

AGGREGATE DATA FOR STUDENT TEACHING PERFORMANCE EVALUATION CONTENT KNOWLEDGE DATA REPORT 2011-2013

Please note that all data at the Capstone Level of the assessment system includes data for the MATL advanced teaching licensure program and the data for the Student Teaching Performance Evaluation. Candidates in this program are supervised by university secondary education representatives who are content specialists.

Aggregate data for three years indicate that candidates are well-prepared, possess the pedagogical content knowledge, and the professional pedagogical knowledge to have a positive impact on student learners. All Candidates were scored at competent level. Of interest is the fact that cooperating teachers (P-12 supervisors) rated candidates higher than the University Supervisors in nine out of 14 represented areas.

Student Teaching Performance Evaluation Criterion 2011-2013 (1=Unacceptable; 2=Acceptable; 3=Competent; 4=Exemplary)		Institutional Standards	University Supervisor	Cooperating Teacher
LESSON PLAN				
Format	written in clear, concise format; contains all necessary information	4, 5, 6	3.47	3.58
Objectives	identifies appropriate district and state objectives	5	3.50	3.63
Accommodations	student diversity, abilities & styles	6, 10, 11, 12, 15, 16, 18	3.34	3.66
Assessment	plans for multiple means of assessment; plans developmentally- and content-appropriate assessment	14	3.58	3.51
INSTRUCTION				
Introduction	states/writes objectives at beginning of lesson; gains attention of group; checks for prior knowledge	12,16	3.58	3.60
Methods	appropriate to students' maturity/content presented; adjusts as needed throughout lesson	3, 5, 6, 7, 9, 12, 13	3.64	3.67
Presentation	logically sequenced; student interaction & questions; clear directions; adjusts for learning differences within the group; uses correct written mechanics	5, 6, 7, 8, 9, 12, 13	3.66	3.60
Media	utilizes technology to support objectives	5, 6	3.87	3.76
Transitions	brief; lengthy; smooth; disruptive	6, 7, 13	3.45	3.31
Knowledge	current; accurate; limited to/goes beyond text for application	5, 8	3.34	3.58
Pacing	begins/ends lesson on time; instructional time maximized; appropriate for learners	7, 15, 16	3.67	3.45
Materials	relate closely to objectives; ready for immediate use; appropriate for student learning	12	3.67	3.73
Closure	sums up lesson; provides application for the future; engages learners	16, 17	3.33	3.55
Assessment	monitors for understanding throughout lesson; adjusts instruction based on findings	1, 14	3.45	3.59