

**Student Teaching Pre/Post Rubric**

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Score of 1 or Incomplete | Score of 2 or Descriptive and Limited | Score of 3 or Plausible and Insightful | Score of 4 or In-depth and Sophisticated |
| No alignment with 5-12 student objectives | Implicit alignment with student objectives | Evidence of alignment with student objectives | Explicit explanation of student objectives met or not met |
| Incomplete or missing analysis of results | Addresses patterns and differences between pre and post results | Addresses strengths and weaknesses in student learning | Addresses patterns in individual results and for students with special needs or cultural differences |
| Missing analysis of test | Addresses validity, reliability, and bias in pre or post test results | Identifies validity, reliability and bias issues in pre or post test | Addresses adjustments to be made in the pre or post assessments given possible measurement issues |
| Missing analysis of student learning for individuals, subgroups or whole class | Concerns for poor performers are mentioned | Addresses ways to adjust test, instruction, or curriculum for poor performers | Addresses new strategies for improving student learning for individuals, subgroups, or whole class |

Final Score: \_\_\_\_\_/16 or \_\_\_\_\_% Pass Fail

**Pre/Post Test Assignment Results for 2012- 2013 Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Group 2013 | | Elementary | |  |  |  |
| **Standards** | **Theme** | **1** | **2** | **3** | **4** |  |
|  | **Student Objectives** | 5 | 2 | 7 | 2 | 16 |
|  | **Patterns** |  | 1 | 8 | 7 | 16 |
|  | **Measurement** | | 1 | 5 | 10 | 16 |
|  | **Strategies and RTI** | | 1 | 7 | 8 | 16 |
|  |  | 5 |  | 27 | 27 | 59 |
|  |  |  |  |  |  |  |
| Group 2013 | | Math |  |  |  |  |
| **Standards** | **Theme** | **1** | **2** | **3** | **4** |  |
|  | **Student Objectives** | | 1 |  |  | 1 |
|  | **Patterns** |  |  |  | 1 | 1 |
|  | **Measurement** | |  | 1 |  | 1 |
|  | **Strategies and RTI** | |  |  | 1 | 1 |
|  |  |  | 1 | 1 | 2 | 4 |
|  |  |  |  |  |  |  |
| Group 2013 | | English Language | |  |  |  |
| **Standards** | **Theme** | **1** | **2** | **3** | **4** |  |
|  | **Student Objectives** | |  | 4 | 0 | 4 |
|  | **Patterns** |  | 1 | 1 | 2 | 4 |
|  | **Measurement** | |  | 2 | 2 | 4 |
|  | **Strategies and RTI** | |  | 2 | 2 | 4 |
|  |  |  | 1 | 9 | 6 | 16 |
|  |  |  |  |  |  |  |
| Group 2013 | | Social Studies History & Government | | | | |
| **Standards** | **Theme** | **1** | **2** | **3** | **4** |  |
|  | **Student Objectives** | |  |  | 2 | 2 |
|  | **Patterns** |  |  |  | 2 | 2 |
|  | **Measurement** | 1 |  |  | 1 | 2 |
|  | **Strategies and RTI** | |  |  | 2 | 2 |
|  |  | 1 |  |  | 7 | 8 |
|  |  |  |  |  |  |  |
| Group 2013 | | Visual Arts | |  |  |  |
| **Standards** | **Theme** | **1** | **2** | **3** | **4** |  |
|  | **Student Objectives** | |  |  | 1 | 1 |
|  | **Patterns** |  |  |  | 1 | 1 |
|  | **Measurement** | |  |  | 1 | 1 |
|  | **Strategies and RTI** | |  |  | 1 | 1 |
|  |  |  |  |  | 4 | 4 |

**Analysis of Aggregated Data for Pre Post Test Assignment**

The pre/post test assignment scores are formally recorded as a student teaching requirement. This requirement specifically focuses on evidence of student learning during the student teaching assignment. The pre/post test assessment is a key assessment for all programs. The student teaching evaluation rubric reflects the student teacher’s ability or competence in analyzing student learning as a result of k-12 assessments that the student teacher designs or uses within the classroom. The type of pre/post test varies and is a choice of the student teacher. All student teachers have been asked to complete a pre/post test assignment with at least 80% accuracy in at least two methods or mid-level courses prior to student teaching. The data above represents the first cohort of student teachers who used the most current rubric to construct student learning analysis. All pre/post test analysis papers are collected by the Coordinator of Field Experiences and scores are recorded in Excel as shown above. The actual paper analyses are housed in the Newby office in front of each cohort of teacher candidates.

Five programs are represented in this data. Strengths across all programs included the student teachers ability to identify patterns given k-12 data. Most student teachers were also able to recommend or identify new instructional strategies to help those students who did not perform well on the pre/post test. While strategies were not necessarily identified as Tier strategies related to Response to Intervention, in most cases, student teachers were focusing on Tier One, or strategies appropriate for all learners in any particular classroom. All but two student teachers were able to critique the pre/post test for bias, validity, or reliability issues. Elementary student teachers had a more difficult time remembering to connect student data with student standards or objectives taught in the written analysis.

The pre/post test assignment rubric attached is noticeably generic. For the purposes of each content program, the pre/post criteria is also attached to SPA or Indiana teacher standard criteria. In every case the student teacher should be coached by the faculty supervisor to improve a written analysis until at least 80% of the criteria are met. The EPP cannot guarantee that the 2013 data above represents a student teacher’s revisions. It is possible that the elementary student teachers were not asked to rewrite or improve upon their scores of “1” for aligning results with student objectives. The EPP has been working to ensure that scoring of the pre/post test assignment is consistent between student teaching supervisors.

**EPP Adjustments:** The EPP will consult with all student teacher supervisors about the results reported here in March, 2014. The EPP has created a student teaching workshop to specifically review the pre/post test assignment. An example of a previous student teacher’s work is used to review criteria; student teachers work together to score the example and ask questions of each other and their supervisors about choices in pre/post tests and use of Excel or Word to organize data. The strengths and weaknesses described above are also shared during this seminar with student teachers.