

Rhode Island College
Elementary Education Undergraduate Program Review

Section IV Evidence for Meeting Standards

Assessment 4: Assessment of student teaching

Program Requirements

1. Feinstein School of Education and Human Development (FSEHD): Implemented Lesson Plan
 2. **FSEHD: Faculty Disposition Evaluation**
 3. FSEHD: Final Evaluation
 4. FSEHD: Teacher Candidate Work Sample
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Program Requirement 2 – FSEHD: Faculty Disposition Evaluation

Brief Description of the Assessment

The Faculty Disposition Evaluation rubric is used to evaluate teacher candidates' dispositions towards teaching and learning. Faculty members assess the extent to which candidates have demonstrated the FSEHD Professional Dispositions during their practicum and classroom experiences. It is the teacher candidate who asks the faculty member to conduct this assessment. Candidates must earn an overall rating of a 3 or 4 (possible ratings are 1 through 4, 1 being "Weakness" and 4 being "Strength" in order to student teach.

Reviewers of the Preparing to Teach portfolio tally the scores to calculate an overall rating for this rubric. An overall rating of Strength is given to teacher candidates who earn between five and seven 4's and two or fewer 3's. An overall rating of Competence can be earned in three ways; candidates can earn less than five 4's with the remaining ratings of 3, all 3's, or between five and seven 3's with remaining ratings no lower than 2. The Developing rating is given to candidates who earn less than five 3's with the remaining ratings of 2 or all 2's. A teacher candidate may make arrangements with the faculty member to teach another lesson if this happens.

Alignment with ACEI Standards

The Faculty Disposition Evaluation is a tool used to assess teacher candidates' dispositions, with a focus on Instruction and Professionalism. The assessed dispositions fall into six categories: Self-Reflection, Lifelong Learning, Advocacy for Children and Youth, Respect for Diversity, Collaboration and Professional Work Characteristics (ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 5.1 and 5.2). Teacher candidates are assessed on dispositions related to instruction. In what ways do candidates plan for and work with a diverse group of learners, do they engage students in the learning process and do they promote collaboration and discourse in the classroom (ACEI 3.1, 3.2, 3.3, 3.4 and 3.5)? With an importance placed on professionalism, candidates are assessed on their abilities to learn from and make decisions about teaching using information based on their coursework, research and reflection of teaching experiences (ACEI 5.1 and 5.2).

Analysis of the Data Findings

The data collected from the Faculty Disposition Evaluation show that each semester more than 80% of the teacher candidates earned ratings in the Strength category. This high number of Strength ratings provides the Department of Elementary Education with the knowledge that the teacher candidates can demonstrate the professional dispositions necessary to move into the final phase – student teaching.

Interpretation of How the Data Provides Evidence for Meeting Standards

The high percentage of Strength ratings informs the department of teacher candidates' positive dispositions towards teaching and learning. The data shows that candidates are strong in their abilities to learn about and plan for diverse learners (ACEI 3.1 and 3.2). It shows they are strong in their abilities to communicate well and teach lessons that push students to think critically and exchange ideas (ACEI 3.3, 3.4 and 3.5). The data also provides evidence of teacher candidates' level of professionalism; they evaluate their own practice and its effects on students, collaborate with peers and learn from constructive criticism (ACEI 5.1 and 5.2).

Assessment Documentation

Without appropriate, positive professional dispositions, teacher candidates cannot move into the final phase – student teaching. The Faculty Disposition Evaluation is used to assess these professional dispositions. It is the responsibility of the teacher candidate to provide the rubric to a faculty member. **Assessment tool follows this section.**

The data is listed in the columns: Strength, Competence, Developing and Weakness. As stated in the "Brief Description of the Assessment" an overall rating is calculated through a tally process of the 12 indicators on the rubric.

Program Requirement 2 – FSEHD: Faculty Disposition Evaluation, FSEHD Dispositions

	Faculty Disposition Evaluation Number scored at each rating level.			
	Strength	Competence	Developing	Weakness
Spring 2010 n = 57, data for 55	47	8	0	0
Fall 2009 n = 81	65	16	0	0
Spring 2009 n = 49	44	5	0	0

**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
FACULTY (PRACTICUM METHODS) DISPOSITION EVALUATION**

Name: _____ ID #: _____ Telephone #: _____

Teacher Preparation Program: _____ Major/Concentration: _____

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

		rarely	sometimes	frequently	almost always
1	Seeks feedback from multiple perspectives and makes appropriate adjustments. <i>(Self-Reflection)</i>	1	2	3	4
2	Self-monitors progress <i>(Self-Reflection)</i>	1	2	3	4
3	Upgrades knowledge and skills regularly <i>(Lifelong Learning)</i>	1	2	3	4
4	Takes initiative and is self-motivated <i>(Lifelong learning)</i>	1	2	3	4
5	Manifests respect toward students <i>(Advocacy for Children and Youth)</i>	1	2	3	4
6	Advocates for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	1	2	3	4
7	Manifests sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	1	2	3	4
8	Establishes rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	1	2	3	4
9	Demonstrates strong communication skills <i>(Collaboration)</i>	1	2	3	4
10	Uses feedback constructively <i>(Collaboration)</i>	1	2	3	4
11	Demonstrates good organization skills <i>(Professional Work Characteristics)</i>	1	2	3	4
12	Completes work in timely manner <i>(Professional Work Characteristics)</i>	1	2	3	4

