

Key Assessment #4 – Pedagogical and Professional Knowledge, Skills, and Dispositions – Focus on Student Teaching

4-1. Brief description of the assessment and its use in the program.

The Student Teacher Final Evaluation Rating Scale (EDTE 488 – Student Teaching Elementary) is used to assess the student teaching experience. Students are rated on the effective application of teaching theory in the classroom and the manner in which they modify and adjust their practices to meet specific classroom conditions. Candidates are supervised weekly and receive on-going feedback regarding their performance. As candidates complete fifteen weeks of student teaching, they are evaluated by the mentor teacher. In Michigan, the final evaluation by the mentor must be successful before the candidate can receive state certification. This final evaluation by the mentor requires that the student teacher synthesize all the pieces of successful teaching: (a) mastery of content, (b) use of a variety of pedagogical strategies, (c) organization and management of the classroom, (d) management of the behavior of students while in the class and (d) skills and dispositions of the profession. The target outcomes are essential classroom behaviors that are a part of the Conceptual Framework for the School of Education. In the Teaching, Learning and Curriculum Department, these outcomes are evaluated at the application and synthesis level. The final evaluation is summative using both a Likert scale format combined with a narrative report format. All teacher candidates must pass this assessment in order to pass the course.

4-2. Description of how this assessment specifically aligns with the standards.

The Student Teaching Final Evaluation Rating Scale, along with the course EDTE 488 as a whole, incorporates and aligns with NCTE Standards. The final evaluation summary for elementary candidates provides the data showing that candidates have met NCTE Standards 2.1, 4.1, 4.2, 4.5, and 4.8, as well as other standards and benchmarks not specified in this report. The Alignment Matrix describes how these Standards are met in the context of the Student Teaching experience. See [Attachment 6](#).

4-3. Brief analysis of the data findings.

The Student Teaching Final Evaluation provides the following candidate data taken from *livetext* software, using the rating scale summary for elementary candidates, for four specific semesters:

For Fall, 2008, (n=5), the means for all five sections of the assessment range from 4.60 to 4.80. All five candidates achieved scores of Exceptional or Proficient for Sections 1 through 5. For Spring, 2009, (n=7), the means for all five sections range from 4.286 to 4.714. All seven candidates achieved scores of Exceptional or Proficient for Sections 1, 2, and 3, with two candidates scoring at the Satisfactory level for Sections 4 and 5. For Fall, 2009, (n=2), the means for all five sections of the assessment are 5.0., with both candidates scoring at the Exceptional level for Sections 1-5. For Spring, 2010, (n=8), the means for all five sections range from 4.375 to 4.750, with all candidates scoring at the Proficient or Exceptional level for Section 5, two candidates scoring at the Satisfactory level for Section 1, and one candidate scoring at the Satisfactory for Sections 2, 3, and 4 of the assessment.

4.4. Interpretation of how the data provides evidence for meeting standards.

The data for Fall, 2008, show that the means for all five sections of the assessment range from 4.60 to 4.80, which indicate the majority of candidates performing at or above the Proficient level. For Section 1 (Content), three candidates scored at the Exceptional level and two scored at the Proficient level; for Section 2 (Pedagogy), three candidates scored at the Exceptional level and two scored at the Proficient level; for Section 3 (Planning), three candidates scored at the Exceptional level and two scored at the Proficient level; for Section 4 (Classroom Organization), three candidates scored at the Exceptional level and two scored at the Proficient level; for Section 5 (Professional Dispositions), four candidates scored at the Exceptional level and one scored at the Proficient level. The data show that the majority of candidates for Fall, 2008, scored at or above the Proficient level, indicating target performance.

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The data for Spring, 2009, show that the means for all five sections of the assessment range from 4.286 to 4.714, which indicate the majority of candidates performing at or above the Proficient level. For Section 1 (Content), five candidates scored at the Exceptional level and two scored at the Proficient level; for Section 2 (Pedagogy), two candidates scored at the Exceptional level and five scored at the Proficient level, for Section 3 (Planning), four candidates scored at the Exceptional level and three scored at the Proficient level; for Section 4 (Classroom Organization), one scored at the Exceptional level, five scored at the Proficient level, and one scored at the Satisfactory level, for Section 5 (Professional Dispositions), five scored at the Exceptional level, one scored at the Proficient level, and one scored at the Satisfactory level. The data show that the majority of candidates for Spring, 2009, scored at or above the Proficient level, indicating target performance.

