## Practicum / Student Teaching Evaluation

Data from: 2021-22 completers

**Initial & Advanced Candidates** 

Presented to the Teacher Education Council November 2022 and further reviewed at the Program Improvement Retreat, January 2023

## Details to remember about the PSTE:

#### When is it administered?

- Transition Points 2 and 4
  - Early field/clinical exp (methods)
  - Student teaching

#### Who is being assessed?

- All initial candidates in the TEU
- Any advanced candidates who participate in clinical/field exp

#### Who conducts evaluation?

- Faculty (early PSTE only)
- Supervisor (student teaching)
- Mentor (student teaching)

#### What is the focus?

- INTASC Standards
- ISTE (tech) Standards
- Dispositions
- Any content specific "add on" standards/items identified by program

## Practicum/Student Teaching Evaluation (PSTE)

- 29 items
- 4-point rubric scale

does not meet, approaching, meets, exceeds

- Administered twice
  - Early field experience (e.g., methods) by *instructor*
  - Student teaching or "final practicum" experience by mentor & supervisor
  - Transition Points 2 & 4
- Content validity studies conducted 2018-2021

#### **Criteria:**

- ✓ Dispositions (n=7 items)
- ✓ Content and Pedagogical Knowledge & Skills (n=18 items)
  - Based on InTASC Standards & NCATE's "Blue Ribbon Panel Report" on Clinical Preparation

# ✓ISTE (technology standards) (n=4 items)

✓ Optional: Additional items developed by programs targeting program specific professional standards.

#### Teacher Education Unit Candidate Dispositions

#### Buffalo State Teacher and Leadership Candidates are...

#### Reflective

Show an openness to continuous improvement
Listen effectively
Demonstrate receptivity to feedback by improvin
performance
Tailor and reformat instruction based on assesse

#### Enthusiastic

Practice creative problem solving
Demonstrate willingness to take calculated monitor students' receptivity to teaching im
Are energetic and open to new ideas

#### Collaborative

 Work well with peers, faculty and mentors and seel learn from them and share ideas
Practice tactful communication skills, especially wh sharing critique and constructive suggestions with Seek appropriate leadership roles





Professional

Reliable and

Dependable

Respectful

Committed to Student Learning

> TRANSFORMING TEACHER EDUCATION THROUGH CLINICAL PRACTICE: A NATIONAL STRATEGY TO PREPARE EFFECTIVE TEACHERS

REPORT OF THE BLUE RIBBON PANEL ON CLINICAL PREPARATION AND PARTNERSHIF FOR IMPROVED STUDENT LEARNING

VCÁTE

## **PSTE-** *Dispositions* (initial program candidates)



COHORT 2 2020-21

2019-20



## **PSTE-***Dispositions* (advanced program candidates)



# Areas historically mentioned as "in need of PD" or growth

- Assessment
- Classroom Management
- Technology

## Initial-Assessment



Assess higher level student thinking

Engages learners in multiple ways of demonstrating knowledge & skill. Using assessment to understand learner progress & guide planning

## **Initial-** Assessment (continued)



Makes inferences about learning performance based on data from multiple assessments & uses to implement / design new instructional strategies Uses well aligned assessments to evaluate learning goals

## Initial-Technology Items



Seeks out and employs innovative ways to use technology to improve student learning and can use digital platforms to manage learning.

TC shows leadership in using technology to support student success and uses technology to design and adapt personalized learning experiences Candidate models and promotes critical examination of online resources and other digital learning materials and inspires students to positively contribute to and responsibly participate in the digital world.

Candidate leverages technology to collaborate and communicate with colleagues, parents, students, and other stakeholders.

## Initial- Classroom Management

COHORT 1 2021-22

COHORT 2 2020-21

COHORT 3 2019-20



## Advanced- assessment



## Advanced- assessment