Signature of Evaluator: _____ Date: _____

**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
FACULTY (PRACTICUM METHODS) DISPOSITION EVALUATION**

Rarely	Sometimes	Frequently	Almost Always
Seeks feedback from multiple perspectives and makes appropriate adjustments. (<i>Self-Reflection</i>)			
Minimally seeks feedback about classroom practice and does not accept suggestions well. Shows no effort toward own professional growth.	Occasionally seeks feedback, and makes general suggestions to his/her own classroom practices. Occasionally reflect on professional growth.	Generally seeks feedback, and is open to suggestions for classroom practices. Generally reflects on professional growth and adjusts practice accordingly.	Actively seeks constructive feedback, and critically analyzes strengths and weaknesses of classroom practice. Seeks growth through professional network and readings.
Self-monitor progress (<i>Self-Reflection</i>)			
Demonstrates little ability through written and oral communication to self-analyze strengths and weaknesses as a means to further growth.	Oral and written communication reveals some ability to self-analyze strengths and weaknesses to determine areas in which growth is needed.	Reflection of growth is obvious through written and oral communication. Demonstrates the ability to self-analyze strengths and weaknesses and use the analysis to determine areas in which growth is needed.	Communicates through oral and written means an in-depth (comprehensive?) ability to analyze strengths and weaknesses and determine areas in which growth is needed.
Upgrades knowledge and skills regularly (<i>Lifelong Learning</i>)			
Displays minimal understanding of how to upgrade knowledge and skills.	Learning experiences reflect some awareness of current issues & connections to other disciplines.	Learning experiences reflect an awareness of current issues and connections to other disciplines.	Learning experiences reflect the utilization of the latest exemplary practices.
Takes initiative and is self-motivated (<i>Lifelong Learning</i>)			
Lacks initiative and motivation.	Exhibits some assertive behaviors.	Demonstrates assertive behavior.	Demonstrates a high level of assertive behaviors.
Manifests respect toward students (<i>Advocacy for Children and Youth</i>)			
Is unaware of students' ideas and questions or communication styles.	May notice but does not respond to students' ideas, questions or individual communication styles.	Listens to students, is open to their ideas, and accepts individual student communication styles.	Responds to students, is open to ideas and accepts individual student communication styles.
Advocates for the well-being of students in schools (<i>Advocacy for Children and Youth</i>)			
Is unaware of individual needs of students.	May notice but does not respond to the individual needs of students.	Is aware of the individual needs of students.	Responds to and reflects upon the individual needs of students.
Manifests sensitivity to the needs and values of diverse learners (<i>Respect for Diversity</i>)			
Has minimal awareness of cultural influences or approaches to learning and rarely tries to apply these in planning and implementing lessons.	Has some awareness of cultural influences on approaches to learning and tries to apply these in planning and implementing lessons.	Is aware of cultural influences on approaches to learning and applied these in planning and lesson implementation.	Celebrates cultural influences on approaches to learning and provides opportunities for students to challenge themselves.
Establishes rapport and communicates well with diverse audiences (<i>Respect for Diversity</i>)			
Language is usually inappropriate because of incorrect use of conventions. E.g., spelling, grammar	Language is appropriate some of the time but inconsistent in allowing diverse learners to adequately express ideas.	Language is clear and uses a variety of questions to help diverse learners articulate ideas.	Language is expressive, questions promote risk taking and instills confidence in diverse learners.
Demonstrates strong communication skills (<i>Collaboration</i>)			
Written and oral language shows flaws. Is unable or unwilling to articulate ideas to others.	Written and oral language shows flaws. Is not always able to articulate ideas to others.	Written and oral language is clear. Helps peers and students articulate ideas.	Written and oral language is clear. Prompts peers and students to better articulate ideas.
Uses feedback constructively (<i>Collaboration</i>)			
Does not listen to feedback, may be defensive of constructive criticism.	Listens to feedback but does not necessarily respond or reflect on and implement ideas.	Listens and responds to and reflects on feedback; attempts implementation.	Responds to and reflects on feedback; makes notable changes with regard to implementation.
Demonstrates good organization skills (<i>Professional Work Characteristics</i>)			
Does not have materials for lesson.	Preparing materials just before the lesson and they may or may not be available for the lesson.	Materials are prepared, organized and available for the lesson.	Materials are prepared, organized and available for the lesson/is also prepared for the unexpected.
Completes work in timely manner (<i>Professional Work Characteristics</i>)			
Work is rarely submitted on its due date.	Work is usually submitted on its due date.	Work is always submitted in its entirety on its due date.	Work is always submitted in its entirety on its due date.