** in each category.