

Section IV: Evidence for Meeting Standards

Assessment 4: Student Teaching

1. Description and Use of Assessment:

During the period of the 2007 through 2010 the Technology Education program used two methods of evaluating the teacher candidate during the student teaching experience. From 2007 – 2009, the Exit Portfolio and Observation Reports were used to document student teaching progress. The Technology Education Exit Portfolio contained a School Analysis (context), a Unit Plan and analysis, a Case Study and analysis, and a Professional Development Reflection. This document can be found as an attachment file at the end of this document. The cooperating teacher, the supervising college instructor, reviewed these artifacts. Later, two volunteer cooperating teachers graded the Exit Portfolios with the Supervising Instructor. In 2009 – 2010 the TE program began to use the school-wide Candidate Observation and Progress Report for the first time. The process is essentially unchanged.

The purpose of these instruments is to provide important feedback about the teacher candidate's performance to the teacher candidate, the college supervisor, and the cooperating teacher during student teaching. Three formal observations were conducted using each instrument, corresponding to the beginning, middle, and end of student teaching. When the candidate is visited by the college supervisor, the lesson will be observed followed by a conference with the cooperating teacher and teacher candidate resulting in a discussion about the candidate's progress. Suggestions for improvement and reflection about the lesson are made at this time. The candidate's performance will determine the decision about continuation in the Technology Education Student Teaching experience. In very rare cases, the discussion may concern the candidate's continuation in student teaching

The college supervisor and the cooperating teacher address the Technology Education content of the observed lesson. In many cases, they will confer with the candidate about building on the lesson for future classes. Lesson plans and units of instruction are reviewed for appropriate goals and objectives, factual correctness, concept development, problem-solving activities, appropriate assessment strategies, use of technology, and basic teaching performance. At the completion of student teaching, the cooperating teacher completed the final evaluation that was returned to the Office of Partnerships and Placements.

The two assessments are 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). These two assessments are common to all FSEHD teaching candidates in programs leading to initial teaching certification.

2. Description of How the Assessment Aligns with ITEEA/CTTE Standards

The student teaching experience encompasses the whole group of RIPTS. Candidates' teaching performance was rated through the use of RIPTS 1 through RIPTS 11. ITEEA/CTTE Standards 1 – 5 was addressed during the planning of instructional units and lesson plans. This alignment was particularly strong between RIPTS 1, 2, 3, 4 and 5. Application of pedagogy and reflection skills are tied to RIPTS 6, 7, 8, 9, 10 and ITEEA/CTTE 6, 7, 8, 9. RIPTS 10, 11 align with ITEEA/CTTE 10.

3. Analysis of Data

2007 – 2009 Observation Report Data**

1. By <i>planning</i> instructional units and individual lessons, the student teacher demonstrates mastery of <i>knowledge</i> , skill in <i>pedagogy</i> , and respect for <i>diversity</i> .											
2007 - 2008	RIPTS 1		RIPTS 2		RIPTS 3		RIPTS 4		RIPTS 9		AVG
	S	C	S	C	S	C	S	C	S	C	
Student 1	3	4	3	4	3	4	3	4	3	4	3.5
Student 2	3	4	3	4	3	4	3	4	3	4	3.5
2008 - 2009											
Student 1	3	3	3	4	3	4	3	3	3	4	3.3
Student 2	3	3	3	3	3	3	3	3	3	3	3.0

(E)(O) 4= Performing above expected proficiency, (C)(S) 3=Performing at expected proficiency, (D)(NI) 2= Needs improvement, (U) 1= performing below expected proficiency.

** Data comes from the Last Observation Reports submitted by S=Supervising Teacher and C=Cooperating Teacher

2. Lesson delivery is where preparation in translated into <i>action</i> . Rhode Island College student teachers actively display their content <i>knowledge</i> , skill in <i>pedagogy</i> , respect for <i>diversity</i> , and professionalism													
2007 - 2008	RIPTS 5		RIPTS 6		RIPTS 6		RIPTS 8		RIPTS 9		RIPTS 11		AVG
	S	C	S	C	S	C	S	C	S	C	S	C	
Student 1	4	4	4	4	3	4	3	4	3	4	4	4	3.75
Student 2	3	4	3	4	3	4	3	4	3	4	3	4	3.5
2008 - 2009													
Student 1	3	3	3	4	3	4	3	4	3	4	3	4	3.4
Student 2	3	3	3	3	3	3	3	3	3	3	3	3	3.0

(E)(O) 4= Performing above expected proficiency, (C)(S) 3=Performing at expected proficiency, (D)(NI) 2= Needs improvement, (U) 1= performing below expected proficiency.