The data for Fall, 2009, show a mean of 5.0 as the average for each Section of the assessment, with all candidates performing at the Exceptional level, indicating target performance.

The data for Spring, 2010, show that the means for all five sections of the assessment range from 4.375 to 4.750, which indicate the majority of candidates performing at or above the Proficient level. For Section 1 (Content), six candidates scored at the Exceptional level, with two scoring at the Satisfactory level. For Section 2 (Pedagogy), six candidates scored at the Exceptional level, with one scoring at the Proficient level, and one scoring at the Satisfactory level. For Section 3 (Planning), five candidates scored at the Exceptional level, two scoring at the Proficient level, and one scoring at the Satisfactory level. For Section 4 (Classroom Organization), six scored at the Exceptional level and two scored at the Proficient level. The data show that the majority of candidates for Spring, 2010, scored at or above the Proficient level, indicating target performance.

In conjunction with data from Assessment 1 (the MTTC scores), the above data give an estimate of the candidates' mastery of content knowledge (language arts as well as other content areas) and ability to successfully apply and integrate NCTE Standards 2.1, 4.1, 4.2, 4.5, and 4.8 into their teaching practices, using language arts content and skills as part of classroom teaching styles and lesson units.

4-5a Assessment tool: EDTE 488 (Student Teaching – Elementary) uses a final assessment as part of the evaluation of teacher candidates. Data for 2008, 2009, and 2010 are provided below. See [Attachment 7](#) for rating scale.

4-5b Scoring guide for the assessment

Scoring Guide: Grading is based on mastery; quality points are awarded on a scale of 1-5 that range from Exceptional to Unsatisfactory for use in ascertaining the candidate's level of competence with regard to curriculum planning.

Exceptional	5	Target performance is assessed with the following scale:	
Proficient	4		
Satisfactory	3	Target	23-25 pts
Emerging	2	Acceptable	15-22 pts.
Unsatisfactory	1	Unacceptable	below 15 pts.

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4-5c Chart of candidate data derived from the assessment.

EDTE488 Student Teacher Final Evaluation Rubric for Elementary Candidates									
	Exceptional	Proficient	Satisfactory	Emerging	Unsatisfactory	N	Mean	Mode	SD
	5 pts	4 pts	3 pts	2 pts	1 pt				
Fall 2008									
An understanding and appreciation of what to teach	3	2				5	4.600		
An understanding of how to teach and the skills to teach effectively	3	2				5	4.600		
The knowledge and skills to create and manage a classroom environment which nurtures learning	3	2				5	4.600		
The knowledge and skills to monitor and manage student behavior	3	2				5	4.600		
A knowledge and understanding of a teacher's professional role, and the skills and dispositions to fulfill those roles	3	2				5	4.600		
An understanding and appreciation of what to teach	4	1				5	4.800		
Spring 2009									
An understanding and appreciation of what to teach	5	2				7	4.714		
An understanding of how to teach and the skills to teach effectively	2	5				7	4.286		
The knowledge and skills to create and manage a classroom environment which nurtures learning	4	3				7	4.571		
The knowledge and skills to monitor and manage student behavior	1	5	1			7	4.000		
A knowledge and understanding of a teacher's professional role, and the skills and dispositions to fulfill those roles	5	1	1			7	4.571		

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EDTE488 Student Teacher Final Evaluation Rubric for Elementary Candidates									
	Exceptional	Proficient	Satisfactory	Emerging	Unsatisfactory	N	Mean	Mode	SD
	5 pts	4 pts	3 pts	2 pts	1 pt				
Fall 2009									
An understanding and appreciation of what to teach	2					2	5.000		
An understanding of how to teach and the skills to teach effectively	2					2	5.000		
The knowledge and skills to create and manage a classroom environment which nurtures learning	2					2	5.000		
The knowledge and skills to monitor and manage student behavior	2					2	5.000		
A knowledge and understanding of a teacher's professional role, and the skills and dispositions to fulfill those roles	2					2	5.000		
Spring 2010									
An understanding and appreciation of what to teach	6		2			8	4.500		
An understanding of how to teach and the skills to teach effectively	6	1	1			8	4.625		
The knowledge and skills to create and manage a classroom environment which nurtures learning	5	2	1			8	4.500		
The knowledge and skills to monitor and manage student behavior	4	3	1			8	4.375		
A knowledge and understanding of a teacher's professional role, and the skills and dispositions to fulfill those roles	6	2				8	4.750		