

ASSESSMENT #4: Student Teaching Part II Student Teaching Evaluation

a. A brief description of the assessment and its use in the program.

To assess pedagogical and professional knowledge, skills, and dispositions, observations of student teachers occur during the student teaching semester a minimum of 3 times; university supervisors meet with the student teacher as part of each observation, providing opportunity for guided reflection, contextualization, and goal-setting. University supervisors provide verbal and written feedback for each observation, emphasizing a growth mindset (e.g., growth thus far, emerging skills, and new goals). Midterm and final (triangulated) conferences with the student teacher, mentor teacher, and the clinical supervisor allow the team to share growth, set goals, and identify emerging areas for consideration. In addition, university supervisors have one on one conversations with mentor teachers at midterm, before the final meeting, and as needed. As part of the midterm and final assessments, a 3-part [redacted] student teaching evaluation form is used. Part I of this form, used by all [redacted] educator preparation programs, indicates to what degree candidates are meeting InTASC Standards using the following categories: Distinguished, Proficient, Basic, and Unsatisfactory. Part II indicates to what degree candidates are meeting NCTE/CAEP Standards using the same evaluative categories as Part I. Part II is completed at midterm, serving as an important tool for the mentor teacher and university supervisor to identify NCTE/CAEP standards in need of development, and again at the final. Part III asks for written progress from the university supervisor, mentor teacher, and student teacher. The assessment tools are used twice (midterm and final) to help demonstrate and gauge how candidates are applying pedagogical content knowledge to the classroom context while demonstrating requisite dispositions articulated by InTASC and NCTE/CAEP Standards. In addition to this assessment tool, university supervisors complete the Pennsylvania Statewide Evaluation Form for Professional Knowledge and Practice (PDE 430) at midterm and at the culmination of the student teaching experience. This assessment tool evaluates candidates using Danielson's Domains (Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism) using the following categories: exemplary, superior, satisfactory, and unsatisfactory.

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

Assessment	NCTE/CAEP Standards
Student Teaching Part II Student Teaching Evaluation ([redacted] 3-Part Student Teaching Evaluation Form)	Learners and Learning in ELA: Standard 1, all components Instructional Practice: Planning for Instruction in ELA: Standard 3, all components Instructional Practice: Implementing Instruction in ELA: Standard 4, all components Professional Responsibilities of ELA Teachers: Standard 5, all components

c. A brief analysis of the data findings.

A review of the Spring 2023 undergraduate student teaching evaluation data (derived from Part II of [REDACTED]'s 3-part student teaching evaluation) indicates that all candidates met 100% of the NCTE/CAEP standards with a score of "Distinguished" or "Proficient." The relevant standards are below:

- Learners and Learning in ELA: Standard 1, all components
- Instructional Practice: Planning for Instruction in ELA: Standard 3, all components
- Instructional Practice: Implementing Instruction in ELA: Standard 4, all components
- Professional Responsibilities of ELA Teachers: Standard 5, all components

Final means range from 3.3, within the "Proficient" range, to 3.8, within "Distinguished," with the vast majority of final means at 3.5 or above. 3.3 is the lowest final mean and was scored on standard 4.2, "Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction." The final mean on standard 3.2, "Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals," is noticeably higher at 3.6, which suggests several candidates are designing/adapting highly effective assessments but could be implementing them more constructively for students. 4 candidates (40%) scored "proficient" in both the design and implementation of assessments. Implementing effectively designed assessments includes many instructional moves, such as but not limited to explaining directions, collaboratively breaking down an assignment with students, implementing systems for students to monitor their own progress, and helping students persist. Standard 4 is most meaningfully practiced in field experience courses, especially during student teaching due to its consistency, so it is not surprising that this standard area is primarily "proficient." Standard outcome 1.1 was the only other final mean below 3.5 at 3.4. The Part II Student Teaching Evaluation rubric language states that for "Distinguished," candidates must "create opportunities to gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments" above and beyond collecting and analyzing data from formative, summative, and standardized assessments. This is a rubric item (1.1) that could be explicitly discussed at midterm to encourage candidates to think about further ways to discover students' differences, identities, and funds of knowledge, which could also support their implementation of assessments (4.2).

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording.

