3.3.g Assessment 4-Final student teaching evaluation –

ACEI 2.1-2.4

ACEI 3.3-3.4

ACEI 4.0

ACEI 5.1 and 5.2

Data:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Competence: Elementary Education Content Knowledge** | **1 Student teacher displays very limited knowledge about the concepts** | **2-Student teacher has difficulty explaining certain concepts in own terms**  | **3 Student teacher consistently explains concepts in a clear and accurate manner; is able to describe concepts in own words and uses book only as a resource** | **4 Student teacher is able to explain concepts in a clear and accurate manner with numerous examples and connections to other subjects and real world**  |
| ACEI - 2.1Indiana 1.1-1.10 | Reading, Writing and Oral Language: Candidate demonstrates a high level of knowledge of English language arts |  |  | **2012: 4** | **2012: 12** |
| ACEI 2.2Indiana 5.1-5.10 | Science: Candidate knows, understands and uses fundamental concepts of physical, life and earth/space science. |  |  | **2012: 2** | **2012: 14** |
| ACEI- 2.3Indiana 4.1-4.10 | Mathematics: Candidate knows, understands, and uses major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability |  |  | **2012: 0** | **2012: 16** |
| ACEI – 2.4Indiana 6.1-6.10 | Social studies: Candidate knows, understands, and uses major concepts and modes of inquiry in social studies-integrated study of history, geography, and social sciences to promote students’ abilities to make decisions as citizens. |  |  | **2012: 2**  | **2012: 14** |
|  | **Competence: ElementaryEducation Pedagogical Knowledge** | **Student teacher displays little or no competence to lead instruction in this area** | **Student teacher displays skill on a limited or inconsistent basis.**  | **Student teacher displays skill on a consistent basis; typical of daily instruction** | **Student teacher displays consistently, provides responsive and engaging instruction on a regular basis for students** |
| ACEI – 2.1Indiana 2.1-2.10 | Candidate demonstrates competence in using strategies to teach reading, writing, speaking, listening and thinking |  |  | **2012: 3** | **2012: 13** |
| ACEI 2.1Indiana 3.1-3.10 | Candidate demonstrates ability to teach students to apply language arts skills in varied contexts.  |  |  | **2012: 4** | **2012: 12** |
| ACEI-3.1 Indiana 3.11 | Candidate demonstrates ability to differentiate instruction (RtI) to meet the needs of all learners in language arts |  |  | **2012: 4** | **2012: 12** |
| ACEI 2.2Indiana 5.1-5.10 | Candidate designs and implements inquiry-based instruction and to convey the nature of science. |  |  | **2012: 2** | **2012: 14** |
| ACEI 2.3Indiana 4.1-4.10 | Candidate demonstrates competence in using varied strategies to teach mathematics; engage students in problem solving, reasoning and proof, communication, connections and representations  |  |  | **2012: 1** | **2012: 15** |
| ACEI 2.4Indiana 6.1-6.10 | Candidate demonstrates competence in using varied strategies to teach social studies |  |  | **2012: 3** | **2012: 13** |

Part II: ACEI standard

2011 cohort: 12 candidates (\* data missing for one candidate as previous evaluation form was used)

