

### Performance Based Assessment of Student Teaching

The Performance Based Summative Assessment is designed to assess a teacher candidate's performance on the ten Minnesota Standards of Effective Practice. Professional dispositions are also assessed, based on the dispositions delineated in the 1992 INTASC principles. Both university supervisors and cooperating teachers independently assess candidate performance in student teaching. The assessment instrument provides a description of each of the eleven items, followed by a 4 point Likert scale, with the following ratings.

- 1 Does not demonstrate an understanding of the specific standard and its underlying indicators. The teacher candidate's performance does not meet Minnesota Standards of Effective Practice.
- 2 Demonstrates understanding of the specific standard and its underlying indicators. The teacher candidate generally performs adequately at the level of a beginning teacher. Further experience could result in greater understanding and success.
- 3 Demonstrates a sound understanding of the specific standard and its underlying indicators. The teacher candidate performs competently at a level expected for a beginning teacher.
- 4 Demonstrates a well-developed understanding of the specific standard and its underlying indicators, at the level of an experienced teacher. The teacher candidate consistently performs at a high level, already showing attributes of effective practice.

As in past Performance Based Assessment reports, the "Percent Prepared" column was calculated by designating the percent of candidates whose mean rating was less than 2.50 as unprepared, and 2.51 to 4.00 as prepared. Essentially, this sets apart ratings of 1 and 2 (designated as unprepared) from 3 or 4 (prepared). The right-most column ("% 4") was generated by tallying the percentage of candidates receiving a rating of 4.0 on the item (by both evaluators).

**Table 1. Performance-Based Assessment: University Supervisor Ratings**

Ratings by University Supervisors	Academic Year '11-'12 N ~ 347				Academic Year '12-'13 N ~ 275				Academic Year '13-14 N ~ 250			
	Mean	SD	% Prep	% "4"	Mean	SD	% Prep	% "4"	Mean	SD	% Prep	% "4"
<b>Standard 1: Subject Matter:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	3.32	.54	96.3	36.8	3.21	.49	96.4	26.2	3.28	.543	95.3	32.3
<b>Standard 2: Student Learning:</b> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	3.26	.60	91.6	34.5	3.23	.51	96.0	28.0	3.25	.515	96.2	28.8
<b>Standard 3: Diverse Learners:</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	3.06	.57	86.7	19.6	3.07	.53	89.0	19.8	3.10	.551	89.0	20.3

Ratings by University Supervisors	Academic Year '11-'12 N ~ 347				Academic Year '12-'13 N ~ 275				Academic Year '13-14 N ~ 250			
	Mean	SD	% Prep	% "4"	Mean	SD	% Prep	% "4"	Mean	SD	% Prep	% "4"
<b>MN Standards of Effective Practice</b>												
<b>Standard 4: Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	3.26	.62	90.8	35.5	3.20	.55	93.0	29.0	3.22	.569	92.4	29.2
<b>Standard 5: Learning Environment:</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	3.22	.60	90.5	32.4	3.16	.56	91.2	27.5	3.20	.575	91.5	28.4
<b>Standard 6: Communication:</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3.23	.57	92.8	30.7	3.16	.49	94.9	22.1	3.26	.550	94.5	31.1
<b>Standard 7: Planning Instruction:</b> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	3.32	.64	90.8	41.4	3.19	.49	95.6	24.4	3.31	.628	90.7	39.4
<b>Standard 8: Assessment:</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	3.00	.52	86.3	13.7	2.94	.57	81.0	13.5	3.00	5.35	85.5	14.0
<b>Standard 9: Reflection &amp; Professional Development:</b> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	3.43	.63	92.7	50.3	3.40	.58	95.2	45.0	3.46	5.85	95.3	50.6
<b>Standard 10: Collaboration, Ethics &amp; Relationships:</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	3.31	.58	94.4	37.4	3.31	.53	96.7	34.4	3.32	.549	95.7	35.6
<b>Professional Dispositions.</b> The teacher demonstrates enthusiasm, reliability, responsibility, flexibility, initiative, sensitivity to student needs and other disposition related to professional standing.	3.59	.56	96.2	63.6	3.57	.55	97.1	60.3	3.60	.532	97.9	61.8

**Table 2. Performance-Based Assessment: Cooperating Teacher Ratings**

Ratings by Cooperating Teachers	Academic Year '11-'12 N ~ 337				Academic Year '12-'13 N ~ 276				Academic Year '13-14 N~250			
	<u>Mean</u>	<u>SD</u>	<u>% Prep</u>	<u>% "4"</u>	<u>Mean</u>	<u>SD</u>	<u>% Prep</u>	<u>% "4"</u>	<u>Mean</u>	<u>SD</u>	<u>% Prep</u>	<u>% "4"</u>
<b>Standard 1: Subject Matter:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	3.29	.58	94.3	40.1	3.26	.53	95.7	32.6	3.29	.570	92.6	32.6
<b>Standard 2: Student Learning:</b> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	3.26	.57	93.8	37.7	3.27	.55	94.9	33.7	3.25	.588	90.9	31.4
<b>Standard 3: Diverse Learners:</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	3.13	.57	90.1	28.5	3.12	.58	88.7	24.9	3.20	.576	89.6	26.9
<b>Standard 4: Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	3.25	.57	93.1	36.8	3.24	.58	92.3	32.5	3.22	.600	88.4	30.3
<b>Standard 5: Learning Environment:</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	3.30	.61	92.0	44.6	3.27	.61	92.0	36.9	3.24	.565	91.3	29.9
<b>Standard 6: Communication:</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3.33	.57	95.2	44.0	3.30	.58	93.8	36.9	3.30	.569	93.4	35.3
<b>Standard 7: Planning Instruction:</b> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	3.28	.60	92.5	41.9	3.28	.59	92.7	36.4	3.25	.611	89.2	32.8
<b>Standard 8: Assessment:</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	3.06	.57	88.2	22.9	3.07	.63	87.6	20.4	3.06	.57	82.9	21.3
<b>Standard 9: Reflection &amp; Professional Development:</b> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	3.52	.56	96.1	60.4	3.55	.60	94.6	61.2	3.51	.583	94.3	53.7

Ratings by Cooperating Teachers	Academic Year '11-'12 N ~ 337				Academic Year '12-'13 N ~ 276				Academic Year '13-14 N~250			
	Mean	SD	% Prep	% "4"	Mean	SD	% Prep	% "4"	Mean	SD	% Prep	% "4"
<b>Principles and Standards</b>												
<b>Standard 10: Collaboration, Ethics &amp; Relationships:</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	3.37	.56	96.1	46.0	3.36	.56	96.7	41.0	3.37	.561	94.6	39.7
<b>Professional Dispositions.</b> The teacher demonstrates enthusiasm, reliability, responsibility, flexibility, initiative, sensitivity to student needs and other disposition related to professional standing.	3.54	.55	97.0	65.1	3.54	.61	94.6	61.6	3.54	.616	92.2	58.7

**Table 3. Rank Order Comparison of University Supervisor and Cooperating Teacher Ratings (2013-'14 by % rated at "4")**

*Similar rank comparisons have been done in past reports. Historically, comparisons have been conducted from left to right, starting with ratings of university supervisors. If a rank is within two levels it has been considered equal.*

Ratings by University Supervisors			Ratings by Cooperating Teachers			<u>Does a difference in rank order exist?</u>
Rank	% "4"	Standards	Rank	% "4"	Standards	
<b>1</b>	61.8	Professional Dispositions	<b>1</b>	58.7	Professional Dispositions	NO
<b>2</b>	50.6	Standard 9: Reflection & Professional Development	<b>2</b>	53.7	Standard 9: Reflection & Professional Development	NO
<b>3</b>	39.4	Standard 7: Planning Instruction	<b>3</b>	39.7	Standard 10: Collaboration, Ethics & Relationships	NO
<b>4</b>	35.6	Standard 10: Collaboration, Ethics & Relationships	<b>4</b>	35.3	Standard 6: Communication	NO
<b>5</b>	32.3	Standard 1: Subject Matter	<b>5</b>	32.8	Standard 7: Planning Instruction	NO
<b>6</b>	31.1	Standard 6: Communication	<b>6</b>	32.6	Standard 1: Subject Matter	NO
<b>7</b>	29.2	Standard 4: Instructional Strategies	<b>7</b>	31.4	Standard 2: Student Learning	NO

Ratings by University Supervisors			Ratings by Cooperating Teachers			<u>Does a difference in rank order exist?</u>
Rank	% "4"	Standards	Rank	% "4"	Standards	
<b>8</b>	28.8	Standard 2: Student Learning	<b>8</b>	30.3	Standard 4: Instructional Strategies	NO
<b>9</b>	28.4	Standard 5: Learning Environment	<b>9</b>	29.9	Standard 5: Learning Environment	NO
<b>10</b>	20.3	Standard 3: Diverse Learners	<b>10</b>	26.9	Standard 3: Diverse Learners	NO
<b>11</b>	14.0	Standard 8: Assessment	<b>11</b>	21.3	Standard 8: Assessment	NO

The fact that ratings by university supervisors and cooperating teachers in all eleven categories are within two levels of each other stands as evidence for the validity of the ratings. Additional validity and reliability studies were conducted on this instrument in 2013 and were not repeated this year.

#### **SUMMARY:**

Overall, cooperating teachers tend to rate candidates a bit higher than do university supervisors. Of the eleven elements assessed, cooperating teacher had a higher mean score than university supervisors on six of the items. There were only two elements in which cooperating teachers scored candidates lower than university supervisors; **Planning Instruction**:  $\bar{x} = 3.31$  (US);  $\bar{x} = 3.25$  (CT) and **Professional Dispositions**:  $\bar{x} = 3.60$  (US);  $\bar{x} = 3.54$  (CT).

AREAS OF STRENGTH: As in past years, the strengths of the SCSU teacher preparation programs are: **professional dispositions**  $\bar{x} = 3.60$  (US);  $\bar{x} = 3.54$  (CT), **reflection/professional development**  $\bar{x} = 3.46$  (US);  $\bar{x} = 3.51$  (CT) and **collaboration/ethics/relationships**  $\bar{x} = 3.32$  (US);  $\bar{x} = 3.37$  (CT). This has consistently been true of SCSU graduates and is in keeping with the values expressed in our conceptual framework of Caring and Ethical Professionals, Collaborative Leaders and Reflective Practitioners.

AREAS FOR IMPROVEMENT: Areas for improvement include working with **diverse learners**  $\bar{x} = 3.10$  (US);  $\bar{x} = 3.20$  (CT) and conducting and using **assessment**  $\bar{x} = 3.00$  (US);  $\bar{x} = 3.06$  (CT). These are both areas that have been identified in past reports. It should be noted, however, that with mean ratings at or above 3.0, and over 80% of candidates rated as "prepared", the identification of areas in need of improvement is somewhat relative.