

Assessment 4 (required): Pedagogical and Professional Knowledge, Skills, and Dispositions

**Section IV – Evidence for Meeting Standard
Student Teaching Final Evaluation**

1. Description of the assessment and use in the program

This Student Teaching Final Evaluation demonstrates that candidates' knowledge, skills and dispositions are applied effectively in practice in two distinct settings. The assessment is based on the model developed by Charlotte Danielson from her book, *Enhancing professional practice: A framework for teaching* (ASCD: 1996). The final evaluation is used by site supervisors during classroom teaching observations as well as mid-term and final evaluations. Candidates and cooperating teachers are required to use this framework as part of the self-evaluation process during the student teaching experiences. The teaching domains, *planning and preparation, classroom environment, instruction and professional responsibilities* 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 by the cooperating teacher and the supervisor; data is collected from the supervisor ratings.

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

This assessment focuses on the following five standards:

Standard 1: *Promoting Child Development and Learning* is evident due to candidates' ability to determine characteristics, needs, and multiple influences on development and learning of the children they are teaching. Candidates organize and use space effectively to create healthy, respectful, supportive and challenging learning environments.

Standard 2: *Building Family and Community Relationships* is evident in candidates' ability to communicate both formally and informally with families, to involve families in their child's development and learning, and to build positive and respectful relationships with each child's family.

Standard 3: *Observing, Documenting and Assessing to Support Young Children and Families* is evident in our candidates' ability to successfully use appropriate tools and approaches throughout their student teaching placements in order to effectively design developmentally appropriate and meaningful curriculum. Candidates collaborate with other professionals to document and analyze children's learning through photos, work samples, written feedback, and various observational methods.

Standard 4: *Teaching and Learning* is evident in our candidates' ability to build positive rapport with each child, incorporate children's interests, create a respectful environment for all children, and plan how children will be guided and supported throughout their learning experiences. Candidates use developmentally appropriate approaches and

effective questioning and discussion techniques in their teaching; develop skill in pacing, transitions, and classroom routines; accurately convey the core concepts of each content area; and utilize classroom and community resources in the curriculum.

Standard 5: *Becoming a Professional* is evident in the final evaluation by our candidates' ability to reflect on their practice as early childhood educators and to demonstrate positive qualities such as motivation, initiative, enthusiasm and a positive attitude. Candidates are responsible for being punctual, for presenting themselves in a professional manner, and for being prepared each day of placement. Candidates consider best practices throughout planning and implementation, apply national and state standards to learning outcomes, and are advocates in planning meaningful curriculum as they collaborate with professionals in each setting.

3. A brief analysis of the data findings.

Our findings determine that 100% of our candidates meet or exceed the expectations of this evaluation overall over the last three years. This does not mean that candidates do not need improvement on individual items of this evaluation; however their overall success in student teaching is reflected in this data. Candidates who rate "needs improvement" in two or more elements within a single domain (Planning and Preparation; Classroom Environment; Instruction; Professionalism) of the student teaching evaluation at mid-term are given a remediation plan by the EC supervisor; if they do not show improvement then they are counseled out of the profession and supported to find other meaningful career and academic goals.

4. Interpretation of how data provides evidence that NAEYC standards have been met.

Our findings demonstrate that candidates successfully meet Standards 1, 2, 3, 4 and 5. We take our teacher training responsibility seriously and collaborate with 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 and make appropriate improvements. While we are confident that our candidates meet the standards upon successful completion of student teaching, we recognize that we need to improve how we collect and analyze the specific data from this assessment.

5. Assessment Documentation

5a. Assessment instrument

KSC STUDENT TEACHING: FIELD WORK EVALUATION FORM

Date _____ Student Teacher _____ KSC Supervisor _____

Cooperating Teacher _____ School _____ Grade _____

*ME, EE, NI, NA	PLANNING AND PREPARATION	Comments
	Demonstrates knowledge of content/prior knowledge	
	Demonstrates knowledge of content related pedagogy	
	Demonstrates knowledge of characteristics of age group	
	Demonstrates knowledge of students learning styles, knowledge, skills, background, interests	
	Selects appropriate instructional goals	
	Demonstrates knowledge of resources	
	Develops coherent lessons	
	Designs units with coherent structure	
	Assessment matches instructional goals	
	Assessment of student performance is used for planning	
	Displays evidence of good reading skills	
	Writes effectively: Spelling/punctuation/grammar Content/expression/organization	
	CLASSROOM ENVIRONMENT	
	Creates an environment of respect and rapport	
	Has rapport with students	
	Holds high expectations	
	Manages groups effectively	
	Manages transitions effectively	
	Manages classroom procedures effectively	
	Uses positive management strategies	
	Responds consistently to misbehavior	
	Organizes & uses space & materials well	

