

## Section IV Evidence for Meeting Standards

### #4 Pedagogical and Professional Knowledge, Skills, and Dispositions

#### 1. Description of Student Teaching Evaluation

Each classroom observation by the college supervisor includes a conference with the cooperating teacher and teacher candidate resulting in a decision regarding the candidate's progress and continuation in the program. Ratings in the Lesson Observation and Progress Report, revised and used for two years and the supplemental mathematics addendum, provide a common framework that guides the discussion. Both the college supervisor and the cooperating teacher address the mathematics content of the observed lesson as well as the lessons that preceded and will follow with regard to correctness, concept development, higher-order thinking tasks, real-world connections, use of technology, etc. as appropriate. Goals that the candidate sets emerge from the conference discussion. Overall student teaching performance is discussed at the conference following the final observation.

Near the completion of student teaching, the cooperating teacher completes the final evaluation for student teaching. The summary assessment, based on the Rhode Island Professional Teaching Standards and the FSEHD Conceptual Framework of Plan, Act, Reflect with the Four Themes (Knowledge, Pedagogy, Diversity, and Professionalism), is common for all candidates in the FSEHD program leading to initial teaching certification. Cooperating teachers in mathematics use the addendum as a guide when completing the online form (attached to previous assessment). More than one ranking at the "developing" level for RIPTS or "sometimes" level for Conceptual Framework Themes raises concern about recommending the candidate for certification.

#### 2. Alignment of Assessment with NCTM Standards and Indicators

(see RIPTS\_NCTM Alignment MAT.doc for Indicators associated with RIPTS Standards)

| RIPTS- Synopsis of Standard                                | NCTM Indicators Addressed  |
|--|--|
| 1. Broad knowledge base                                    | 4.1, 4.2, 7.1, 7.3, 8.4  |
| 2. Deep content knowledge base                             | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 7.2<br>NCTM Content Standards 9.1-9.10, 10.1, 10.4, 10.5, 10.6, 11.1-11.8, 14.1-14.8, 15.1-15.4 as appropriate to placement and courses taught. |
| 3. How children learn                                      | 7.1, 7.2, 7.3, 7.4, 7.6, 8.1, 8.2, 8.7   |
| 4. Diversity of learners                                   | 7.1, 7.3, 7.4, 7.6, 8.1, 8.2, 8.7  |
| 5. Development of critical thinking, problem solving, etc. | 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 7.2, 7.3, 7.4, 8.2, 8.7, 8.8   |
| 6. Supportive environment, standards of behavior           | 7.3, 7.4,  |
| 7. Work collaboratively                                    | 7.3, 8.4   |
| 8. Effective communication                                 | 3.1, 3.2, 3.3, 3.4, 6.1, 7.1, 7.6, 8.9   |
| 9. Assessment  | 7.1, 7.3, 7.5, 8.2, 8.3, 16.3  |
| 10. Professional Development                               | 7.3, 8.4, 8.6  |

|  |          |
|--|----------|
| 11. Ethical Principles                     |          |
| <b>Dispositions - Conceptual Framework</b> |          |
| Reflective Practitioner                    | 8.1      |
| Lifelong Learner                           | 8.5      |
| Advocacy for Children & Youth              | 7.1      |
| Respect for Diversity                      | 7.1, 7.4 |
| Collaboration                              | 7.3, 8.4 |
| Professionalism                            |          |

### 3. Analysis of Data Results

Both sections of the assessment are based on a scale of 1-4 with slightly different descriptors. Descriptors for the RIPTS are Unacceptable (1), Developing (2), Competent (3) and Exemplary (4); and those for the Dispositions are Rarely (1), Sometimes (2), Frequently (3), and Almost Always (4). A 4-point scale is included in the addendum for mathematics, with descriptors: 1) Unsatisfactory, 2) Basic, 3) Proficient, 4) Distinguished.