Data that result from Part II of the 3-part student teaching evaluation form clearly indicate to what extent candidates are meeting NCTE/CAEP 2021 Standards at the culmination of student teaching, as the form asks that evaluators assess candidates' ability to meet each standard, using "Distinguished," "Proficient," "Basic," and "Unsatisfactory." Thus, candidates' understanding of "Learners and Learning in ELA," "Instructional Practice: Planning for Instruction in ELA," "Instructional Practice: Implementing Instruction in ELA," and "Professional Responsibilities of ELA Teachers," are all assessed using the aforementioned categories.

e. The assessment tool itself or a rich description of the assessment.

Student Teaching Part 2 (English Education)

Learners and Learning in ELA: Standard 1					
	Distinguished	Proficient	Basic	Unsatisfactory	No Opportunity to Assess
<p>NCTE/CAEP 1.1 (2021):</p> <p>Gathering & interpreting data on learners</p>	<p>Creates opportunities to gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge. Candidate uses this knowledge to foster inclusive learning environments that actively engage all learners in ELA.</p>	<p>Gathers and interprets data on learners' individual differences, identities, and funds of knowledge. Candidate uses this knowledge to foster inclusive learning environments that actively engage all learners in ELA.</p>	<p>Expresses awareness of individual learning differences, identities, and funds of knowledge and uses that knowledge to foster inclusive learning environments. Candidate has not intentionally gathered data around these aspects of learners and could take initiative to learn more.</p>	<p>Ignores data on learners' individual differences, identities, and funds of knowledge and does not sufficiently individuate between learners.</p>	
<p>NCTE/CAEP 1.2 (2021):</p> <p>Validating and affirming students' identities</p>	<p>Validates and affirms students' identities through coherent, relevant, inclusive, and antiracist/antibias instruction that</p>	<p>Validates and affirms students' identities through coherent, relevant, inclusive, and antiracist/antibias instruction that</p>	<p>Validates and affirms students' identities through generally coherent, relevant, inclusive, and antiracist/antibias instruction that</p>	<p>Ignores students' identities and does not express awareness of how deficit stances of adolescent learners</p>	

	critically engages all learners in ELA.	engages learners in ELA.	engages some learners in ELA.	could harm their learning.	
NCTE/CAEP 1.3 (2021): Utilizing knowledge of learning processes	Applies and demonstrates knowledge of individual and collaborative learning processes that include reading, writing, creating, choosing, responding to, and critically questioning different types of texts (e.g., print, digital, media).	Usually applies and demonstrates knowledge of individual and collaborative learning processes that include reading, writing, creating, choosing, responding to, or questioning different types of texts (e.g., print, digital, media).	At times applies and demonstrates knowledge of individual or collaborative learning processes that include reading, writing, creating, choosing, responding to, or questioning different types of texts (e.g., print, digital, media).	Utilizes only individual or collaborative approaches to texts and limits students' literacy actions to 1 or 2 of the following: reading, writing, creating, choosing, responding to, or questioning different types of texts (e.g., print, digital, media).	

Instructional Practice: Planning for Instruction in ELA: Standard 3					
	Distinguished	Proficient	Basic	Unsatisfactory	No Opportunity to Assess
NCTE/CAEP 3.1 (2021): Use of resources and technologies	Thoughtfully uses a wide variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and	Uses a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to	Uses few resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to	Uses minimal resources and technologies to plan instruction, negatively impacting instruction and students' learning.	

	knowledge of ELA to support and engage all learners in meeting learning goals.	support and engage all learners in meeting learning goals.	support and engage all learners in meeting learning goals.		
NCTE/CAEP 3.2 (2021): Identifying and designing formative and summative assessments	Identifies, modifies, and designs a variety of formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.	Identifies, modifies and/or designs formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.	Identifies, modifies, and/or designs formative and summative assessments that reflect ELA research and align with intended learning outcomes. Assessments could more explicitly engage learners in monitoring their progress toward established goals.	Identifies, modifies, and/or designs formative and summative assessments that lack alignment with intended learning outcomes and support in research. Assessments do not explicitly engage learners in monitoring their progress toward established goals.	

