

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?

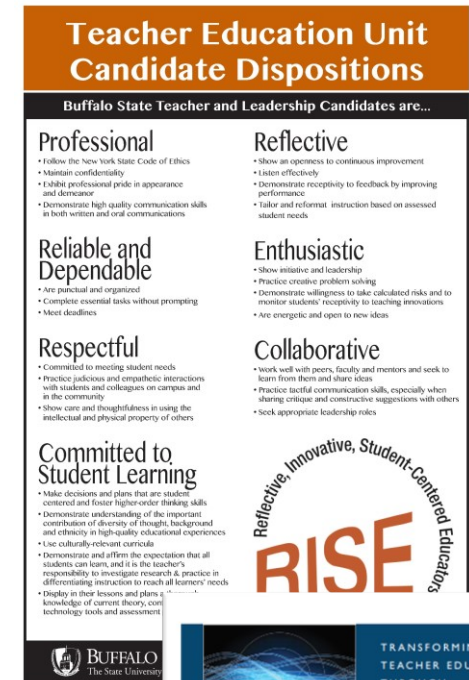
- INTASC Standards
- ISTE (tech) Standards
- Dispositions
- Any content specific “add on” standards/items identified by program

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.

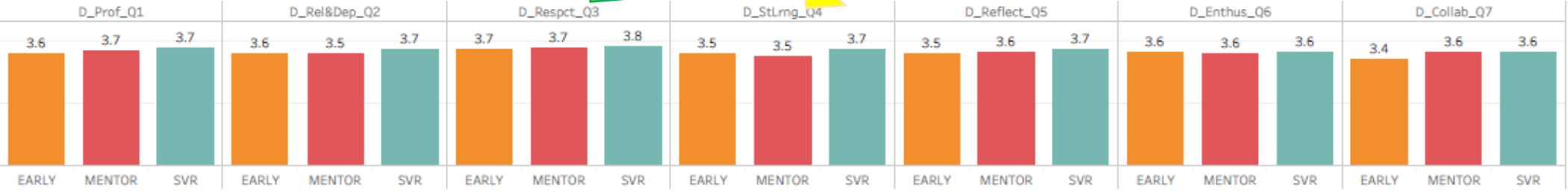


PSTE- Dispositions (initial program candidates)

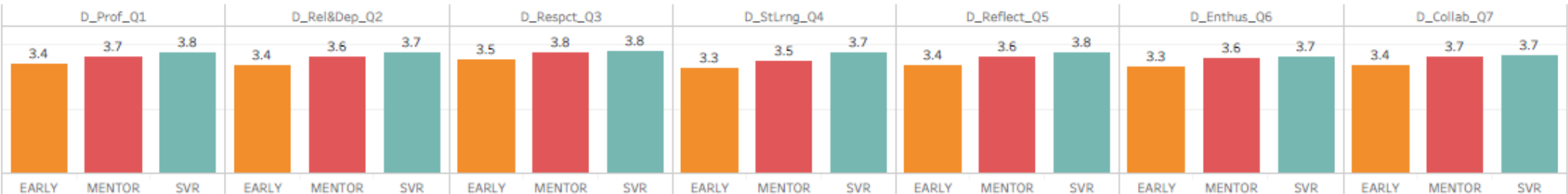
■ EARLY
 ■ MENTOR
 ■ SVR

PRACTICUM STUDENT TEACHING EVALUATION AVERAGE SCORES
**Hover for criteria description*