** Data comes from the Last Observation Reports submitted by S=Supervising Teacher and C=Cooperating Teacher

3. Outside the classroom, Rhode Island College student teachers *reflect* on their *pedagogy* and extend their *professionalism* to the school, community, and learned societies.

2007 - 2008	RIPTS 7		RIPTS 10		RIPTS 10		RIPTS 10		RIPTS 10		RIPTS 10		AVG
	S	C	S	C	S	C	S	C	S	C	S	C	
Student 1	4	4	4	4	3	4	3	4	3	4	4	4	3.75
Student 2	3	4	3	4	3	4	3	4	3	4	3	4	3.5
2008 - 2009													
Student 1	3	4	3	4	3	4	3	4	3	4	3	4	3.5
Student 2	3	3	3	4	3	4	3	3	3	3	3	3	3.1

(E)(O) 4= Performing above expected proficiency, (C)(S) 3=Performing at expected proficiency, (D)(NI) 2= Needs improvement, (U) 1= performing below expected proficiency.

** Data comes from the Last Observation Reports submitted by S=Supervising Teacher and C=Cooperating Teacher

Final Evaluation Data:

This Data was compiled from the Student Teaching Final Evaluation

RIPTS	1	2	3	4	5	6	7	8	8	10	11	Overall Rating
2007 - 2008												
Student 1	4	4	4	4	4	4	4	4	4	4	4	4
Student 2	4	3	4	4	3	4	4	4	4	4	4	4
2008 - 2009												
Student 1	4	4	3	3	4	4	4	4	3	4	4	4
Student 2	3	3	3	3	3	3	3	3	4	3	3	3

4= Exemplary, 3=Competent, 2= Developing, 1= Unsatisfactory.

** Data comes from the Cooperating Teacher's Final Evaluation

Observation and Progress Evaluation:

Section One: Lesson Indicators	Spring 2010 College Supervisor		Spring 2010 Cooperating Teacher	
	C1	C2	C1	C2
Candidates				
Planning	4	4	6	5
Action: Implementation	5	4	6	5
Action: Content	5	4	6	5
Action: Climate	5	3	6	5

Action: Class Management	5	3	6	5
Section Two: Capsule Rating	5	3	6	6
Section Three: Post Observation Reflection	5	4	6	5
Section Four: Ongoing Progress (only teachers assess) Professional Behavior			6	5
Technology			6	6

For the sake of making this section useful, the data from the third (final) formal observation from both college supervisors and cooperating teachers is presented here. This is an appropriate measurement of the candidate's teaching abilities because it occurs near the end of the 15-week experience, usually between weeks 12 and 14.

Our teacher candidates' scores are in the Competent and Exemplary ranges for each section of the Observation Report. The evidence demonstrates that our candidates are well trained and that they perform at high levels in their teaching assignments. Furthermore, the data show that the candidates' supervisors and cooperating teachers model good practice and communicated openly and frequently with the teaching candidates. The data presented shows scoring consistency between college supervisors and cooperating teachers. This was a program strength, because it meant that the candidates were receiving similar observations and comments about their teaching practices.

4. Interpretation of Data as Evidence of Standards Met

2007 – 2008 and 2008 – 2009 teacher candidates performed as expected in their teaching placements. The scores earned by the candidates are indicative of the effort put into this culminating activity. Candidates routinely scored in the Competent range, and very often in Exemplary, or above expected proficiency. The field experiences the candidates had before they entered the student teaching experience has most certainly had a huge impact on their performance. I believe that the amount of time that they have spent in the field, observing, assisting, and teaching is a model that others might follow. By the time our Technology Education Candidates reach the classroom, they are veterans of the classroom, and

not easily distracted from their tasks, and there's no mystery to what they need to do. The scores they earned reflect that they have met this standard.