A total of 34 candidates completed the program in 2007-2008 (n = 18; BA (14), RITE (2), MAT ( 2)), 2008-2009 (n = 7; BA (6), MAT (1)) and 2009-2010 (n = 9; BA (8), MAT (1)). In one instance, a candidate completed student teaching in spring 2009 and received his degree in December 2009. Several candidates were evaluated by more than one cooperating teacher due to a split middle school/high school placement or assignment to two cooperating teachers during student teaching. Thus, the total number of evaluations included for the various years may exceed the number of program completers.

Among the 330 individual RIPTS scores for undergraduate and RITE candidates (n = 30 candidates, 11 scores per candidate), only 12 scores were rated 'Developing' and no MAT candidate received any score below 'Competent.' Only 3 scores were rated 'Sometimes' among all the Dispositions ratings among the undergraduate and RITE candidates (n = 30 candidates, 12 scores per candidate except for 2009-2010 cohort when data for one disposition was not available, a total of 352 ratings for Dispositions), and no MAT candidate received any score below 'Frequently.' Candidates who perform at levels that faculty consider 'Developing' or 'Sometimes' tend to exit the program before student teaching or do not complete student teaching. In the last three years only three students did not complete student teaching, and one instance was caused by serious illness.

### 4. Data Interpretation

In every category for every year, mean ratings are at least 3.0, indicating that on average, candidates display competence in the state teaching standards (and through alignment, the NCTM Indicators as well – see attachment) and frequently display the dispositions deemed important for teachers. This indicates that cooperating teachers' view of our candidates is similar to that of college supervisors. Because of the mapping that aligns the Indicators in the Rhode Island Professional Teaching Standards with the Indicators in the NCTM Standards, we are confident of candidate's ability as revealed in this assessment.

Instruments to evaluate observations during student teaching have been considerably revised during the past three years. Revisions to the overall student teaching evaluation are in process.

**5. Assessment Documentation**

**a. Student Teaching Evaluation**



**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
OFFICE OF SCHOOL PARTNERSHIPS AND FIELD PLACEMENTS  
STUDENT TEACHING FINAL EVALUATION**

| <i>Please evaluate your student teacher's end-of-semester performance in the following</i>   |                       |                   |                  |                  |
|--|-----------------------|-------------------|------------------|------------------|
| <i>Rhode Island Professional Teacher Standards</i>   | <i>Unsatisfactory</i> | <i>Developing</i> | <i>Competent</i> | <i>Exemplary</i> |
| <b>RIPTS 1:</b> 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.   |                       |                   |                  |                  |
| <b>RIPTS 2:</b> Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach. |                       |                   |                  |                  |
| <b>RIPTS 3:</b> Teachers create instructional opportunities that reflect an understanding of how children learn and develop.   |                       |                   |                  |                  |
| <b>RIPTS 4:</b> Teachers create instructional opportunities that reflect a respect for diversity of learners and an understanding of how students differ in their approaches to learning.  |                       |                   |                  |                  |
| <b>RIPTS 5:</b> STANDARD 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.   |                       |                   |                  |                  |
| <b>RIPTS 6:</b> Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.  |                       |                   |                  |                  |
| <b>RIPTS 7:</b> Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.   |                       |                   |                  |                  |
| <b>RIPTS 8:</b> Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.  |                       |                   |                  |                  |

|   |  |  |  |  |
|---|--|--|--|--|
| <b>RIPTS 9:</b> Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction. |  |  |  |  |
| <b>RIPTS 10:</b> Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.                     |  |  |  |  |
| <b>RIPTS 11:</b> Teachers maintain professional standards guided by legal and ethical principles.   |  |  |  |  |