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

*ME, EE, NI, NA	INSTRUCTION	Comments
	Gives clear directions	
	Uses oral and written language effectively	
	Uses effective questioning and discussion techniques to encourage student participation	
	Represents content accurately	
	Provides activities and assignments that engage students in learning	
	Groups students effectively	
	Uses appropriate materials/resources	
	Pacing and structure of lessons are effective	
	Provides accurate, constructive, timely feedback to students	
	Demonstrates flexibility and responsiveness in teaching	
	PROFESSIONAL RESPONSIBILITIES	Comments
	Shows motivation and initiative	
	Shows enthusiasm and a positive attitude	
	Demonstrates ability to assess the effectiveness of lessons and reflect on teaching	
	Documents student learning	
	Uses feedback for professional growth	
	Communicates with families	
	Establishes a cooperative relationship with classroom teachers and other colleagues	
	Completes assignments on time	
	Arrives promptly and prepared	
	Takes responsibility for placement attendance	
	Presents a professional appearance & presents self appropriately (dress, language, hygiene)	

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

Signature (Student):

Signature (Cooperating Teacher):

Date:

5b. Scoring guide: Grading sheet

The grading sheet is included in the Assessment instrument. See above.

5b. Scoring guide (continued): Rubric

Domain I: Preparation and Planning	NI	ME	EE
Knowledge of content/prior knowledge	Some evidence of research of content areas and prior knowledge of students	Evidence of research of content areas and good understanding of prior knowledge of students.	Thorough understanding of content areas, child development is integrated; prior knowledge of students is clearly understood and is documented through pre-assessment strategies.
Knowledge of content related pedagogy	Resources and knowledge to design, implement and evaluate curriculum based on developmental range of the age group is limited.	Utilizes resources and knowledge to design, implement and evaluate curriculum that addresses the developmental range of the age group. Appropriate teaching methodology is evident in plans.	Utilizes resources and knowledge to design, implement and evaluate meaningful curriculum that addresses the needs and interests of the particular children; age appropriate approaches based on DAP principles consistently evident in plans.
Knowledge of characteristics of age group	Developmental knowledge not completely explained. Curriculum plans contain inappropriate objectives or inappropriate expectations for the developmental level of the age group.	Child developmental knowledge is evident in plans, age appropriate objectives based on characteristics and needs of age range apparent.	Child development knowledge is completely and clearly documented in curriculum planning; age appropriate objectives based on characteristics and needs of the particular children are detailed.
Knowledge of students learning styles, knowledge, skills, background, interests	Observational strategies very limited; documentation incomplete.	Pre-assessment and observational strategies apparent are documented.	Pre-assessment and observational strategies are documented; understanding utilized in curriculum planning.
Selects appropriate instructional goals	Limited use of developmental knowledge to design learning experiences and environments	Uses developmental knowledge to design challenging and supportive learning experiences and environments	Thorough use of developmental knowledge to design challenging and supportive learning experiences and environments based on particular children of the age group.

Demonstrates knowledge of resources	Limited repertoire of resources documented in curriculum plans.	Good repertoire of resources utilized and documented in all curriculum plans; incorporates ways to create challenging and supportive learning experiences and environments for all children.	Excellent repertoire of resources that are well utilized and documented in all curriculum plans; incorporates ways to build supportive relationships with families and create challenging and supportive learning experiences and environments for all children.
Develops coherent lessons and units	Limited use of developmental knowledge to design learning experiences and units. KSC format is not consistently followed.	Use of developmental knowledge to design learning experiences and units is evident. KSC format is followed and includes assessment, building family and community relationships, and developmentally appropriate curriculum.	Consistent and excellent use of content and developmental knowledge to design learning experiences and unit plans. All lessons and unit plans include building family and community relationships, designing challenging and responsive curriculum based on the needs and characteristics of the particular children in the group and age appropriate assessment strategies. KSC format consistently used and detailed.
Assessment aligns with instructional goals	Assessment plan is not aligned with instructional objectives.	Assessment plan is appropriately aligned with instructional objectives.	Assessment plan is appropriately aligned with instructional objectives and includes age appropriate strategies.
Assessment of student performance is used for planning	Pre-assessment is not used.	Pre-assessment strategies are utilized.	Pre-assessment strategies are utilized and documented
Writes effectively Spelling/punctuation/grammar Content/expression/organization Displays evidence of good reading skills	Written work reflects effort to meet the expectations for good quality mechanics and knowledge of writing conventions.	Written work reflects good quality mechanics and knowledge of writing conventions.	Written work reflects high quality mechanics and knowledge of writing conventions.

