

Assessment 4: [Assessment of Student Teaching] **Student Teaching Evaluation (Danielson/ACEI Standards Frameworks)**

1. A brief description of the assessment and its use in the program.

This Student Teaching Final Evaluation (Danielson/ACEI Standards framework) is used to assess the candidates' knowledge, skills and dispositions in an elementary school classroom setting at the end of their coursework in the Keene State College Elementary Education program. The assessment (Attachment B) is based on the model developed by Charlotte Danielson from her book, (1996) *Enhancing professional practice: A framework for teaching*. The assessment is used by site supervisors and/or cooperating teachers during classroom teaching observations as well as mid-term and final evaluations. An explanation and overview of the Danielson assessment form and its use (Attachment A) is included of the Elementary Education Student Teaching Handbook. Candidates are required to use this assessment twice during student teaching (at mid-semester and at the end of the semester) as part of an ongoing self-evaluation process to share with their cooperating teachers and site supervisors. The teaching domains, *planning and preparation, classroom environment, instruction and professional responsibilities*, are aligned with all of the ACEI standards and are embedded in the course goals and objectives for the student teaching placements. This assessment is completed at the end of each student teaching experience.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

The KSC Danielson/ACEI Standards Framework Student Teaching Evaluation assessment was designed to align with all (19) of the ACEI standards. This alignment with the ACEI standards is articulated in the chart below. The ACEI standards provide a standard for assessment in the four Danielson domains: *planning and preparation, classroom environment, instruction and professional responsibilities*.

PLANNING AND PREPARATION
Demonstrates knowledge of content/prior knowledge (ACEI standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)
Demonstrates knowledge of content related pedagogy (ACEI Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)
Demonstrates knowledge of characteristics of age group (ACEI standard: 1)
Demonstrates knowledge of students learning styles, knowledge, skills, background, interests (ACEI standards: 1,3.1,3.2, 3.4, 5.3)
Selects appropriate instructional goals (ACEI standards: 3.1, 3.2, 3.3, 3.4, 3.5)
Demonstrates knowledge of resources (ACEI standards: 2.1 – 2.8)
Develops coherent lessons (ACEI standards: 3.1, 3.2, 3.3, 3.4, 3.5)
Designs units with coherent structure (ACEI standards: 3.1, 3.2, 3.3, 3.4, 3.5)
Assessment matches instructional goals (ACEI standard: 4)
Assessment of student performance is used for planning (ACEI standard: 4)
Displays evidence of good reading skills (ACEI standard: 2.1)
Writes effectively: Spelling/punctuation/ grammar Content/expression/organization (ACEI standards: 2.1, 5.1)
CLASSROOM ENVIRONMENT
Creates an environment of respect and rapport

(ACEI standards: 3.4; 3.5, 5.3, 5.4)
Has rapport with students (ACEI standards: 3.4, 3.5, 4, 5.3, 5.4)
Holds high expectations (ACEI standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.3)
Manages groups effectively (ACEI standards: 3.1, 3.2, 3.4)
Manages transitions effectively (ACEI standards: 3.2, 3.5)
Manages classroom procedures effectively (ACEI standard: 5.1)
Uses positive management strategies (ACEI standards: 3.2, 3.4, 4, 5.1, 5.2)
Responds consistently to misbehavior (ACEI standards: 3.2, 3.4, 3.5, 4, 5.1, 5.2, 5.3)
Organizes & uses space & materials well (ACEI standards: 3.1, 3.2, 3.3, 3.4, 5.1, 5.2)
INSTRUCTION
Gives clear directions (ACEI standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2)
Uses oral and written language effectively (ACEI standards: 2.1, 5.1)
Uses effective questioning and discussion techniques to encourage student participation (ACEI standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2)
Represents content accurately (ACEI standards: 2.1 – 2.8, 3.1, 3.2, 3.3, 3.4, 3.5)
Provides activities and assignments that engage students in learning (ACEI standard: 3.4)
Groups students effectively (ACEI standards :1, 3.4, 4, 5.2)
Uses appropriate materials/resources (ACEI standards: 2.1 – 2.8, 5.3, 5.4)
Pacing and structure of lessons are effective (ACEI standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2)
Provides accurate, constructive, timely feedback to students (ACEI standards: 3.3, 3.4, 3.4)
Demonstrates flexibility and responsiveness in teaching (ACEI standards: 5.1, 5.2, 5.3, 5.4)
PROFESSIONAL RESPONSIBILITIES
Shows motivation and initiative (ACEI standards: 5.1, 5.2)
Shows enthusiasm and a positive attitude (ACEI standards: 5.1, 5.2)
Demonstrates ability to assess the effectiveness of lessons and reflect on teaching (ACEI standard: 5.2)
Documents student learning (ACEI standards: 4, 5.1, 5.2)
Uses feedback for professional growth (ACEI standards: 5.1, 5.2)
Communicates with families (ACEI standard: 5.3)
Establishes a cooperative relationship with classroom teachers and other colleagues (ACEI standards: 3.4, 3.5, 5.3, 5.4)
Completes assignments on time (ACEI standard: 5.1)
Arrives promptly and prepared (ACEI standard: 5.1)
Takes responsibility for placement attendance (ACEI standard: 5.1)
Presents a professional appearance & presents self appropriately (dress, language, hygiene) (ACEI standard: 5.2)

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

3. A brief analysis of the data findings.

Our preliminary data is limited to the fall 2005 candidates who completed student teaching (Attachment C). Preliminary findings show that 99% of our candidates meet or exceed the expectations of this evaluation for the fall semester 2005. These findings do not include areas of assessment where the supervisor/cooperating teacher indicated NA or assessment data was missing on the evaluation form. Data shows 1% of candidates need improvement in the following areas:

1. Planning and Preparation

- Demonstrates knowledge of students learning styles, knowledge, skills, background, interests
(ACEI standards: 1,3.1,3.2, 3.4, 5.3)

2. Classroom Environment

- Manages groups effectively
(ACEI standards: 3.1, 3.2, 3.4)
- Manages transitions effectively
(ACEI standards: 3.2, 3.5)
- Responds consistently to misbehavior
(ACEI standards: 3.2, 3.4, 3.5, 4, 5.1, 5.2, 5.3)

3. Instruction

- Pacing and structure of lessons are effective
(ACEI standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2)

Candidates overall success in student teaching is reflected through this data. Candidates who need improvement at this stage of the Elementary Education program are counseled out of the profession and supported to find other meaningful career and academic goals.

4. An interpretation of how the data provides evidence for meeting standards.

Our preliminary findings demonstrate that candidates successfully meet the ACEI standards. We collaborate with professionals in our clinical field experience sites, with other faculty colleagues, and with the candidates to ensure their success in meeting the standards during this culminating pre-professional experience. We utilize aggregate data on our candidates to identify weak areas in the program in order to make appropriate program improvements. While we are confident that our students meet the standards upon successful completion of student teaching, we recognize we have limited data on our candidates at this time. We also recognize that we need to continue to work with site supervisors and cooperating teachers to develop a collective understanding of the ACEI standards and how to be more consistent and objective in the evaluation process. To this end, in the fall of 2006 we are piloting cooperating teacher workshops that use video analysis of candidates with our Methods students. We also recognize we need to improve on how we collect and analyze the specific data from this assessment. We are presently putting in place a data collection system that will help us to keep better track of the forms we are using presently and to develop new means of assessment. This is explained more fully in Section V of our report.