| <i>Professional Dispositions</i>  | <i>Rarely</i> | <i>Sometimes</i> | <i>Frequently</i> | <i>Almost always</i> |
|---|---------------|------------------|-------------------|----------------------|
| <b>Self Reflection:</b> Demonstrates sound judgment.  |               |                  |                   |                      |
| <b>Self Reflection:</b> Is insightful.  |               |                  |                   |                      |
| <b>Lifelong Learning:</b> Is imaginative and resourceful.   |               |                  |                   |                      |
| <b>Lifelong Learning:</b> Manifests pride in one’s work.  |               |                  |                   |                      |
| <b>Advocacy for Children and Youth:</b> Hold high and achievable expectations for all students.                       |               |                  |                   |                      |
| <b>Advocacy for Children and Youth:</b> Promotes practices that facilitate healthy development of children and youth. |               |                  |                   |                      |
| <b>Respect for Diversity:</b> Seeks to understand cultures of students and their families.                            |               |                  |                   |                      |
| <b>Respect for Diversity:</b> Displays commitment to teach all students.  |               |                  |                   |                      |
| <b>Collaboration:</b> Is trusting and trustworthy.  |               |                  |                   |                      |
| <b>Collaboration:</b> Exhibits highly-developed interpersonal skills.   |               |                  |                   |                      |
| <b>Professional Work Characteristics:</b> Behaves in an ethical manner.   |               |                  |                   |                      |
| <b>Professional Work Characteristics:</b> Presents self professionally.   |               |                  |                   |                      |

**b. Scoring Guide of RIPTS and Dispositions in Final Student Teaching Evaluation**

1. The candidate has not demonstrated the standard/indicator/disposition in his/her student teaching activities.
2. Elements of the standard/indicator/disposition were clearly present but were partially or ineffectively carried out. The candidate has developed an awareness of and has begun to demonstrate components of effective teaching during student teaching.

3. Elements of the standard/indicator/disposition were of good quality, but room for improvement was noted. The candidate knew and demonstrated components of effective teaching during student teaching.
4. High quality implementation of standard/indicator/disposition. The candidate knew and consistently demonstrated components of effective teaching during student teaching.

**c. Data for Completers (undergraduate and RITE candidates) from Final Student Teaching Evaluation**

| Secondary Education – Mathematics Program Completers (MAT candidates) for years 2008 – 2010 on Final Student Teaching Evaluation; means across categories |           |           |           |
|---|-----------|-----------|-----------|
|   | 2007-2008 | 2008-2009 | 2009-2010 |
|   | n = 2     | n = 2     | n = 0     |
| <b>RIPTS- Synopsis of Standard</b>  |           |           |           |
| Ratings and weights: Unacceptable (1), Developing (2), Competent (3) and Exemplary (4)  |           |           |           |
| 1. Broad knowledge base   | 4.0       | 3.5       |           |
| 2. Deep content knowledge base  | 3.5       | 3.5       |           |
| 3. How children learn   | 4.0       | 3.0       |           |
| 4. Diversity of learners  | 4.0       | 3.5       |           |
| 5. Development of critical thinking, problem solving, etc.  | 3.5       | 3.5       |           |
| 6. Supportive environment, standards of behavior  | 4.0       | 3.0       |           |
| 7. Work collaboratively   | 3.5       | 3.5       |           |
| 8. Effective communication  | 4.0       | 3.5       |           |
| 9. Assessment   | 3.5       | 3.5       |           |
| 10. Professional Development  | 4.0       | 3.5       |           |
| 11. Ethical Principles  | 4.0       | 3.5       |           |
| <b>Dispositions - Conceptual Framework</b>  |           |           |           |
| Ratings and weights: Rarely (1), Sometimes (2), Frequently (3), and Almost Always (4)   |           |           |           |
| Reflective Practitioner - judgment  | 4.0       | 3.5       |           |
| Reflective Practitioner -insight  | 4.0       | 3.5       |           |
| Lifelong Learner – imaginative, resourceful   | 4.0       | 3.5       |           |
| Lifelong Learner – pride in one’s work  | 4.0       | 3.5       |           |
| Advocacy for Children & Youth – high expectations   | 4.0       | 3.5       |           |
| Advocacy for Children & Youth – healthy development   | 4.0       | 3.0       |           |
| Respect for Diversity – cultures of students, families  | 4.0       | 3.0       |           |
| Respect for Diversity – commitment to teach all students  | 4.0       | 4.0       |           |
| Collaboration – trusting, trustworthy   | 4.0       | 4.0       |           |
| Collaboration – interpersonal skills  | 4.0       | 3.5       |           |
| Professionalism – ethical manner  | 4.0       | 4.0       |           |
| Professionalism – professional demeanor   | 4.0       | 4.0       |           |