

**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** (2009)
  4. FSEHD: Teacher Candidate Work Sample (2010)
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Program Requirement 3 – FSEHD: Final Evaluation and Professional Dispositions

**Brief Description of the Assessment**

Throughout the student-teaching experience, teacher candidates are observed and evaluated by their college supervisors. As these candidates prepare to exit the Elementary Education Program, their college supervisors conduct final evaluations using rubrics that measure the candidates' competencies in meeting the Rhode Island Beginning Teacher Standards (RIBTS) and the FSEHD Professional Dispositions. The standards and dispositions are rated according to four categories, RIBTS ratings – Exemplary, Developing, Competent and Unsatisfactory, Dispositions ratings - Almost Always, Frequently, Sometimes and Rarely. Candidates are then given an overall score on the standards and dispositions. The rubric for Spring 2009 and Fall 2009 was based on the Rhode Island Beginning Teacher Standards. The Spring 2010 rubric was keyed to the Rhode Island Professional Teaching Standards and is all encompassing of the student teaching experience. This exit data and the description of the assignment and rubric, called The Teacher Candidate Work Sample (TCWS), is described in Program Requirement 4.

As teacher candidates prepare to exit the program college supervisors make an overall assessment. The Final Evaluation takes a holistic approach to earlier teaching observations and work that teacher candidates completed during their experience as well as an overall evaluation of candidates' dispositions.

**Alignment with ACEI Standards**

The Final Evaluation includes indicators that assess all 11 RIBTS and Professional Dispositions. The alignment between the RIBTS and ACEI standards assures the program that all of the ACEI standards are assessed. Teacher candidates are evaluated on – their knowledge of content; the multiples ways they can represent concepts and integrate them into instruction; their abilities to integrate technology into instruction; their knowledge of how children develop and learn; their understanding of diversity, how it affects learning and how to use that information as well as assessments to plan instructional tasks that promote problem solving and critical thinking. Teacher candidates are evaluated on their skills as managers of the classroom environment and as teachers who motivate children to learn. They are evaluated in the ways they communicate in the classroom, with colleagues and families. Finally, teacher candidates are assessed on the ways they reflect on teaching and what they learn from those reflections. They learn from the reflections as they consider their teaching actions as well as how they'll use current trends and research as they plan for future teaching experiences (ACEI 1.0, 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, and 5.2).

**Analysis of the Data Findings**

Analysis of the data collected presents evidence that teacher candidates are competent in all areas of the Rhode Island Beginning Teacher Standards and Professional Dispositions assessments. The range of mean scores for Fall 2009 RIBTS data is 3.38 – 3.75 with an overall rating of 3.77 while the range of mean scores for Spring 2009 RIBTS data is 3.49 – 3.73. The range of mean scores for Fall 2009 Dispositions data is 3.79 – 3.98 and the range of mean scores for Spring 2009 is 3.71 – 3.96.

The mean scores clearly show that teacher candidates score consistently between 3 and 4 or between a rating of Frequently and Almost Always. With overall mean scores collected and none below 3.38 in either area, this data did not give any reason for concern.

**Interpretation of How the Data Provides Evidence for Meeting Standards**

The data shows consistently high mean scores in all areas of the exit assessments, the RIBTS and the Professional Dispositions. Because the mean scores for all teacher candidates fall at the upper end between three and four and because these two exit evaluations align with all of the ACEI Standards, the Department of Elementary Education believes all teacher candidates met the ACEI Standards. This data also provides evidence that the Rhode Island College Teacher Candidates who exit the Elementary Education program are competent to enter classrooms as first-year teachers upon their graduation. (ACEI 1.0, 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, and 5.2).

**Assessment Documentation**

As teacher candidates prepare to exit the program college supervisors make an overall assessment. The Final Evaluation takes a holistic approach to earlier teaching observations and work that teacher candidates completed during their experience as well as an overall evaluation of candidates' dispositions. **Assessment tool additional attachment.**

Teacher candidates must earn overall ratings that fall between three and four before they can exit the program successfully. Depending on the level of the difficulties, candidates who are in jeopardy of falling below these required ratings are given options; they may extend their teaching experience, stop the current experience and begin again in the coming semester or they may drop out of the program. The data included in this report addresses those who did exit the program successfully.

**Program Requirement 3 – FSEHD: Final Evaluation – RIBTS**

Final Evaluation - EXIT												
Mean scores for meeting each of the RIBTS.												
	RIBTS 1	RIBTS 2	RIBTS 3	RIBTS 4	RIBTS 5	RIBTS 6	RIBTS 7	RIBTS 8	RIBTS 9	RIBTS 10	RIBTS 11	overall rating
<b>Fall 2009</b> Mean scores n = 53	3.55	3.55	3.58	3.62	3.57	3.68	3.55	3.60	3.38	3.66	3.75	3.77
<b>Spring 2009</b> Mean scores n = 114	3.54	3.51	3.54	3.51	3.52	3.60	3.49	3.52	3.50	3.59	3.73	3.58

Scores in each category range from (4) Exemplary, (3) Developing, (2) Competent and (1) Unsatisfactory.

Rhode Island Beginning Teacher Standards (RIBTS)

1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.
2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.
3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
5. Teachers create instructional opportunities to encourage students’ development of critical thinking, problem solving, and performance skills.
6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
7. Teachers foster collaborative relationships with colleagues and families to support students’ learning.
8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.
9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.
11. Teachers maintain professional standards guided by legal and ethical principles.

Program Requirement 3 – FSEHD: Final Evaluation – FSEHD Professional Dispositions

<b>Final Evaluation - EXIT</b>		
Mean scores for meeting each disposition.		
	<b>Fall 2009</b> Mean Scores n = 53	<b>Spring 2009</b> Mean Scores n = 114
Professional Disposition	3.94	3.86
Self-Reflection-Sound Judgment	3.89	3.76
Self-Reflection-Insight	3.79	3.74
Lifelong Learning-Imaginative, Resourceful	3.87	3.85
Lifelong Learning-Manifests Pride in Work	3.85	3.85
Advocacy for Children & Youth: Holds High, Achievable Expectations	3.91	3.83
Advocacy for Children & Youth: Promotes Practices to Facilitate Healthy Development	3.81	3.72
Respect for Diversity-Seeks to Understand Cultures of Students and Families	3.94	3.90
Respect for Diversity-Displays Commitment to Teach All Students	3.94	3.94
Collaboration-Is Trusting and Trustworthy	3.89	3.71
Collaboration-Exhibits Highly Developed Interpersonal Skills	3.98	3.96
Professional Work Characteristics-Behaves in an Ethical Manner	3.96	3.92

Scores in each category range from (4) Almost always, (3) Frequently, (2) Sometimes and (1) Rarely.