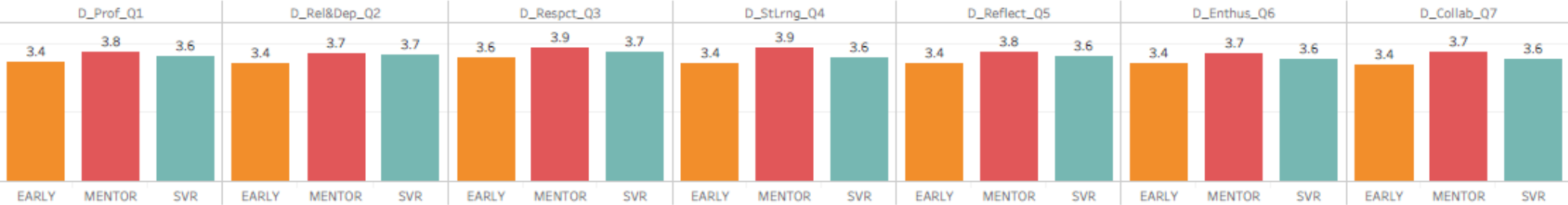
COHORT 1
2021-22



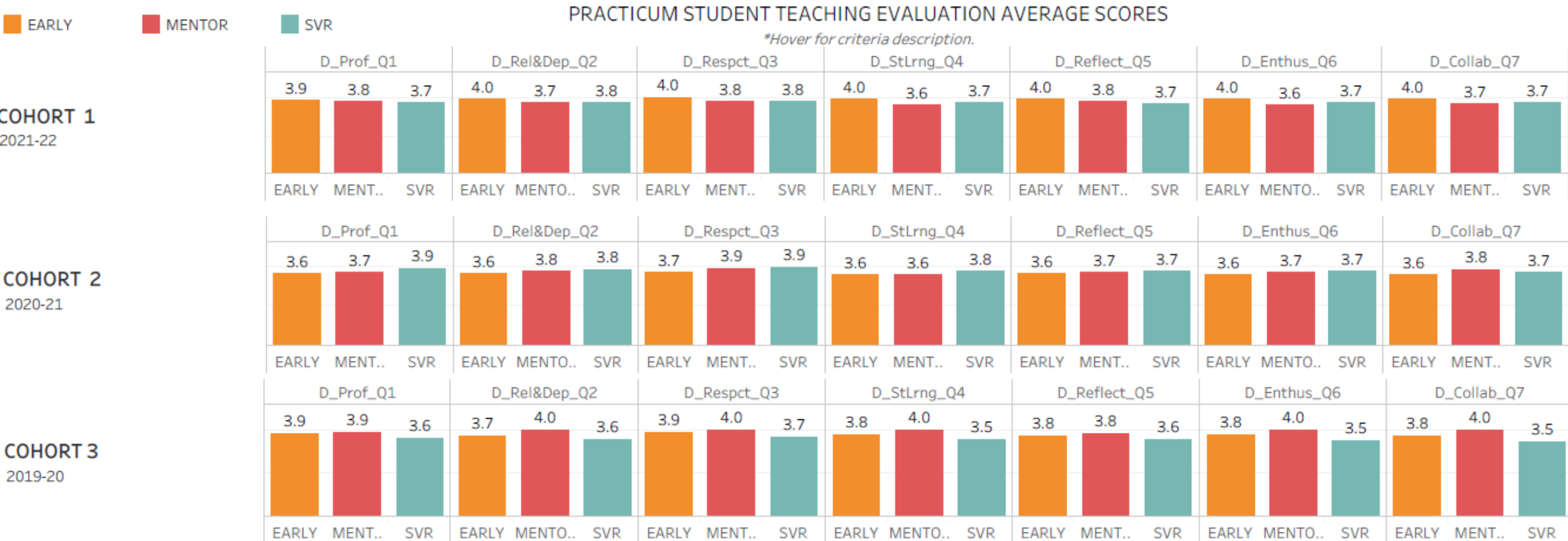
COHORT 2
2020-21