2012 cohort: 16 candidates

ACEI Criteria Levels: 2/2+ 3/3+ 4

standard Number of candidates/percent of cohort

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| --- | --- | --- | --- | --- |
| 3.3 | Uses higher order thinking questions (Blooms) to promote divergent responses (r) (ACEI 3.3) | 2011-02012-1/16-6% | 2011-4/12-33%2012-7/16-43.8% | 2011-8/12-66%2012-8/16-50% |
| 3.4 | Positive and respectful classroom climate and good student rapport (r ) (3.4) | 2011-02012 | 2011-2/16.6%2012-3/16-18.8% | 2011-10/83.32012-13/16-81.3% |
| 3.4 | Appropriate use of whole class, collaborative group, paired, discussions, independent practice learning structures (r ) (ACEI 3.4) | 2011-02012-0 | 2011-1/12-8.3%2012-6/16-37.5% | 2011-11/91.6%2012-10/16-62.5% |
| 4.0 | Uses varied assessments: formal, informal, traditional and alternative  | 2011-02012-2/16-12.5% | 2011-3/12-25%2012-5/16-31.2% | 2011-9/12-75%2012-9/16-56.3% |
| 4.0 | Data used for planning lessons (r ) and applies circular model of planning and instructional assessment (pre-post assignment) (ACEI 4.0) | 2011-02012-0 | 2011-5/12-45.5%2012-8/16-50% | 2011-6\*/11-54.5%2012-8/16-50% |
| 4.0 | Analyzes and creates assessments that are valid (measures standards), reliable, and free from bias (pre/post assignment) (ACEI 4.0) | 2011-02012-0 | 2011: 1/12-9%2012-7/16-43.8% | 2011- 10\*/11-91%2012-9/16-56.3% |
| 5.1 | Participates in professional development -enthusiastically seeks and uses resources to enhance teaching (ACEI 5.1) | 2011- 1/12-9%2012-1/16-6% | 2011-02012-3/16-18.8% | 2011- 10\*/11-91%2012-12/16-75% |
| 5.1 | Responds to feedback from supervising and mentor teachers (analysis of teaching and student learning) (ACEI 5.1) | 2011-02012-0 | 2011-0/02012-2/12-16.7% | 2011-12/12-100%2012-14/16-87.5% |
| 5.1 | Continually uses reflection and analysis of own instruction to make timely adjustments (journal, analysis of teaching and student learning) (ACEI 5.1) | 2011-02012-0 | 2011-2/12-16.6%2012-6/16-37.5% | 2011-10/12-83.3%2012-10/16-62.5% |
| 5.1 | Conducts continuous analysis and reflection on his or her teaching practice (journal, analysis of teaching and student learning, student teaching seminar)(ACEI 5.1) | 2011-02012-0 | 2011-1/12-9%2012-5/16-31.3% | 2011-10\*/11-91%2012-11/16-68.7% |
| 5.2 | Cooperates within and outside the classroom with parents and colleagues (r ) (ACEI 5.2) | 2011-02012-0 | 2011-1/12-9%2012-5/16-31.3% | 2011- 10\*/11-91%2012-11/16-68.7% |
| 5.2 | Actively collaborates with faculty and mentors about learning needs and talents of students; advocate for students’ needs ( r) (ACEI 5.2) | 2011-02012-0 | 2011- 1/12-9%2012-2/16-12.5% | 2011- 10\*/11-91%2012-14/16-87.5% |
| 5.2 | Effective and timely parental contact ( r) (ACEI 5.2)(added for 2013 cohort) |  |  |  |

Data analysis: Content area knowledge was rated by mentor teachers when student teachers presented their daily lessons. Score of 3 or 4 on the rubric candidates met or exceeded mentor teachers expectations for their student teachers. Candidates are able explain content is a clear and accurate manner. Also shown in this assessment, the data reflects candidates’ competency to meet ACEI standards 5.1 and 5.2. Our candidates are reflective, respond to feedback and collaborate with mentors, colleagues and parents. Our candidates can establish a positive classroom environment and student rapport meeting ACEI standard 3.4. Both cohorts had some difficulty with standard 3.3 (development of critical thinking and problem solving) and with various aspects of assessment (ACEI standard 4.0), especially using data for planning lessons, varied forms of assessment, and establishing the validity, reliability and bias in assessment instruments (2012 cohort).

**Final Elementary Education Student Teaching Evaluation**

**Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade and Subject Matter Assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(r) = RISE** (Indiana Department of Education recommended teacher evaluation rubric)

ACEI, Indiana= professional teacher standards for teachers in elementary education (K-6)

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|  | **Communication Ability of Candidate**  |  |  |  |  |
| ACEI - 2.1Indiana 1.1-1.10 | Reading, Writing and Oral Language: Candidate demonstrates a high level of knowledge of English language arts in spoken and written communication.**Comments on errors displayed:**  | Frequent mistakes in both written and spoken language; language use is not improving after feedback given  | Candidate makes one or two consistent errors when speaking and/or writing and is making little improvement in these skills | Candidate makes one consistent error when speaking and/or writing and is improving on that pattern | Candidate models excellent nearly perfect written and oral communication skills on a consistent basis-effective use of grammar, sentence structure, and composition |
|  | **Competence: Elementary Education Content Knowledge for Instruction** | **1 Student teacher displays very limited knowledge about the concepts** | **2-Student teacher has difficulty explaining certain concepts in own terms** | **3-Student teacher consistently explains concepts in a clear and accurate manner; is able to describe concepts in own words and uses book only as a resource** | **4 Student teacher is able to explain concepts in a clear and accurate manner with numerous examples and connections to other subjects and real world** |
| ACEI 2.1Indiana 1.1-1.10 | ELA: a). reading b). writing c). speaking/listening  |  |  |  |  |
| ACEI 2.2Indiana 5.1-5.10 | Science: a). physical,science b). life science c). earth/space science  |  |  |  |  |
| ACEI- 2.3Indiana 4.1-4.10 | Mathematics: a). number and operations b). algebra c). geometry d). measurement e). data analysis and probability  |  |  |  |  |
| ACEI – 2.4Indiana 6.1-6.10 | Social studies: a). integrated study of history,  b). geography  c). social sciences to promote students’ abilities  to make decisions as citizens. |  |  |  |  |
|  | **Competence: Elementary Education Pedagogical Knowledge** | **Student teacher displays little or no competence to lead instruction in this area** **1** | **Student teacher displays skill on a limited or inconsistent basis.**  **2** | **Student teacher displays skill on a consistent basis; typical of daily instruction** **3** | **Student teacher displays consistently, provides responsive and engaging instruction on a regular basis for students 4** |
| ACEI – 2.1Indiana 2.1-2.10 | Candidate demonstrates competence in using strategies to teach reading, writing, speaking, listening and thinking |  |  |  |  |
| ACEI 2.1Indiana 3.1-3.10 | Candidate demonstrates ability to teach students to apply language arts skills in varied contexts.  |  |  |  |  |
| ACEI-2.1 Indiana 3.11 | Candidate demonstrates ability to differentiate instruction (RtI) to meet the needs of all learners in language arts |  |  |  |  |
| ACEI 2.2Indiana 5.1-5.10 | Candidate designs and implements inquiry-based instruction and to convey the nature of science. |  |  |  |  |
| Indiana 5.11 | Candidate demonstrates ability to differentiate instruction (RtI) to meet the needs of all learners in science. |  |  |  |  |
| ACEI 2.3Indiana 4.1-4.10 | Candidate demonstrates competence in using varied strategies to teach mathematics; engage students in problem solving, reasoning and proof, communication, connections and representations  |  |  |  |  |
| Indiana 4.11 | Candidate demonstrates ability to differentiate instruction (RtI) to meet the needs of all learners in mathematics. |  |  |  |  |
| ACEI 2.4Indiana 6.1-6.10 | Candidate demonstrates competence in using varied strategies to teach social studies |  |  |  |  |
| Indiana 6.11 | Candidate demonstrates ability to differentiate instruction (RtI) to meet the needs of all learners in social studies. |  |  |  |  |

