

Trends in Candidate Performance: Student Teaching Final Evaluation

Cooperating teachers who supervise student teaching experiences had an opportunity to assess candidate performance on skills related to the Rhode Island Professional Teaching Standards (RIPTS) and rate the candidates' professional dispositions. This data, as with other sources, reflected high levels of candidate success over time in each of the RIPTS. Low levels of variability between scores hindered meaningful analysis leading towards program improvement. In the case of the Student Teaching Final Evaluation, it was also difficult to collect the data and analyze it in a timeframe that was beneficial to the teacher candidate. As a result, use of the Student Teaching Final Evaluation has been discontinued. Similar data is now collected through via the Student Teaching Observation and Progress Report. This tool is completed at least 3 times during the student teaching experience by both the cooperating teacher and the college supervisor. This allows the data to be used effectively in a timely manner.

The Student Teaching Final Evaluation was also used to provide opportunity for cooperating teachers to assess candidates' professional dispositions. The FSEHD candidates were previously assessed on six categories of dispositions: self-reflection, lifelong learning, advocacy for children and youth, respect for diversity, collaboration, and professional work characteristics. As one can see in the chart below, cooperating teachers typically provided a very high overall dispositions rating. While the survey prompted cooperating teachers to rate teacher candidates on 12 different dispositional indicators, little variability between indicators was present. In an effort to collect more meaningful data, candidate dispositions in field placements are now assessed through the Student Teaching Observation and Progress Report and through the Teacher Candidate Work Sample. The expectations for FSEHD dispositions have been revised with faculty and cooperating teacher input and a semantic differential tool has been developed to assess candidate dispositions in the college classroom.