COHORT 3
2019-20



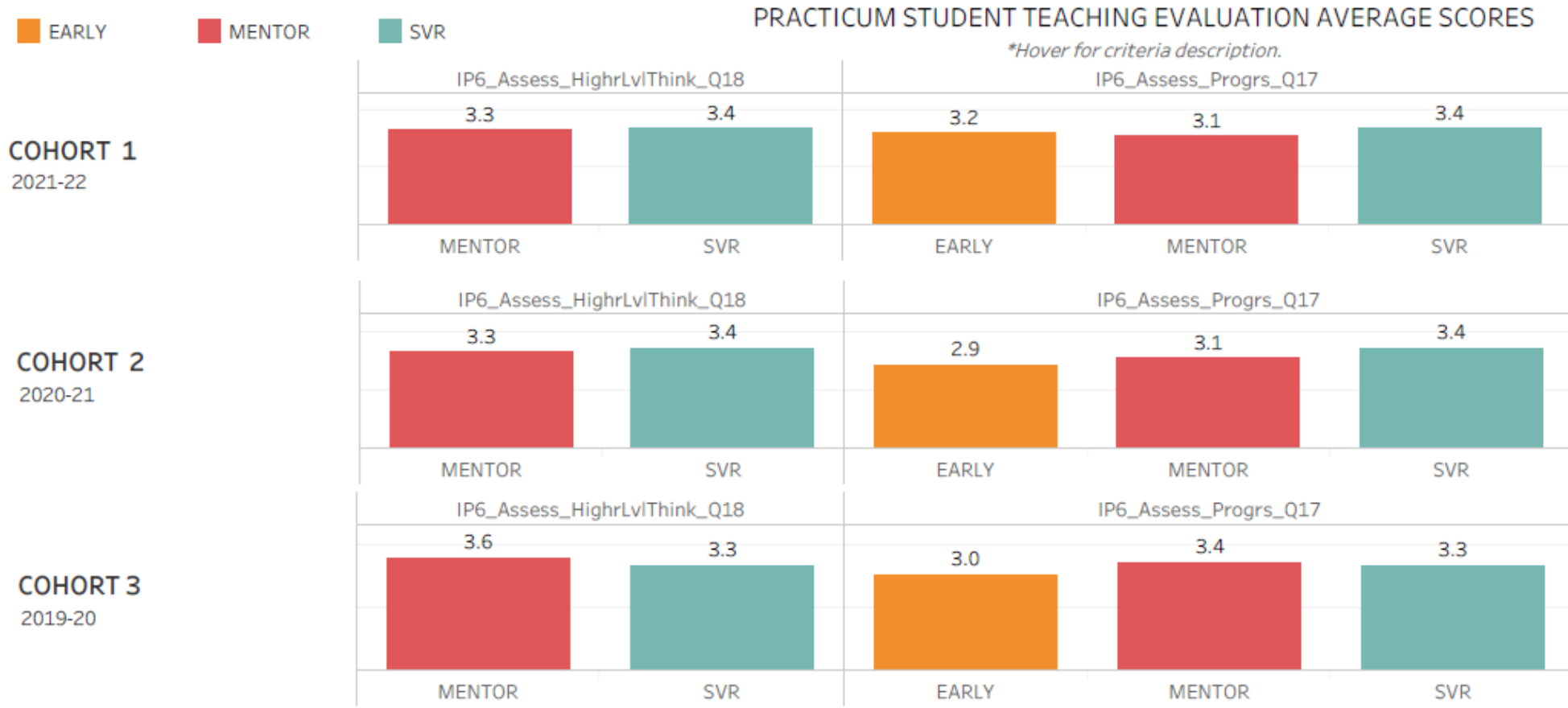
PSTE- *Dispositions* (advanced program candidates)