We began using a new system for evaluating candidates in 2009 – 2010. The Observation and Progress Report (OPR sample follows this narrative) developed for student teaching candidates is a much more comprehensive instrument than Observation Report that follows the narrative. Teaching candidates scored in Acceptable and Target ranges throughout the evaluation sections. Since this was the first time the OPR was used, the scores may be somewhat generous. Cooperating teachers scored the candidates somewhat higher than the supervising faculty member. Every effort is being made to provide *more* in-service opportunities for our colleagues so that they will have confidence using the instrument effectively in the future. The cooperating teachers are with the candidates all day, everyday, which may lead to their scores higher because they constantly observe and make note of behaviors, skills, and dispositions that the supervisors only sees once during an observation visit. This is by no means meant to take away from the hard work and preparation of our candidates. But, we will need to work closely with cooperating teachers to better discriminate between acceptable behavior and that which is deemed to be excellent.

The two candidates from 2009 – 2010, ably demonstrated their ability by performing at Acceptable and Target levels. By participating in multiple forms of evaluation, our teacher candidates demonstrated their knowledge of content; taught concepts using multiple teaching strategies mindful of the different ways their students learn. Our candidates also demonstrated the ability to develop creative instructional scenarios in the TE labs that required their students to engage in problem solving and critical thinking.

The candidates for 2009 – 2010 have met the standard.

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Office of Partnerships and Placements
Observation Report

PLEASE PRINT:

Student Teacher's Name _____	Date _____	
College Supervisor's Name _____	Observation: _____	1
Cooperating Teacher's Name _____		2
Grade Level/Content Area Assignment _____		3
Cooperating School District/School _____		

Person Completing This Observation: Cooperating Teacher College Supervisor

Key: E Exemplary – consistent performance above expected proficiency
 C Competent - performs at expected proficiency
 D. Developing – performance needs improvement
 U Unsatisfactory – performance is below expected proficiency
 N.A. Not applicable

Rhode Island College student teachers are *reflective practitioners*.

By **planning** instructional units and individual lessons, the student teacher demonstrates mastery of **knowledge**, skill in **pedagogy**, and respect for **diversity**.

(RIBTS)

- (1) The student teacher plans integrated units and lessons _____
- (2) The student teacher selects appropriate content, teaching models, instructional strategies, and materials _____
- (3) The student teacher plans developmentally appropriate instructional opportunities _____
- (4) The student teacher lessons include plans for diverse learner needs _____
- (9) The student teacher uses formal and informal assessment strategies _____

Please comment on the student teacher's competency in content knowledge and in lesson and unit planning.

Student Teacher's Name _____

Lesson delivery is where preparation is translated into **action**. Rhode Island College student teachers actively display their content **knowledge**, skill in **pedagogy**, respect for **diversity**, and **professionalism**.

(RIBTS)

- (5) The student teacher plans instructional opportunities that encourage critical thinking, problem solving, and performance skills _____
- (6) The student teacher creates a positive learning environment that fosters student involvement and collaboration _____
- (6) The student teacher implements a variety of classroom management techniques, as needed _____
- (8) The student teacher demonstrates effective oral and written communication skills _____
- (9) The student teacher uses formal and informal assessment strategies to assess student learning _____
- (11) The student teacher projects a professional image, and interacts in a professional manner With colleagues, students, parents, and others _____

Please comment on the student teacher's performance in the classroom.

Student Teacher's Name _____

Outside the classroom, Rhode Island College student teachers **reflect** on their **pedagogy** and extend their **professionalism** to the school, community, and learned societies.

(RIBTS)

- (7) The student teacher works collaboratively with his/her cooperating teacher, and classroom paraprofessionals _____
- (10) The student teacher accepts constructive criticism from his/her cooperating teacher, and college supervisor _____
- (10) The student teacher implements suggestions from his/her cooperating teacher and College supervisor for improving teaching _____
- (10) The student teacher assesses his/her own teaching through reflection and analysis, and suggests solutions to identified concerns _____
- (11) The student teacher follows school policy and procedures, and follows local, state and federal law pertaining to educational and instructional issues _____
- (11) The student teacher interacts with students, colleagues, parents, and others in a professional manner _____

Please comment on the student teacher's reflective skills and professional demeanor.