Domain II: Classroom Environment	NI	ME	EE
Creates an environment of respect and rapport	Usually responds to students in a positive manner.	Responds appropriately to students in a positive manner.	Consistently engages children in positive, authentic interactions that lead to developmental growth and learning.
Has rapport with students	Unsuccessful at creating an atmosphere of positive interaction among adults and children.	Creates atmosphere of positive interaction among adults and children.	Persistently endeavors to advance meaningful growth and progress in every child. Creates atmosphere of positive interaction among adults and children.
Holds high expectations	Sometimes has inappropriate expectations for the age group.	Defines and reiterates expectations appropriately	Consistently demonstrates clear and age appropriate expectations for each child.
Manages groups effectively	Sometimes models/demonstrates expected behavior. At times is unaware of the need to respond to an inappropriate class climate.	Usually demonstrates or models expected behavior. .	Helps students learn to manage themselves. Fosters a sense of individual responsibility to the whole group. Demonstrates/models expected behavior.
Manages transitions effectively	Transitions are consistently weak and ineffective.	Good strategies to manage positive transitions during the day.	Knowledge and skills effectively demonstrated in age appropriate and positive transitions throughout the day.
Manages classroom procedures effectively	Follows some classroom procedures.	Follows established classroom procedures effectively.	Follows established classroom procedures effectively. Has a global awareness of the classroom routines.
Uses positive management strategies	Sometimes uses negative approaches of behavior management.	Consistently develops positive relationships with children, uses proactive and reactive techniques to guide children.	Consistently develops positive relationships with children. Child guidance indicates responsive teacher practices and supportive environment is evident. Uses proactive and reactive techniques to guide children effectively.
Responds consistently to misbehavior	Reacts inconsistently to student misbehavior. Does not use established classroom management strategies.	Usually redirects students positively. Uses established classroom management strategies.	Reactive and proactive child guidance techniques are consistently implemented. Consistently uses established classroom management strategies.
Organizes and uses space and materials well	Ability to use physical space and materials is limited.	Ability to effectively use space and materials is demonstrated.	Demonstrates ability to use the physical space and materials effectively for teaching and learning, contributes to the aesthetic dimension of the learning environment.

Domain III: Instruction	NI	ME	EE
Gives clear directions	Directions are unclear and leave students with questions.	Directions are given in one way and are stated clearly once.	Directions are given in a variety of ways and are clearly stated more than once.
Uses oral and written language effectively	Poor use of written and oral communication.	Oral and written work reflects good understanding of mechanics. Good knowledge of writing conventions evident.	Oral and written work reflects high quality mechanics. Excellent knowledge of writing conventions evident.
Uses effective questioning and discussion techniques to encourage student participation	Limited use of appropriate questioning and discussion techniques evident. Questions not articulated in plan.	Effective use of appropriate strategies to encourage discussion is evident. Questioning techniques invite children's participation.	Highly effective use of appropriate strategies to encourage discussion. Questioning techniques promote higher order thinking skills. A respectful amount of wait time is used.
Represents content accurately	Limited knowledge of content. Misinformation provided.	Represents content effectively.	Consistently represents content accurately and uses overall general knowledge effectively.
Provides activities and assignments that engage students in learning	Children's play opportunities are limited; activities not always engaging or responsive to age group.	Supports children's play through age appropriate activities that engage children in active learning. Aware of interests of the age group.	Age appropriate curriculum consistently planned, implemented and evaluated that supports children's interests, promotes play, addresses the needs and characteristics of the particular children in the group and supports active learning.
Groups students effectively	Limited use of effective strategies to group children.	Grouping of children is effective.	Age appropriate strategies are utilized for effective grouping of children.
Uses appropriate materials/resources	Materials and resources are not organized or appealing.	Appropriate materials and resources are attractive and engaging.	Age appropriate materials and resources are attractive, neat and engage children in learning.
Pacing and structure of lessons are effective	Pacing is ineffective. Structure of lesson is unorganized.	Pacing is effective. Consistent structure of the lesson or activity evident.	Pacing is highly effective, supports children's own timing and follows the anticipated length of the activity. Structure of the lesson is highly effective.
Provides accurate, constructive and timely feedback to students	Minimal feedback is provided. Children's work is not returned or displayed.	Feedback provided to children and work is returned or displayed promptly.	A variety of consistent specific feedback is provided that encourages children's continued engagement. Work is returned or displayed promptly.
Demonstrates flexibility and responsiveness in teaching	Has difficulty changing lesson plan to meet needs of children.	Aware of children's involvement and sometimes able to make modifications when necessary.	Able to successfully modify the planned lesson when necessary. Responds to children's questions and involvement to change the lesson.