Instructional Practice: Implementing Instruction in ELA: Standard 4					
	Distinguished	Proficient	Basic	Unsatisfactory	No Opportunity to Assess
NCTE/CAEP 4.1 (2021): Implementing instruction	Consistently implements coherent, relevant, standards aligned, differentiated and antiracist/antibias	Usually implements coherent, relevant, standards aligned, differentiated and antiracist/antibias instruction that uses	Sometimes implements coherent, relevant, standards aligned, differentiated and antiracist/antibias	Rarely implements coherent, relevant, standards aligned, differentiated and antiracist/antibias instruction.	

	instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	instruction that uses some resources and technologies and incorporates some theories, research, and knowledge of ELA to support and engage some learners in meeting learning goals.	Instruction uses minimal resources and technologies and rarely incorporates theories, research, and knowledge of ELA to support and engage some learners in meeting learning goals.	
NCTE/CAEP 4.2 (2021): Implementing assessments	Implements formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction.	Implements different assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction.	Implements assessments that reflect ELA research, sometimes align with intended learning outcomes, and occasionally engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction.	Implements assessments that do not reflect ELA research, rarely or never align with intended learning outcomes, and rarely or never engage learners in monitoring their progress toward established goals. Assessments do not guide the next steps of ELA instruction.	
NCTE/CAEP 4.3 (2021): Communication with learners	Communicates with learners about their performance in ELA in a range of ways that actively involve them in their own learning and engage different learning	Communicates with learners about their performance in ELA in ways that actively involve them in their own learning (e.g., learning management	Communicates with learners about their performance in ELA in at least one way that involves them in their own learning (e.g., learning management	Does not communicate with learners about their performance in ELA in ways that actively involve them in their own learning (e.g., learning	

	styles (e.g., learning management systems, digital communication tools, conferencing, written feedback).	systems, digital communication tools, conferencing, written feedback).	systems, digital communication tools, conferencing, written feedback).	management systems, digital communication tools, conferencing, written feedback).	
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Professional Responsibilities of ELA Teachers: Standard 5					
	Distinguished	Proficient	Basic	Unsatisfactory	No Opportunity to Assess
NCTE/CAEP 5.1 (2021): Reflecting on one's cultural lens CRSE 1A-1C	Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA, striving to deepen their awareness of their own conscious/unconscious biases.	Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA.	Candidates describe their own identities and experiences and how they frame their practices and impact their teaching of ELA.	Candidates lack awareness of their own identities and experiences and how they frame their practices and impact their teaching of ELA.	
NCTE/CAEP 5.2 (2021): Using feedback	Candidates seek out and use feedback and evidence from a range of sources to reflect upon and inform their practice.	Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice.	Candidates use feedback and evidence from a range of sources to reflect upon their practice.	Candidates reject or dismiss feedback and do not seek out other sources of evidence to reflect upon and inform their practice.	
NCTE/CAEP 5.3 (2021):	Seeks out, applies, and demonstrates knowledge in	Applies and demonstrates knowledge in	Applies knowledge in collaboration with some of the following	Does not collaborate with learners, families, colleagues,	

CRSE 6D & 6F	collaboration with learners, families, colleagues, and ELA-related learning communities. Approaches families as assets and resources and prioritizes family engagement.	collaboration with learners, families, colleagues, and ELA-related learning communities. Approaches families as assets and resources.	groups: learners, families, colleagues, and ELA-related learning communities.	and ELA-related learning communities.	
NCTE/CAEP 5.4 (2021):	Demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.	Demonstrates readiness for professional learning and advocacy for learners, themselves, and ELA.	Generally demonstrates readiness for professional learning and some interest in advocacy for learners, themselves, and ELA.	Does not demonstrate interest in or understanding of the significance of ongoing professional learning and advocacy for learners, themselves, and ELA.	

f. The scoring guide for the assessment.

See above.

g. Charts that provide candidate data derived from the assessment.

Spring 2022

Scores from Final Assessments

n = 10

NCTE/CAEP Standard	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1	NOTA	Final Mean	Final Median
1.1	4	6	0	0	0	3.4	3
1.2	8	2	0	0	0	3.8	4
1.3	6	4	0	0	0	3.6	4
3.1	7	3	0	0	0	3.7	4
3.2	6	4	0	0	0	3.6	4
4.1	6	4	0	0	0	3.6	4
4.2	3	7	0	0	0	3.3	3
4.3	5	5	0	0	0	3.5	3.5
5.1	7	3	0	0	0	3.7	4
5.2	7	3	0	0	0	3.7	4
5.3	4	6	0	0	0	3.4	3
5.4	5	5	0	0	0	3.5	3.5