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| **COMPETENCE: UNIT/LESSON PLANNING and ASSESSMENT**– Demonstrates the following components:(INTASC Principles 1,2,7,8) (ACEI standard 1.0, 3.1, 4.0 as noted ) | **Student teacher displays little or no competency in performing skill/task**  **1** | **Student teacher displays some difficulty in performing task on a consistent basis; at times, candidates unable to satisfactorily complete the task and mentor teacher must assist 2** | **Student teacher demonstrates skill on a consistent basis; performing task part of regular routine and able to do without much assistance from mentor teacher****3** | **Student teacher demonstrates skill on a regular basis focusing on student needs and learning with guidance from mentor teacher;** **4** |
| Advanced preparation of plans and materials; lessons well-organized (r) (3.1) |  |  |  |  |
| Clear focus, long-range goals, relevant learning progression (ACEI 3.1) |  |  |  |  |
| Objectives are specific, measurable and aligned to standards (r) (ACEI 3.1) |  |  |  |  |
| Purpose of lessons are effectively communicated to students (r ) (ACEI 3.1) |  |  |  |  |
| Creative learning options and teaching techniques (ACEI 3.1) |  |  |  |  |
| Content reviewed, restated, rephrased and re-taught; main points emphasized repeatedly (r ) |  |  |  |  |
| Engaging introductions to activities (ACEI 3.1) (r) |  |  |  |  |
| High level of student engagement in lessons (r ) <25% 50% 75%> (3.4) |  |  |  |  |
| Developmentally appropriate instructional level (r ) (ACEI 1.0) |  |  |  |  |
| Adapts and differentiates instruction for students’ abilities (r )including IEPs (ACEI 3.2) |  |  |  |  |
| Demonstrates relevance to students’ lives and to the community; provides real world examples and opportunities for learning |  |  |  |  |
| Lessons build on prior knowledge of key concepts and make connections evident ( r) (ACEI 3.1) |  |  |  |  |
| Frequently checks for student understanding using a variety of methods Includes: formal, informal, discussions, student choice, exit slips, do-nows, guided or independent practice (ACEI 4.0) (r) |  |  |  |  |
| Data used for planning lessons (r ) and applies circular model of planning and instructional assessment (pre-post assignment) (ACEI 4.0) |  |  |  |  |
| Support for students’ self-evaluation  |  |  |  |  |
| Analyzes and creates assessments that are valid (measures standards), reliable, and free from bias (pre/post assignment) (ACEI 4.0)  |  |  |  |  |
| **COMPETENCE: ORGANIZING FOR TEACHING and CRITICAL THINKING** – Demonstrates the following components: (INTASC Principles 4,5,6, 8) (ACEI 3.1, 3.3, 3.4, 3.5 as noted) | **Student teacher displays little or no competency in performing skill/task****1** | **Student teacher displays some difficulty in performing task on a consistent basis****2** | **Student teacher demonstrates skill on a consistent basis without much guidance from mentor teacher****3** | **Student teacher demonstrates skill on a regular basis focusing on student needs and learning****4** |
| Positive and respectful classroom climate and good student rapport (r ) (ACEI 3.4) |  |  |  |  |
| Establishes and maintains effective classroom management;students on-task majority of class time with few disruptions (r ) |  |  |  |  |
| Effective time management of classroom activities and other responsibilities (r) (routines, transitions and procedures well-executed)  |  |  |  |  |
| Varied teacher roles (audience member, coach, participant, instructor, etc.)  |  |  |  |  |
| Wait time used effectively (r ) |  |  |  |  |
| Incorporates varied verbal and non-verbal teaching strategies according to student strengths, varied talents and interests ( r) (ACEI 3.5) |  |  |  |  |
| High quality work of all students is displayed - posters, presentations, portfolios and examples (r ) |  |  |  |  |
| Appropriate use of whole class, collaborative group, paired, discussions, independent practice learning structures (r ) (ACEI 3.4) |  |  |  |  |
| Incorporates appropriate examples, explanations and multiple representations for content (r ) (ACEI 3.1) |  |  |  |  |
| Responds appropriately to student misunderstanding (r ) |  |  |  |  |
| Enthusiastically seeks and uses resources to enhance teaching |  |  |  |  |
| Uses higher order thinking questions (Blooms) to promote divergent responses (r) (ACEI 3.3) |  |  |  |  |
| Strategic use of digital and computer-related technology (see ISTE standards) |  |  |  |  |
| Clear communication of high expectations to all students (r ) |  |  |  |  |
| Cooperates within and outside the classroom with parents and colleagues (r ) (ACEI 5.2) |  |  |  |  |