Domain IV: Professionalism	NI	ME	EE
Shows motivation and initiative	Needs considerable direction to be sufficiently involved in the classroom routines and activities.	Responds willingly to requests for involvement; takes direction and comes up with some ideas independently.	Demonstrates willingness to support the daily classroom needs and activities; highly engaged and self directed in all teacher-related expectations.
Shows enthusiasm and a positive attitude	Has limited enthusiasm toward the early childhood profession, their role as student teacher, and the established protocols of the setting.	Has a positive attitude toward the early childhood profession, their role as student teacher, and the established protocols of the setting.	Demonstrates enthusiasm and a positive attitude toward the early childhood profession, their role as student teacher, and the established protocols of the setting.
Demonstrates ability to assess the effectiveness of lessons and reflect on teaching	Reflects on the lessons taught without making connection to children's learning. Has difficulty identifying strategies for improvement.	Assesses the effectiveness of lessons, reflects on teaching and learning. Identifies some strategies for improvement.	Assesses the effectiveness of lessons, thoughtfully and objectively reflects on teaching and learning. Identifies strategies for improvement and develops next steps for own professional growth.
Documents student learning	Limited documentation of children's learning.	Demonstrates some approaches to documentation through portfolio development, classroom displays, work samples, and observation notes.	Demonstrates multiple approaches to documentation through portfolio development, classroom displays, work samples, and observation notes. Documentation is aesthetically pleasing and includes description and analysis.
Uses feedback for professional growth	Inconsistent use of feedback for professional growth.	Often uses feedback and suggestions to develop professionally.	Consistently receives feedback positively and uses feedback to develop professionally.
Communicates with families	Makes limited effort to communicate with families.	Communicates with families through letters home, family events, open houses, participation in conferences, one-on-one communication.	Uses variety of approaches to communicate with families, such as letters home, family events, open houses, participation in conferences, one-on-one communication. Shows respect for the importance of family involvement.

Establishes a cooperative relationship with classroom teachers and other colleagues	Inconsistent demonstration of teamwork and cooperation with classroom teacher and professional colleagues.	Consistently works cooperatively with classroom teacher and professional colleagues through joint planning, careful communication and balancing of responsibilities in the classroom.	Consistently works cooperatively with classroom teacher and professional colleagues through joint planning, careful communication and balancing of responsibilities in the classroom. Demonstrates understanding of the importance of teamwork in the early childhood profession.
Completes assignments on time	Inconsistent in meeting assignment deadlines.	Completes assignments in timely fashion.	Consistently meets assignment deadlines and expectations.
Arrives promptly and prepared	Arrives needing time for preparation and/or lacking necessary materials.	Arrives promptly with materials prepared.	Arrives early with appropriately prepared materials.
Takes responsibility for placement attendance	Lacks initiative to make arrangements around absences.	Communicates effectively about attendance and makes up time promptly.	Communicates effectively and makes up time promptly; makes arrangements for curriculum if absent due to illness or emergency.
Presents a professional appearance & presents self appropriately (dress, language, hygiene)	Lack of understanding of appropriate professional appearance.	Presents a professional appearance in dress, language and hygiene.	Presents a professional appearance that is appropriate to the classroom setting.

5c. Data Table

Data Table: Final Evaluation Student Teaching: Birth to age 8

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
2003-2004 (11)			9 (82%)	2 (18%)
2004-2005 (10)			9 (90%)	1 (10%)
2005-2006 (14)			14 (100%)	
Total N=35			32 (91 %)	3 (9 %)

NB: We recognize that this data is global; in the future we will collect data by standard.