Student Teacher _____

1. Description of teaching activity:

2. Evaluation of classroom performance, including suggestions, recommendations and comments.

College Supervisor's Signature

Date

Student Teacher's Signature

Date



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT EXIT PORTFOLIO RUBRIC COVER SHEET

Name: _____ EMPL. ID _____

Date: _____

Degree: Undergraduate 2nd degree M.A.T. R.I.T.E.

Teacher Preparation Program (check only one program)

- Art Education
- Career & Technical Education
- Elementary Education
- Early Childhood Education
- Health Education
- Health Education and Physical Education
- Music Education
- Physical Education
- Secondary Education:
 - English
 - History/Social Studies
 - Science
 - Mathematics
 - Modern Languages
 - ESL
- Technology Education

It is expected that student teachers recommended for satisfactory completion of program will achieve predominantly ratings of 3 or higher on each rubric (School Analysis, Implemented Unit Plan, and Professional Development Reflection).

Student teacher is Recommended Not Recommended for satisfactory completion of program.

Signature of College Supervisor

EMPL ID

Date

Signature of Department Chair

Date



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Exit Portfolio School Analysis Scoring Rubric

Name: _____ Student ID #: _____

Telephone #: _____ E-Mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration: _____

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the school analysis. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness	Developing	Competence	Strength
1.	The school analysis provided evidence of school-wide data that reflect the school's understanding (or lack of understanding) of how children learn and develop. <i>(RIBTS 3)</i>	1	2	3	4
2.	The school analysis provided evidence of school-wide data that reflect the school's understanding (or lack of understanding) of how students differ in their approaches to learning. <i>(RIBTS 4)</i>	1	2	3	4
3.	The school analysis provided evidence that an effective learning environment was (or was not) created in the school such that positive social interaction, active engagement in learning, and self-motivation are (are not) evident. <i>(RIBTS 6)</i>	1	2	3	4
4.	The school analysis provided evidence of collaboration among teachers, staff, and families to support student learning. <i>(RIBTS 7)</i>	1	2	3	4

Comments:

Signature of Evaluator _____

Date _____

Performance Indicators

RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Weakness	Developing	Competence	Strength
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 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.			
Weakness	Developing	Competence	Strength
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.
RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.			
Weakness	Developing	Competence	Strength
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.
RIBTS 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.			
Weakness	Developing	Competence	Strength
Makes minimal or no attempt to communicate with parents or colleagues to support students' learning.	Consults with colleagues, but resists incorporating their suggestions.	Consults when necessary with colleagues on matters related to instruction and parents when related to student.	Evidence is presented showing collaboration with colleagues and families to coordinate learning activities or to address other concerns related to teaching.



Feinstein School of Education and Human Development

Student Case Study

Name:
Teacher Preparation Program: Secondary Education

ID#:
Major:

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the student case study and assessment. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness (1)	Developing (2)	Competence (3)	Strength (4)
1.	The case study demonstrates that the candidate created instructional opportunities that reflect an understanding of how children learn and develop. <i>(RIBTS 3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The case study demonstrates that the candidate created instructional opportunities that reflect a respect for the diversity of learners and learning styles. <i>(RIBTS 4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The case study provides evidence of the candidates' ability to encourage students' development of critical thinking, problem solving, and performance skills. <i>(RIBTS 5)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The case study demonstrates that the candidate created an appropriate learning environment for students where positive social interaction, active engagement in learning, and self-motivation were evident. <i>(RIBTS 6)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The case study demonstrates collaboration with colleagues and/or families to support student learning. <i>(RIBTS 7)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Formal and informal assessment strategies were integrated in the case study to evaluate student learning and growth. <i>(RIBTS 9)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The case study provides evidence of the candidate's self-evaluation and responsibility for continued professional growth. <i>(RIBTS 10)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator:

ID#:

Date

Performance Indicators

Weakness	Developing	Competence	Strength
RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 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.			
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.
RIBTS 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.			
Relies on direct instruction to passive learners utilizing few resources outside of the textbook.	Utilizes a limited repertoire of teaching strategies to engage the learner or resists exploring ways to develop critical thinking.	Uses variety of strategies and multiple resources for delivering materials to engaged learners in solving problems.	Actively involve students in decision making, collaboration, problem solving, and finding resources.
RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.			
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.
RIBTS 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.			
Makes minimal or no attempt to communicate with parents or colleagues to support students' learning.	Consults with colleagues, but resists incorporating their suggestions.	Consults when necessary with colleagues on matters related to instruction and parents when related to student.	Evidence is presented showing collaboration with colleagues and families to coordinate learning activities or to address other concerns related to teaching.
RIBTS 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.			
Uses minimal variety of assessment strategies and/or strategies that are inconsistent with instructional goals and do not provide constructive feedback.	Aware of a variety of assessments, but the information collected is superficially analyzed to adapt instruction and improve student learning.	Designs multiple methods of assessment that are used to collect information to adjust teaching plans and to support student learning.	Learners are involved in self-assessment where feedback is personalized and descriptive to foster continued learning. Multiple methods of teacher assessments enhance student learning.
RIBTS 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.			
Misjudges the success of classroom practice and does not accept constructive criticism well.	Occasionally evaluates classroom practice and makes general suggestions how lessons may be improved.	Generally accurate in determining the success of classroom practice and is open to ideas and suggestions for improvement. Welcomes opportunities for professional growth.	Critically analyzes the strengths and weaknesses of classroom practice and actively seeks constructive criticism. Seeks growth through professional networks and professional reading.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

IMPLEMENTED UNIT PLAN SCORING RUBRIC

Exit Portfolio

Name: _____ ID #: _____

Telephone #: _____ E-mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration: _____

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the implemented unit plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness	Developing	Competence	Strength
1.	The implemented unit plan demonstrated a knowledge base that reflects an understanding of the nature of the world in which we live. <i>(RIBTS 1)</i>	1	2	3	4
2.	The implemented unit plan demonstrated an understanding of central concepts, structures, and tools of the discipline the candidates teach. <i>(RIBTS 2)</i>	1	2	3	4
3.	The implemented unit plan demonstrated an understanding of how children learn and develop. <i>(RIBTS 3)</i>	1	2	3	4
4.	The implemented unit plan demonstrated an understanding of how students differ in their approaches to learning. <i>(RIBTS 4)</i>	1	2	3	4
5.	The implemented unit plan provided evidence of student's critical thinking, problem solving, and performance skills. <i>(RIBTS 5)</i>	1	2	3	4
6.	The unit plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident. <i>(RIBTS 6)</i>	1	2	3	4
7.	The candidate demonstrated collaboration with colleagues and/or families in the implemented unit plan to support student learning. <i>(RIBTS 7)</i>	1	2	3	4
8.	The candidate used effective communication in implementing the unit plan such that students explored, conjectured, discussed, and investigated new ideas. <i>(RIBTS 8)</i>	1	2	3	4
9.	Formal and informal assessment strategies were integrated in the unit plan to support student learning. <i>(RIBTS 9)</i>	1	2	3	4

Comments:

Signature of Evaluator: _____ Date: _____

Performance Indicators

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.			
Weakness	Developing	Competence	Strength
Learning experiences reflect little general knowledge and are founded on a narrow base of awareness and understanding of the world.	Learning experiences reflect some aspects of general knowledge and awareness of current issues within the content area, but could be further developed.	Learning experiences reflect a broad base of general knowledge, an awareness of current issues, and understanding of the world as it relates to unit content.	Learning experiences reflect an effort to expand on and integrate a broad base of general knowledge while planning, and reveal a keen awareness of current issues and an understanding of the nature of the world and how this relates to unit content.
RIBTS 2: Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.			
Makes content errors, cannot articulate interdisciplinary connections, or presents content without connections to real-life experiences.	Knowledge of content is in evidence, but is somewhat superficial or inaccurate; minimal connections to other disciplines or to students' personal lives is evident.	Displays basic content knowledge, makes connections to other disciplines and discusses relevant issues associated to students' personal lives.	Takes initiative to teach beyond the text, keeps abreast of new ideas, incorporates interdisciplinary strategies and challenges students to question their understandings.
RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 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.			
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.
RIBTS 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.			
Relies on direct instruction to passive learners utilizing few resources outside of the textbook.	Utilizes a limited repertoire of teaching strategies to engage the learner or resists exploring ways to develop critical thinking.	Uses variety of strategies and multiple resources for delivering materials to engaged learners in solving problems.	Actively involve students in decision making, collaboration, problem solving, and finding resources.
RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.			
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.
RIBTS 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.			
Makes minimal or no attempt to communicate with parents or colleagues to support students' learning.	Consults with colleagues, but resists incorporating their suggestions.	Consults when necessary with colleagues on matters related to instruction and parents when related to student.	Evidence is presented showing collaboration with colleagues and families to coordinate learning activities or to address other concerns related to teaching.
RIBTS 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.			
Written and oral language contains grammar or syntax errors, interacts with students through recitation, accepting low level questions or responses.	Language and vocabulary is appropriate much of the time in an attempt to promote deeper understanding but is inconsistent in allowing students to express ideas.	Language is clear with appropriate vocabulary, uses variety of questions to probe student understanding, and helps students articulate ideas.	Language is expressive and well chosen, asks questions to promote risk-taking and stimulates curiosity, and insures all students are heard in group discussions.
RIBTS 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.			
Uses minimal variety of assessment strategies and/or strategies that are inconsistent with instructional goals and do not provide constructive feedback.	Aware of a variety of assessments, but the information collected is superficially analyzed to adapt instruction and improve student learning.	Designs multiple methods of assessment that are used to collect information to adjust teaching plans and to support student learning.	Learners are involved in self-assessment where feedback is personalized and descriptive to foster continued learning. Multiple methods of teacher assessments enhance student learning.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

PROFESSIONAL DEVELOPMENT REFLECTION SCORING RUBRIC

Exit Portfolio

Name: _____ ID #: _____

Telephone #: _____ E-mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration: _____

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the Professional Development Reflection. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness	Developing	Competence	Strength
1.	The professional development reflection provided evidence of the candidate's self-awareness of his/her strengths and weaknesses. <i>(RIBTS 10)</i>	1	2	3	4
2.	The professional development reflection provided evidence of an informal plan for professional development where the candidate reflected on his/her initial education, and assumed responsibility for his/her own professional growth. <i>(RIBTS 10)</i>	1	2	3	4
3.	The professional development reflection provided evidence of the candidate's awareness of ethical, legal, and professional standards and the need to maintain these standards in his/her practice. <i>(RIBTS 11)</i>	1	2	3	4

Comments:

Signature of Evaluator: _____ Date: _____

Performance Indicators

RIBTS 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.			
Weakness	Developing	Competence	Strength
Misjudges the success of classroom practice and does not accept constructive criticism well.	Occasionally evaluates classroom practice and makes general suggestions how lessons may be improved.	Generally accurate in determining the success of classroom practice and is open to ideas and suggestions for improvement. Welcomes opportunities for professional growth.	Critically analyzes the strengths and weaknesses of classroom practice and actively seeks constructive criticism. Seeks growth through professional networks and professional reading.

STANDARD 11: Teachers maintain professional standards guided by legal and ethical principles.			
Weakness	Developing	Competence	Strength
Makes no effort in sharing knowledge with others or assumes no professional responsibilities. Interactions with students, colleagues, and families reflect a lack of professional ethics.	Occasionally involved in broader professional issues that extend outside of classroom practice.	Participates in professional activities and conducts behavior in a professional, ethical manner in interactions with students, colleagues, and families.	Demonstrates leadership or volunteers to share new knowledge or skills with other faculty. Models highly ethical practices.



FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

Student Teacher

Candidate: _____ Email: _____ Emplid: _____

College Supervisor: _____ Email: _____

Cooperating Teacher: _____ Email: _____

Grade Level/Content Area Assignment: _____

Program: _____

Cooperating School District/School: _____

Person Completing This Observation (Check one): Cooperating Teacher College Supervisor
Date: _____ Emplid: _____

Observation: #1 Date: _____ #2 Date: _____ #3 Date: _____

#4 Date: _____ (fourth formal observation not required/optional/if needed)

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of classroom instruction. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTIONS ONE and TWO of this instrument. The observer completes SECTION THREE following a post-observation conference with the teacher candidate. Only the Cooperating Teacher completes SECTION FOUR, which reflects cumulative performance to the date of the observation.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

- _____ *Continue with preparation for a teaching license.*
- _____ *Be required to complete an individualized contract to remedy deficiencies.*
- _____ *Discontinue preparation for a teaching license.*

College Supervisor's Signature Date

Cooperating Teacher's Signature Date

Student Teacher's Signature Date

Please initial here to confirm that the College Supervisor and the Cooperating Teacher have each submitted three FSEHD Teacher Candidate Observation and Progress Reports electronically to the Office of Partnerships and Placements.

College Supervisor's Initials: _____ Cooperating Teacher's Initials: _____

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

Planning Indicators

- | | <u>Rating</u> |
|--|---------------|
| 1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure. | _____ |
| 2. Lesson objectives are measurable and observable. | _____ |
| 3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards. | _____ |
| 4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles. | _____ |
| 5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students. | _____ |
| 6. The lesson design demonstrates an accurate understanding of content. | _____ |
| 7. The lesson is designed to engage students in meaningful instructional tasks related to content. | _____ |
| 8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. | _____ |
| 9. Formative and/or summative assessments are aligned with objectives. | _____ |
| 10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed. | _____ |

Comments:

Use the following rating scale to the Implementation and Content Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

ACTION

Implementation Indicators

Rating

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. _____
2. The teacher candidate attends to individual student needs, including learning and behavioral issues. _____
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. _____
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. _____
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). _____
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. _____
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions). _____
8. The lesson is modified as needed based on formative assessment within the lesson. _____

Comments:

Content Indicators

Rating

1. The content of the lesson is significant and worthwhile. _____
2. The content of the lesson is appropriate for the developmental levels of the students in this class. _____
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson. _____
4. The teacher candidate provides accurate content information and displays an understanding of important concepts. _____
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. _____

Comments:

Use the following rating scale to rate the Climate and Classroom Management Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. _____
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. _____
3. Active participation of all is encouraged and valued. _____
4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. _____
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. _____
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. _____
7. There was a high proportion of student-to-student communication about the content of the lesson. _____

Rating

Comments:

Classroom Management Indicators

1. The teacher candidate has an effective way of getting all students in the class to be attentive. _____
2. The teacher candidate does not try to "talk over" the students. _____
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. _____
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. _____
5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. _____
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. _____

Rating

Comments:

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

1-2 Points: Some Elements of Effective Instruction

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number): 0 1 2 3 4 5 6

Rationale for Capsule Rating:

SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

Reflection Indicators

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The teacher candidate describes how s/he made decisions for planning and implementation. 2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. 3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. 4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. 5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons. | <p>Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|

Comments:

Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

SECTION FOUR: ONGOING PROGRESS
Completed by Cooperating Teacher ONLY

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Professional Behavior Indicators

- | | |
|--|---------------|
| | <u>Rating</u> |
| 1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. | _____ |
| 2. The teacher candidate is on time and is prepared. | _____ |
| 3. The teacher candidate dresses professionally. | _____ |
| 4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House). | _____ |
| 5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. | _____ |
| 6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner. | _____ |
| 7. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. | _____ |
| 8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. | _____ |
| 9. The teacher candidate is a student advocate. | _____ |
| 10. Reacts professionally to distractions, schedule changes, or new responsibilities | _____ |
| 11. Maintains confidentiality when speaking with other professionals or with a child | _____ |
| 12. Seeks extra responsibility, as appropriate | _____ |

Comments:

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators

Rating

1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. _____
2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. _____
3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). _____
4. The teacher candidate demonstrates fluency with available technology systems. _____
5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. _____
6. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. _____

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- | | |
|---|---|
| <p>_____ Computer for teacher use</p> <p>_____ Computer(s) for student use</p> <p>_____ Calculators</p> <p>_____ Document camera</p> <p>_____ Other (specify) _____</p> | <p>_____ Smart Board</p> <p>_____ Overhead projector</p> <p>_____ LCD Projector</p> <p>_____ Internet connection</p> <p>_____ Other (specify) _____</p> |
|---|---|