

## **Assessment 4a: STUDENT TEACHING FINAL EVALUATION (STFE)**

### **1. Brief Description of Assessment**

Teacher candidates are evaluated using a rubric that measures their competence in meeting the Rhode Island teaching standards and professional dispositions at the end of their student teaching. The standards and dispositions are rated according to four categories: exemplary, competent, developing, and satisfactory. 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. Going forward to Fall 2010, this will no longer be used. The Teacher Candidate Work Sample (TCWS) will take its place.

### **2. Brief Description of How Assessment is Used**

College supervisors used this rubric at the end of student teaching, based upon teaching observations and work that teacher candidates have completed over the course of their experience in the classroom. During Spring 2010, only the cooperating teachers submitted the student teaching final evaluation and this was completed using Checkbox, an online reporting system. The college supervisor and cooperating teacher each conducted three formal observations. One of the observations was conducted jointly. These observations were considered in completion of the final evaluation form.

### **3) Brief Analysis of Findings**

Analysis of the data collected presents evidence that teacher candidates are competent on all the RIBTS, with no mean score lower than 3.5. With respect to the Professional Dispositions, teacher candidates were very highly rated in all areas. At the end of their programs, the data shows that teacher candidates are competent to enter the classroom as first year teachers. Unfortunately due to the transition from hardcopy to online data entry, and the fact that this form will no longer be used to demonstrate competence, the final pieces of data from the two candidates student teaching in Spring 2010 are missing. Both candidates successfully completed student teaching, and were rated Target on the new Teacher Candidate Work Sample (TCWS).

### **4) Evidence of Meeting Standards**

All RIBTS are covered in this assessment. As the RIBTS align closely with the ACEI Standards, the following ACEI Standards are assessed as well: Standards 1, 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, and 5.2. Specifically, teacher candidates are evaluated on their knowledge of content; multiples ways concepts can be represented; how children develop and learn; understanding of diversity and how it affects learning; ability to create instructional tasks that require problem solving and critical thinking; skill in classroom management and motivating children to learn; ability to work with colleagues and families; ability to communicate concepts and use technology; use of multiple means of assessment and analysis of assessment to inform

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subsequent instruction; and professionalism and ability to reflect on teaching and plan for ongoing professional development.

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**5) Assessment Documentation**

See separate file named [Student Teaching Final Evaluation Rubric.pdf](#) for a copy of the rubric

<b>Student Teaching Final Evaluation Rubric (STFE) RIBTS                      Master of Arts in Teaching, Elementary Education Candidates                      Mean Scores*</b>											
	RIBTS 1	RIBTS 2	RIBTS 3	RIBTS 4	RIBTS 5	RIBTS 6	RIBTS 7	RIBTS 8	RIBTS 9	RIBTS 10	RIBTS 11
<b>Spring                      2009                      n=12</b>	3.83	3.67	3.67	3.67	3.67	3.67	3.58	3.75	3.5	3.58	3.75
<b>Fall                      2009                      n=4</b>	3.75	3.75	4	3.75	3.5	4	3.5	3.75	3.5	3.75	4
<b>Spring                      2010                      n=2</b>	<b>Missing data-see explanation above</b>										

\*Out of a possible 4 in each category

- Scoring:**
- (4) Exemplary
  - (3) Competent
  - (2) Developing
  - (1) Unsatisfactory

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<b>Student Teaching Final Evaluation Rubric (STFE) PROFESSIONAL DISPOSITIONS</b>			
<b>Master of Arts in Teaching, Elementary Education Candidates</b>			
<b>Mean Scores*</b>			
<b>Professional Disposition</b>	<b>Spring 2009 n=12</b>	<b>Fall 2009 n=4</b>	<b>Spring 2010 n=2</b>
<b>Self-Reflection-Sound Judgment</b>	<b>3.83</b>	<b>4</b>	
<b>Self-Reflection-Insight</b>	<b>3.83</b>	<b>4</b>	
<b>Lifelong Learning-Imaginative, Resourceful</b>	<b>3.91</b>	<b>4</b>	
<b>Lifelong Learning-Manifests Pride in Work</b>	<b>4</b>	<b>4</b>	
<b>Advocacy for Children &amp; Youth: Holds High, Achievable Expectations</b>	<b>4</b>	<b>4</b>	
<b>Advocacy for Children &amp; Youth: Promotes Practices to Facilitate Healthy Development</b>	<b>3.9</b>	<b>4</b>	
<b>Respect for Diversity-Seeks to Understand Cultures of Students and Families</b>	<b>3.9</b>	<b>4</b>	
<b>Respect for Diversity-Displays Commitment to Teach All Students</b>	<b>4</b>	<b>4</b>	
<b>Collaboration-Is Trusting and Trustworthy</b>	<b>3.9</b>	<b>4</b>	
<b>Collaboration-Exhibits Highly Developed Interpersonal Skills</b>	<b>3.9</b>	<b>4</b>	
<b>Professional Work Characteristics-Behaves in an Ethical Manner</b>	<b>4</b>	<b>4</b>	
<b>Professional Work Characteristics-Presents Self Professionally</b>	<b>4</b>	<b>4</b>	

\*Out of a possible 4 in each category

Scoring: (4) Almost Always

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- (3) Frequently
- (2) Sometimes
- (1) Rarely