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| **CULTURAL RESPONSIVENESS** – Demonstrates the following actions: (INTASC Principle 3) (ACEI 3.2 as noted) | **Student teacher displays little or no competency** **1** | **Student teacher displays little effort or difficulty in planning** **2** | **Student teacher displays consistency and flexibility** **3** | **Student teacher displays consistency, flexibility, and a focus on high expectations****4** |
| Facilitates a community of learners that demonstrates awareness of inclusion (cultural identity, language, socio-economic status, learning differences, beliefs, global perspective, and gender) (ACEI 3.2) |  |  |  |  |
| Creates an atmosphere where all students can be successful and learn to the best of their ability  |  |  |  |  |
| Has appropriate accommodations for ELL students (r) (ACEI 3.2) |  |  |  |  |
| **COMMITMENT** – Demonstrates the following characteristics: (INTASC Principle 10) (ACEI 5.1 and 5.2 as noted) | **Student teacher has difficulty displaying professional behavior****1** | **2Student teacher displays some positive effort****2** | **Student teacher consistently displays professional commitment** **3** | **Student teacher consistently displays a positive, professional contribution****4** |
| Cooperation, courtesy, tact |  |  |  |  |
| Confidence, able to establish teacher presence in classroom |  |  |  |  |
| Consistently communicates with supervisor and mentor (journal, planning, student teaching seminars) |  |  |  |  |
| Encourages safe atmosphere for students to take risks ( r)  |  |  |  |  |
| Self-control, patience, encourages students to work hard and persist (r ) |  |  |  |  |
| Appropriate professional attire |  |  |  |  |
| Initiative and enthusiasm |  |  |  |  |
| Punctuality and dependability |  |  |  |  |
| School and community involvement to support student learning (5.1) |  |  |  |  |
| Participates in professional development (ACEI 5.1) |  |  |  |  |
| High expectations and respect for all learners and self |  |  |  |  |
| Professional/demeanor inside and outside the classroom (+student teaching seminar, Share Fair) |  |  |  |  |
| Flexible and open-mindedness |  |  |  |  |
| Actively collaborates with faculty and mentors about learning needs and talents of students; advocate for students’ needs ( r) (ACEI 5.2) |  |  |  |  |
| Effective and timely parental contact ( r) (ACEI 5.2) |  |  |  |  |
| **CRITICALLY REFLECTIVE** – Demonstrates the following characteristics: (INTASC Principle 9) (ACEI 5.1) | **Student teacher displays difficulty with self assessment and understanding impact on others****1** | **Student teacher displays some willingness to analyze teaching and student learning****2** | **Student teacher consistently displays self assessment and awareness of impact on others****3** | **Student teacher consistently displays self assessment and actively adjusts his/her practice to increase effectiveness** 4 |
| Responds to feedback from supervising and mentor teachers (analysis of teaching and student learning) (ACEI 5.1) |  |  |  |  |
| Continually uses reflection and analysis of own instruction to make timely adjustments (journal, analysis of teaching and student learning) (ACEI 5.1) |  |  |  |  |
| Conducts continuous analysis and reflection on his or her teaching practice (journal, analysis of teaching and student learning, student teaching seminar)(ACEI 5.1) |  |  |  |  |

**ADDITIONAL COMMENTS:**

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***Signatures:***

College supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student teacher mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_