

## Attachment A

### **Assessment 4: [Assessment of Student Teaching] Charlotte Danielson Framework for Assessing Professional Practice**

At the beginning of the student teaching experience, candidates, cooperating teachers and site supervisors receive a student teaching handbook that presents the timeline, expectations and assessments tools for the upcoming semester. The following excerpt, taken from the Elementary Education Certification Option Handbook, explains the goals and objectives of the Danielson assessment tool and the rating system used with it.

#### **GOALS**

The ultimate goal of Student Teaching is to prepare you to assume leadership of your own classroom in your first professional teaching position. Student Teaching in Elementary Education thus prepares you to assume leadership in an elementary classroom with students from Kindergarten through the 6<sup>th</sup> grade. The Keene State College Elementary Education program follows the model developed by Charlotte Danielson (1996) in Enhancing Professional Practice: A Framework for Teaching. The broad goals of Student Teaching are taken from this model. The successful Student Teacher will:

1. Develop expertise in planning and preparation of curriculum.
2. Develop expertise in creating a positive classroom environment.
3. Develop expertise in classroom instruction.
4. Develop expertise in the range of professional responsibilities which are part of teaching.

#### **OBJECTIVES**

Specifically, the successful Elementary Education Student Teacher will meet the following objectives, which are based on the Danielson framework, in each student teaching placement:

Goal 1: Develop expertise in planning and preparation of curriculum.

- Plan individual and small-group lessons, demonstrating knowledge of content and appropriate pedagogy for the specific group of students
- Write clear and complete lesson plans, including clear instructional goals
- Plan overall daily curriculum
- Write clear and complete daily curriculum plans
- Identify resources for teaching and for students
- Develop written plans for at least one developmentally-appropriate unit
- Plan for the assessment of student learning

Goal 2: Develop expertise in creating a positive classroom environment.

- Develop rapport with students
- Manage classroom procedures
- Learn to manage student behaviors
- Use the physical space and materials for effective teaching and learning

Goal 3: Develop expertise in classroom instruction.

- Teach individual and small-group lessons
- Implement overall daily curriculum

- Lead teach (solo) for 1-2 weeks
- Implement at least one developmentally-appropriate unit
- Implement appropriate assessment of student learning
- Develop strategies for grouping students
- Demonstrate flexibility and responsiveness in teaching

Goal 4: Develop expertise in the range of professional teaching responsibilities.

- Demonstrate professional teaching responsibility by being prompt and prepared each day of the student teaching experience
- Learn and follow building procedures and rules
- Participate in school routines, playground and cafeteria duty responsibilities, etc.
- Communicate with parents/guardians and families
- Attend parent meetings and parent conference(s) whenever possible
- Attend appropriate staff meetings, professional workshops, conferences, etc.
- Attend school functions (open houses, fund raisers, etc.) when possible
- Demonstrate respect and confidentiality with regard to the children, families, staff and administration of the school
- Demonstrate cooperation and a positive attitude toward the children, families, staff and administration of the school
- Demonstrate openness to feedback and a desire for self improvement

### **Guidelines for Conducting Observations and Completing the Observation Form**

The Student Teaching Observation Form lists criteria for observation under the four domains from the Danielson Framework. Prior to the observation, the observer should review the lesson plan with the student teacher, and hold a "pre-observation conversation." This conversation (or conference) should focus on what the student teacher would like to learn from the observer about his/her teaching, as well as clarify the lesson to be taught. The observer should also share with the student teacher any focus areas. (For example, the student teacher is concerned about the pacing of lessons and shares this as the focus area with the observer. The observer has noticed that the student teacher tends to rush the directions for a lesson and shares this as a focus.) The purpose is to foster open communication prior to the observation process so that it will be mutually beneficial.

During the observation the observer should take notes by a method appropriate to the focus of the observation (i.e. time or event sampling, running record, frequency count, videotape). The data collected should be shared with the student teacher. Some observers find it useful to talk immediately after the lesson; others find that sharing the written data right away is useful; still others wait until the end of the school day to process the experience. This decision must be made by the observer and reflect the realities of the situation and the preferences of the individuals involved.

The "post-observation conversation" (or conference) usually begins with the student teacher's own reflection on the lesson, and a sharing of the observation notes. The observer then will give feedback in the form of positive comments and focused suggestions for improvement for the future, and ideas of what might have been done differently with the lesson just observed. The written observation form must also be completed, copied, and shared with the student teacher and the TEGS Office. (Ratings are described on Page 20.)

## **Guidelines for Mid-quarter Conference and Mid-quarter Evaluation Form**

At mid-quarter, the student teacher and cooperating teacher should sit down and conduct a conference. The student teacher must prepare a self-evaluation on progress-to-date for the goals set at the outset of the experience, and complete a mid-quarter self evaluation, using the Student Teaching Evaluation Form and circling the appropriate categories on the form. This should be completed prior to the Mid-quarter Conference session. In most cases, the cooperating teacher also completes this form prior to the meeting, although it is acceptable for the cooperating teacher to complete the form during the meeting, based on the discussion.

Usually the site supervisor attends this Mid-quarter Conference. Copies of the Mid-quarter Evaluation Forms must be given to the student teacher, cooperating teacher, and site supervisor and become part of the student teacher's file. If the student teacher is at risk for not completing the experience successfully, the site supervisor must attend this conference, and the TEGS Office must be notified. The student teacher must receive clear feedback and information about his/her performance at this meeting, in order to provide her/him the opportunity to improve and be successful.

### **Ratings**

#### **ME=Meeting Expectations**

The candidate has a basic level of performance in this area for a student teacher who is preparing to begin as a professional. Remember that it is not appropriate to compare the student teacher's work to that of an experienced teacher. The observer should provide suggestions and next steps for the student teacher so she/he can continue to improve and strengthen his/her performance in this area. Many candidates fall within this level of performance.

#### **EE=Exceeding Expectations**

The candidate has a high level of performance in this area for a student teacher who is preparing to begin as a professional. Criteria where the student teacher is exceeding expectations are considered strengths of the student teacher, and should be noted as such on the final evaluation and in the final narrative. Few candidates fall within this level of performance.

#### **NI=Needs Improvement**

The candidate is weak in this area and needs to focus more energy on bringing this aspect of teaching to a basic level. The observer should provide resources and specific suggestions for improvement in any such areas. It is expected that student teachers will have many areas that need improvement initially, but that with focused and supportive supervision, they will be able to improve in most of these areas.

#### **NA=Not Applicable or Not Observed**

Any item on the form that does not apply or was not observed during that specific observation should be marked NA. The observer should make every effort to observe at varied times during the school day and week in order to observe the range of teacher behaviors outlined on the form.

### **Comments**

The most important part of the form is the Comments section, which will provide the details needed for both the student teacher and the TEGS Office to understand the thinking of the observer. Feel free to attach another sheet of paper, or to use the back of the observation form for additional comments.