

STUDENT TEACHING PERFORMANCE EVALUATION DATA BY COOPERATING TEACHERS
CONTENT KNOWLEDGE DATA REPORT 2011-2014

Candidate teachers are evaluated at their school placements by university supervisors and the cooperating teacher. According to the cooperating teacher, in the management assessment, all teacher candidate performance levels were between “acceptable” to “exemplary”. For the lesson plan, 96% of students performed at an “acceptable” to “exemplary” level. For the instruction assessment, teacher candidates performed at the “acceptable” to “exemplary” level, except with a minor default in the area of media. In this assessment, the majority (at least 75%) of teacher candidates performed at “competent” or “exemplary” levels. In the instruction section, the cooperating teachers consistently rated candidate teachers more highly in the “competent” and “exemplary” levels than the university supervisors.

| Student Teaching Performance Evaluation Criterion 2011-2014 (1=Unacceptable; 2=Acceptable; 3=Competent; 4=Exemplary) | | | | Institutional Standards | Cooperating Teacher | | | |
|---|---|----|-------------|---------------------------|---------------------|-----|-----|-----|
| | | n | mean | | 1 | 2 | 3 | 4 |
| LESSON PLAN | | | | | | | | |
| Format | written in clear, concise format; contains all necessary information | 25 | 3.24 | 4, 5, 6 | 4% | 20% | 24% | 52% |
| Objectives | identifies appropriate district and state objectives | 25 | 3.32 | 5 | 4% | 12% | 32% | 52% |
| Accommodations | student diversity, abilities & styles | 24 | 2.53 | 6, 10, 11, 12, 15, 16, 18 | 4% | 13% | 42% | 42% |
| INSTRUCTION | | | | | | | | |
| Introduction | states/writes objectives at beginning of lesson; gains attention of group; checks for prior knowledge | 26 | 3.23 | 12, 16 | | 15% | 46% | 38% |
| Methods | appropriate to students' maturity/content presented; adjusts as needed throughout lesson | 25 | 3.28 | 3, 5, 6, 7, 9, 12 | | 16% | 40% | 44% |
| Presentation | logically sequenced; student interaction & questions; clear directions; adjusts for learning differences within the group; uses correct written mechanics | 25 | 3.36 | 5, 6, 7, 8, 9, 12, 13 | | 12% | 40% | 48% |
| Media | utilizes technology to support objectives | 25 | 3.44 | 5, 6 | 4% | 4% | 36% | 56% |
| Transitions | brief; lengthy; smooth; disruptive | 25 | 3.16 | 5, 6, 7, 13 | | 16% | 52% | 32% |
| Knowledge | current; accurate; limited to/goes beyond text for application | 25 | 3.48 | 5, 8 | | 4% | 44% | 52% |
| Pacing | begins/ends lesson on time; instructional time maximized; appropriate for learners | 25 | 3.16 | 7, 15, 16 | | 16% | 52% | 32% |
| Materials | relate closely to objectives; ready for immediate use; appropriate for student learning | 25 | 3.56 | 12 | | 4% | 36% | 60% |
| Closure | sums up lesson; provides application for the future; engages learners | 25 | 3.16 | 16, 17 | | 12% | 60% | 28% |
| MANAGEMENT | | | | | | | | |
| Monitoring | aware of activity in the room; engages all learners; moves about room as needed | 26 | 3.15 | 7, 14 | | 19% | 46% | 35% |
| Discipline | corrects with respect; uses preventative measures; consistent in behavioral expectations; is fair; uses developmentally-appropriate techniques | 26 | 3.08 | 1, 16 | | 31% | 31% | 38% |

STUDENT TEACHING PERFORMANCE EVALUATION DATA BY UNIVERSITY SUPERVISORS
CONTENT KNOWLEDGE DATA REPORT 2011-2014

The university supervisor's evaluation showed that in the management assessment, all teacher candidate performance levels were between "acceptable" to "exemplary". For the lesson plan, 100% of students performed at an "acceptable" to "exemplary" level except on the area of accommodation. In the management section and instruction assessment, all teacher candidates achieved between an "acceptable" to "exemplary" level. In the instruction section, the cooperating teachers consistently rated candidate teachers more highly in the "competent" and "exemplary" levels than the university supervisors.

| Student Teaching Performance Evaluation Criterion 2011-2014 (1=Unacceptable; 2=Acceptable; 3=Competent; 4=Exemplary) | | | | Institutional Standards | University Supervisor | | | |
|---|---|----|-------------|---------------------------|-----------------------|-----|-----|-----|
| | | n | mean | | 1 | 2 | 3 | 4 |
| LESSON PLAN | | | | | | | | |
| Format | written in clear, concise format; contains all necessary information | 20 | 3.60 | 4, 5, 6 | | 5% | 30% | 65% |
| Objectives | identifies appropriate district and state objectives | 20 | 3.75 | 5 | | | 25% | 75% |
| Accommodations | student diversity, abilities & styles | 15 | 2.53 | 6, 10, 11, 12, 15, 16, 18 | 7% | 33% | 60% | |
| INSTRUCTION | | | | | | | | |
| Introduction | states/writes objectives at beginning of lesson; gains attention of group; checks for prior knowledge | 21 | 3.19 | 12, 16 | | 14% | 52% | 33% |
| Methods | appropriate to students' maturity/content presented; adjusts as needed throughout lesson | 21 | 3.24 | 3, 5, 6, 7, 9, 12 | | 10% | 57% | 33% |
| Presentation | logically sequenced; student interaction & questions; clear directions; adjusts for learning differences within the group; uses correct written mechanics | 21 | 3.38 | 5, 6, 7, 8, 9, 12, 13 | | 5% | 52% | 43% |
| Media | utilizes technology to support objectives | 20 | 3.10 | 5, 6 | | 20% | 50% | 30% |
| Transitions | brief; lengthy; smooth; disruptive | 14 | 2.93 | 5, 6, 7, 13 | | 29% | 50% | 21% |
| Knowledge | current; accurate; limited to/goes beyond text for application | 21 | 3.33 | 5, 8 | | 5% | 57% | 38% |
| Pacing | begins/ends lesson on time; instructional time maximized; appropriate for learners | 21 | 3.38 | 7, 15, 16 | | 5% | 52% | 43% |
| Materials | relate closely to objectives; ready for immediate use; appropriate for student learning | 21 | 3.48 | 12 | | 5% | 43% | 52% |
| Closure | sums up lesson; provides application for the future; engages learners | 18 | 3.00 | 16, 17 | | 28% | 44% | 28% |
| MANAGEMENT | | | | | | | | |
| Monitoring | aware of activity in the room; engages all learners; moves about room as needed | 21 | 3.19 | 7, 14 | | 24% | 33% | 43% |
| Discipline | corrects with respect; uses preventative measures; consistent in behavioral expectations; is fair; uses developmentally-appropriate techniques | 14 | 3.14 | 1, 16 | | 21% | 43% | 36% |

INSTITUTIONAL STANDARDS ALIGNED WITH DIVERSITY

5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.
12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.
13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.
16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.
18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential.