

Homework Assignment:

Context. When providing the context for the use of assessment, please consider the following prompts:

- During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?
- Who uses the assessment and how are the individuals trained on the use of the assessment?
- What is the intended use of the assessment and what is the assessment purported to measure?

The assessment will be administered during the candidate's student teaching experience. Candidates in our programs have two student teaching placements and are assessed during the mid-point and end of each placement. Thus, the assessment will be used a total of four times during a candidate's preparation.

The assessment will be used by host teachers, college supervisors, and as a self-assessment by candidates. We plan on hosting an on campus training for host teachers and college supervisors prior to the start of the fall semester. This will consist of an overview of the instrument combined with practice using the instrument to help achieve inter-rater reliability. We also plan on creating video tutorials that can be accessed for follow up or refresher training.

The assessment is intended as an evaluation instrument for the student teaching experience. It is purported to measure candidate competency around four domains based on the InTASC teaching standards: the learner and learning, content, instructional practice, and professional responsibility.

Validity/Trustworthiness: Please describe how validity/trustworthiness was established for the assessment. Please consider the following:

- How do you know that this assessment measures what it is purported to measure?
- How did you align the assessment items to standards or other validity/trustworthy assessments?
- How did you establish validity for the assessment?
- Who was involved in the development of the assessment?

The assessment is purported to measure candidate competency around four domains based on the InTASC teaching standards: the learner and learning, content, instructional practice, and professional responsibility. To help ensure the assessment measures what we intended, candidate competencies and indicators around these domains were developed through examination of the InTASC Model Core Teaching Standards and Learning Progressions for Teachers (Council of Chief State School Officers, 2013), the Danielson Framework for Teaching Evaluation Instrument (Danielson 2013), and the CAEP standards.

The assessment was developed with the assistance of college faculty, administration, and clinical staff, as well as P-12 faculty and administration. An initial list of candidate competencies and indicators were identified by a committee of college faculty, administration, and clinical staff (Student Teacher Evaluation or STE Committee). As stated previously, competencies and indicators were developed through examination of the InTASC Model Core Teaching Standards and Learning Progressions for Teachers (Council of Chief State School Officers, 2013), the Danielson Framework for Teaching Evaluation Instrument (Danielson 2013), and the CAEP standards. The competencies and a set of indicators for each were then presented

to the EPP's Teacher Education Council. This group was asked to rank the indicators and provide feedback on missing and repetitive information. The STE Committee collected the results and revised the list based on ranking and feedback to create a draft rubric. This draft rubric was then presented at our Professional Development School (PDS) partner meeting for additional evaluation and feedback. Using this approach, we were able to establish content validity for this instrument.

We are currently field testing the revised instrument with several of our college supervisors, host teachers, and candidates. We have included a space on the instrument for specific feedback on the rubric as well as its implementation. This feedback should provide us with additional information on the degree to which the content of the instrument reflects the content of the domains specified and a level of confidence that the assessment measures what we purport it to measure.

Student Teacher Evaluation (STE)

Domain 1: The learner and learning				
Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
<p>1. The teacher candidate demonstrates knowledge of how learners grow and develop, recognizing that patterns of learning and development vary individually, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC 1; CAEP 1.1, 1.4)</p>	<ul style="list-style-type: none"> • Fails to apply learning theory in design of instruction or to provide evidence of knowledge of learning theory. • Does not accurately identify developmental needs of learners or plans do not include instructional strategies that support developmentally diverse learners; expectations of students unrealistic. 	<ul style="list-style-type: none"> • Cites learning theory but only minimally applies understanding into design of instruction. • Identifies developmental needs of most students; plans include instructional strategies that support developmentally diverse learners, but strategies are not well implemented during learning experiences. 	<ul style="list-style-type: none"> • Applies learning theories to the design of instruction and can justify instructional choices. • Identifies developmental needs of all students; plans and effectively implements instructional strategies that support developmentally diverse learners. 	<p><i>In addition to "Proficient,"</i></p> <ul style="list-style-type: none"> • Justifies instructional choices without prompting. • Plans and effectively implements multiple instructional strategies that support individual needs and provide choice for developmentally diverse learners; readily adjusts instruction in response to student needs.

<p>2. The teacher candidate designs inclusive learning experiences that incorporate knowledge of the learners' commonalities, individual differences, and diverse cultures and communities. (InTASC 2; CAEP 1.1, 1.4)</p>	<ul style="list-style-type: none"> • Collects no data on the varied ability levels among students. • Is unaware of students' interests, backgrounds, and cultures; has not assumed responsibility for learning and incorporating information in design of learning experiences. 	<ul style="list-style-type: none"> • Collects data on ability levels of students but does not use data to design learning experiences. • Identifies information about students' interests, backgrounds, and cultures but does not effectively incorporate information in design of learning experiences. 	<ul style="list-style-type: none"> • Collects and incorporates data from various resources (assessments, colleagues, parents/guardians. etc.) to design inclusive learning experiences. • Identifies and effectively incorporates knowledge of students' varied interests, backgrounds, and cultures in the design of learning experiences. 	<p><i>In addition to "Proficient,"</i></p> <ul style="list-style-type: none"> • Uses ongoing data collection to monitor student performance and adjust instruction accordingly. • Planning and instruction provide opportunities for student choice related to knowledge of students' varied interests, backgrounds, and cultures.
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Domain 1: The learner and learning (continued)				
Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
<p>3. The teacher candidate builds a safe & positive learning environment marked by respect, rigor, and responsibility. (InTASC 3; CAEP 1.1)</p>	<ul style="list-style-type: none"> • Establishes no norms for behavior; disrespectful or insensitive interactions common. • There do not appear to be established classroom routines; significant time spent off-task because of unclear procedures. • Demonstrates ineffective response or is unresponsive to student behavior; is unfair and disrespectful. • Physical learning environment presents hazards that endanger student safety; many students cannot access materials or see/hear the teacher. 	<ul style="list-style-type: none"> • Establishes norms for behavior, including respect for others, self, and learning resources but is inconsistent in enforcement. • Attempts to establish classroom routines, but students are confused about how to carry them out. • Demonstrates inconsistency in response to student behavior; sometimes appears unfair or disrespectful. • Arranges physical learning environment with safety in mind and most students can access materials or see/hear the teacher. 	<ul style="list-style-type: none"> • Establishes and consistently enforces norms for behavior, including respect for others, self, and learning resources. • Employs well-established classroom routines that work efficiently to promote student responsibility. • Demonstrates fairness, consistency, empathy and respect in effectively responding to student behavior. • Arranges physical learning environment with safety and accessibility of materials/teacher by all students in mind. 	<p><i>In addition to “Proficient,”</i></p> <ul style="list-style-type: none"> • Encourages self-sufficiency; when necessary, students respectfully correct one another. • Environment empowers students to ensure that classroom routines are accomplished smoothly. • Demonstrates fairness, consistency, empathy and respect in effectively responding to student behavior; students respectfully intervene with classmates when appropriate. • Students take initiative to adjust physical environment when appropriate.

<p>4. The teacher candidate creates a climate that actively engages learners and supports both individual and collaborative learning. (InTASC 3; CAEP 1.1)</p>	<ul style="list-style-type: none"> • Selects & uses activities, materials, resources that require only passive learning and recall of information. • Uses only one type of instructional group (individual, whole class, small group) when variety would promote more student engagement. • Pacing of lesson rushed or too slow. 	<ul style="list-style-type: none"> • Selects & uses activities, materials, resources that are a mix of passive and active learning but rarely promote higher order thinking. • Uses a variety of instructional groupings (individual, whole class, small group) but does not monitor effectively to actively engage learners. • Pacing of lesson is uneven – suitable in parts but rushed or slow in others. 	<ul style="list-style-type: none"> • Selects & uses appropriate activities, materials, resources to support active learning and promote higher order thinking. • Uses appropriate instructional groupings (individual, whole class, small group) to actively engage learners. • Paces lessons appropriately for all students to engage successfully with the content. 	<p><i>In addition to “Proficient,”</i></p> <ul style="list-style-type: none"> • Requires higher order thinking & explanation of thinking by all students. • Effectively monitors and modifies groupings as necessary. • Provides opportunity for reflection and closure on the lesson to consolidate student understanding.
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Domain 2: Content				
Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
<p>1. The teacher candidate demonstrates appropriate depth of understanding of the central concepts, tools of inquiry, and structures of their discipline(s). (InTASC 4; CAEP 1.1, 1.3).</p>	<ul style="list-style-type: none"> • Makes inaccurate statements about content. • Overemphasizes details and examples without linkages to, and reinforcement of, central concepts • Misrepresents or fails to employ methods in the discipline, including inquiry. 	<ul style="list-style-type: none"> • Presents content in a generally accurate manner • Minimally reinforces central concepts • Presents limited guidance and opportunities for inquiry and practice in the discipline 	<ul style="list-style-type: none"> • Utilizes prior knowledge and reliable resources to plan for teaching content that is accurate and reflects current knowledge in the field. • Provides explanations and materials that help learners organize content around central concepts & themes. • Models and guides learners in modes of inquiry and other methods appropriate to the discipline. 	<p><i>In addition to “Proficient,”</i></p> <ul style="list-style-type: none"> • Applies exceptional command of the discipline to benefit instruction: content knowledge; methodology and skills; commitment to using current scholarship and resources in planning and instruction; reinforcement of central understandings • Provides ample, well-designed opportunities for students to engage in inquiry and the methods of the discipline
<p>2. The teacher candidate creates learning experiences in which content is accurate, accessible, and meaningful for learners. (InTASC 4; CAEP 1.1, 1.3).</p>	<ul style="list-style-type: none"> • Provides inaccurate and irrelevant explanations of content. • Fails to address students’ content misconceptions prior to and during instruction. • Employs a single instructional mode when variety would promote accessibility of content. 	<ul style="list-style-type: none"> • Provides accurate content explanations but fails to provide relevance and meaning. • Partially addresses students’ content misconceptions • Provides learning experiences that allow only limited accessibility to content. 	<ul style="list-style-type: none"> • Provides accurate and relevant explanations of content that promote meaningful student learning. • Identifies, anticipates, or corrects content misconceptions prior to and during instruction. • Provides varied learning experiences that make content accessible to all learners. 	<p><i>In addition to “Proficient,”</i></p> <ul style="list-style-type: none"> • Systematically incorporates relevant resources that enhance meaning and aid in students’ grasp of subject matter. • Creates varied learning experiences that pre-empt, dispel, or work through common misconceptions in content area.

<p>3. The teacher candidate guides students to apply content knowledge, interdisciplinary connections and critical thinking skills to address real world issues and perspectives relevant to the students' lives. (InTASC 5; CAEP 1.1, 1.3).</p>	<ul style="list-style-type: none"> • Omits interdisciplinary approaches and/or critical inquiry that address(es) real world issues. • Provides no student-centered opportunities to explore authentic questions. • Provides only a single perspective on a debatable or multi-dimensional topic. 	<ul style="list-style-type: none"> • Makes vague or brief connections between discipline(s) and real world issues • Leads teacher-centered investigations of authentic questions. • Omits important perspectives on a debatable or multi-dimensional topic. 	<ul style="list-style-type: none"> • Promotes interdisciplinary connections and critical thinking skills to explore real world issues relevant to students' lives. • Provides opportunities & support for students to engage in investigating, analyzing, & problem solving authentic questions. • Encourages analysis of ideas from multiple perspectives to develop understanding of a topic. 	<p><i>In addition to "Proficient,"</i></p> <ul style="list-style-type: none"> • Provides students with additional resources that extend student knowledge and can be used to explore real world issues from multiple perspectives. • Allows student choice of an authentic question or real world issue.
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Domain 3: Instructional practice				
Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
1. The teacher candidate uses, designs, or adapts multiple methods of assessment that meet the needs of all learners in measuring and monitoring progress towards student learning outcomes. (InTASC 6; CAEP 1.1, 1.2)	<ul style="list-style-type: none"> • Provides no written assessment criteria. • Uses inappropriate assessments or assessments do not match learning outcomes. • Fails to maintain a record of learner progress. 	<ul style="list-style-type: none"> • Provides written assessment criteria but instructions are vague. • Uses only summative assessments to measure learning outcomes. • Maintains a minimal record of learner progress. 	<ul style="list-style-type: none"> • Provides clearly written assessment criteria; instruction are clear. • Uses multiple and varied types of assessment, both formative and summative, to identify and monitor learners' needs and measure learning outcomes. • Maintains organized and informative records of learner progress. 	<i>In addition to "proficient,"</i> <ul style="list-style-type: none"> • Assessment criteria allow for student choice. • Consistently uses formal and informal assessment results to adjust instruction in real time. • Uses assessment <i>for</i> meaningful and purposeful learning, rather than just assessment <i>of</i> learning.
2. The teacher candidate uses assessment and feedback to engage learners in their own growth. (InTASC 6; CAEP 1.1, 1.2)	<ul style="list-style-type: none"> • Fails to provide feedback to students beyond grades or number of incorrect responses. • Does not allow students to evaluate their own strengths and needs. 	<ul style="list-style-type: none"> • Provides general feedback to students. • Encourages students to use feedback to evaluate their own strengths and needs. 	<ul style="list-style-type: none"> • Provides systematic and specific feedback that enables students to assess their own work and make improvements. • Guides students to use feedback to evaluate their own strengths and needs. 	<i>In addition to "proficient,"</i> <ul style="list-style-type: none"> • Provides resources that scaffold feedback given in lessons and allows students to determine their next steps. • Provides opportunities for peer feedback on progress with respect to tasks and learning objective(s).
3. The teacher candidate creates sequential instructional plans that apply knowledge of research, content, pedagogy, and assessment of learner progress to meet college and career ready curriculum goals. (InTASC 7; CAEP 1.1, 1.2, 1.3, 1.4)	<ul style="list-style-type: none"> • Plans lessons based on irrelevant choices or fails to plan lessons. • Lessons are not sequential or do not provide instructional scaffolding. • Does not clearly identify learning objectives or match learning activities to instructional outcomes. 	<ul style="list-style-type: none"> • Plans lessons based on only some of the following: assessment results, development levels, IEPs, interests, needs or relevant theory and research. • Uses ineffective instructional scaffolding that fails to move students to greater content understanding. • Creates learning objectives but activities are minimally matched to outcomes. 	<ul style="list-style-type: none"> • Plans lessons based on assessment results, developmental levels, IEPs, interests, needs, and relevant theory and research. • Sequences instruction to scaffold learner development of skills and content understanding. • Creates rigorous learning objectives and clearly matches learning activities to outcomes. 	<i>In addition to "proficient,"</i> <ul style="list-style-type: none"> • Plans opportunities for students to make choices for their own learning.

Domain 3: Instructional practice (continued)				
Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
4. The teacher candidate effectively uses a variety of instructional strategies to enhance learners' deep understanding of content. (InTASC 8; CAEP 1.1, 1.3, 1.4)	<ul style="list-style-type: none"> • Uses inappropriate or ineffective strategies, instructional materials, or resources. • Materials and resources not well aligned to learning goals. • Learning activities not engaging. 	<ul style="list-style-type: none"> • Uses a limited number of strategies, instructional materials, or resources where a greater variety would improve learners' content understanding. • Selects materials and resources that support learning goals. • Learning activities moderately challenging. 	<ul style="list-style-type: none"> • Uses a variety of effective instructional strategies, materials, and resources to enhance content understanding. • Selects materials and resources that support learning goals and require intellectual engagement. • Learning activities engaging and appropriately challenging. 	<i>In addition to "proficient,"</i> <ul style="list-style-type: none"> • Adjusts instructional strategies appropriate to individual students' strengths and needs. • Learning activities permit student choice.
5. The teacher candidate integrates technology into teaching and learning in an appropriate and meaningful way. (CAEP 1.5)	<ul style="list-style-type: none"> • Does not use technologies or uses inappropriate technologies for student learning. 	<ul style="list-style-type: none"> • Utilizes technologies for activities and assessments that may not maximize learning. 	<ul style="list-style-type: none"> • Utilizes appropriate technologies for activities and assessments that meet learners' individual abilities, needs, and learning styles to maximize learning. 	<i>In addition to "proficient,"</i> <ul style="list-style-type: none"> • Engages students in using appropriate technologies that assist them in directing their own learning.
Domain 4: Professional Responsibility				
Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary

<p>1. The teacher candidate engages in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each learner. (InTASC 9; CAEP 1.1, 1.2)</p>	<ul style="list-style-type: none"> • Ignores literature or other resources which could enhance self-development as a learner and teacher. • Avoids participation in professional development opportunities • Considers instructional choices but draws incorrect conclusions about their effectiveness. • Suggests no or inappropriate modifications to instruction based on lesson outcomes. 	<ul style="list-style-type: none"> • Consults only required resources to support self-development as a learner and teacher. • Participates only in required professional development opportunities • Considers effectiveness of instructional choices and has a general sense of impact on student learning. • Suggests general modifications to instruction based on lesson outcomes. 	<ul style="list-style-type: none"> • Consults research literature and colleagues to support self-development as a learner and a teacher. • Participates in professional development opportunities when they arise. • Regularly and accurately assesses effectiveness of instructional choices. • Suggests specific and appropriate modifications to instruction based on evidence and lesson outcomes. 	<p><i>In addition to “proficient,”</i></p> <ul style="list-style-type: none"> • Uses a variety of resources in support of self-development as a learner and teacher. • Actively seeks out professional development opportunities. • Can include specific indicators of effectiveness to support instructional choices. • Includes probable success of different modifications to instruction.
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Domain 4: Professional Responsibility (continued)				
Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
2. The teacher candidate demonstrates appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity. (InTASC 9; CAEP 1.1)	<ul style="list-style-type: none"> • Displays dishonesty or is disrespectful to students or other professionals. • Does not discipline according to law or school policy. • Fails to protect confidential information. • Ignores the needs or safety of students (physical or emotional). • Displays bias or prejudice in presenting facts or distorts facts in a self-serving manner. 	<ul style="list-style-type: none"> • Displays respect and honesty to students and other professionals. • Needs reminders to discipline according to the law and school policy. • Protects confidential information. • Inconsistent in protecting students from unsafe learning conditions (physical or emotional). • Presents facts without bias or prejudice. 	<ul style="list-style-type: none"> • Displays respect, sensitivity, honesty, and fairness to students and other professionals. • Disciplines according to the law and school policy. • Displays sensitivity in protecting confidential information. • Protects students from unsafe learning conditions (physical or emotional). • Presents facts without distortion, bias, or prejudice. 	<p><i>In addition to “proficient,”</i></p> <ul style="list-style-type: none"> • Highly proactive in serving students, seeking out resources when needed. • Actively and productively challenges distortion, bias, or prejudice.
3. The teacher candidate seeks opportunities to take responsibility for student learning and to collaborate with others to ensure learner growth and advance the profession. (InTASC 10; CAEP 1.1)	<ul style="list-style-type: none"> • Plans independently of cooperating teacher and other classroom instruction and support personnel. • Ignores observation feedback or openly resists suggestions for improving professional practice. • Develops negative relationships with colleagues and/or lacks awareness of professional boundaries. • Fails to communicate with students or families regarding students’ progress. 	<ul style="list-style-type: none"> • Discusses plans with cooperating teacher or other classroom personnel. • Allows observation but reluctantly accepts feedback on improving professional practice. • Maintains professional relationships focused on student success. • Communicates with students and/or their families about students’ progress only when there is a problem. 	<ul style="list-style-type: none"> • Plans collaboratively with cooperating teacher and other classroom instruction and support personnel. • Welcomes observation and incorporates feedback to improve professional practice. • Maintains collaborative and professional relationships focused on working together to improve instruction and student success. • Communicates with students and/or their families about students’ progress. 	<p><i>In addition to “proficient,”</i></p> <ul style="list-style-type: none"> • Initiates co-planning sessions with cooperating teacher and other classroom personnel. • Actively seeks opportunities for observation and consistently incorporates feedback to improve professional practice. • Positively contributes towards collaborative and professional relationships. • Provides regular and ongoing updates to students and families about students’ progress.