Areas historically mentioned as “in need of PD” or growth

- Assessment
- Classroom Management
- Technology

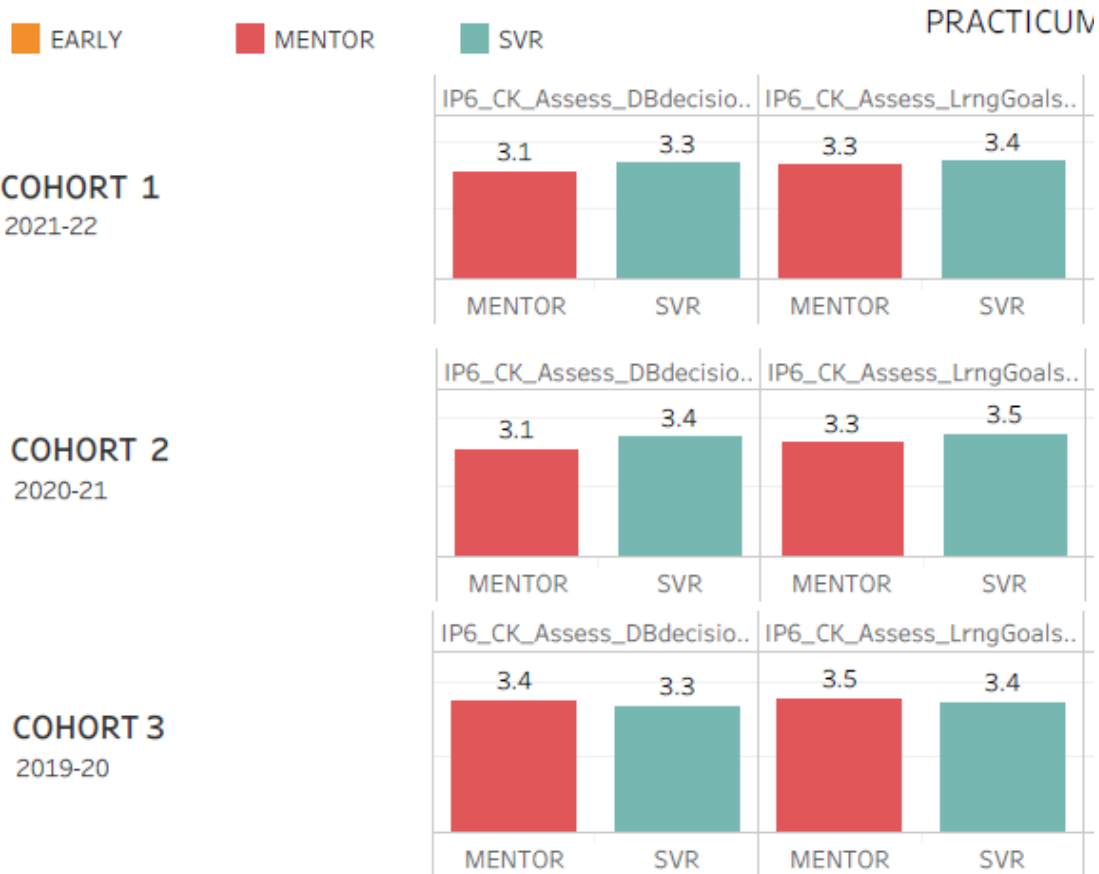
Initial- Assessment



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)

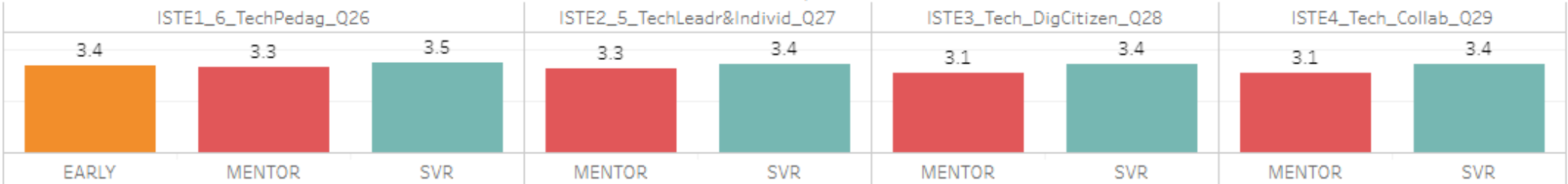


Makes inferences about learning performance based on data from multiple assessments & uses to implement / design new instructional strategies

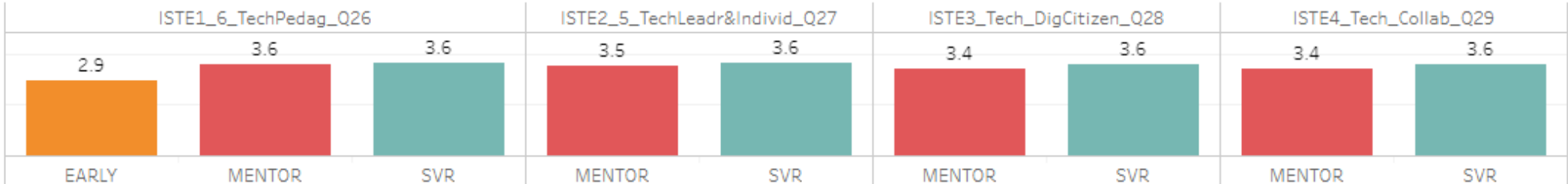
Uses well aligned assessments to evaluate learning goals

Initial- Technology Items

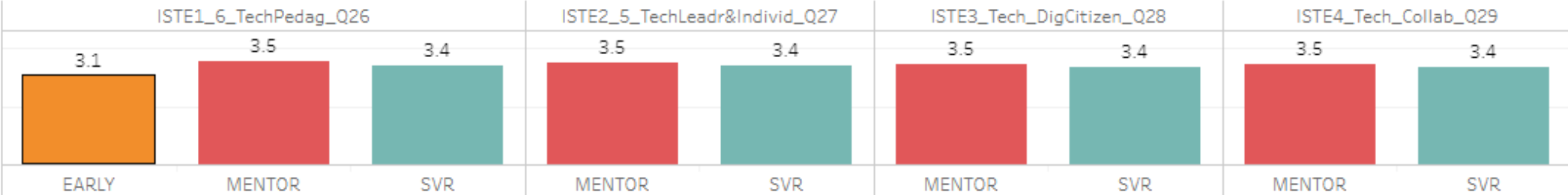
COHORT 1
2021-22



COHORT 2
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2019-20



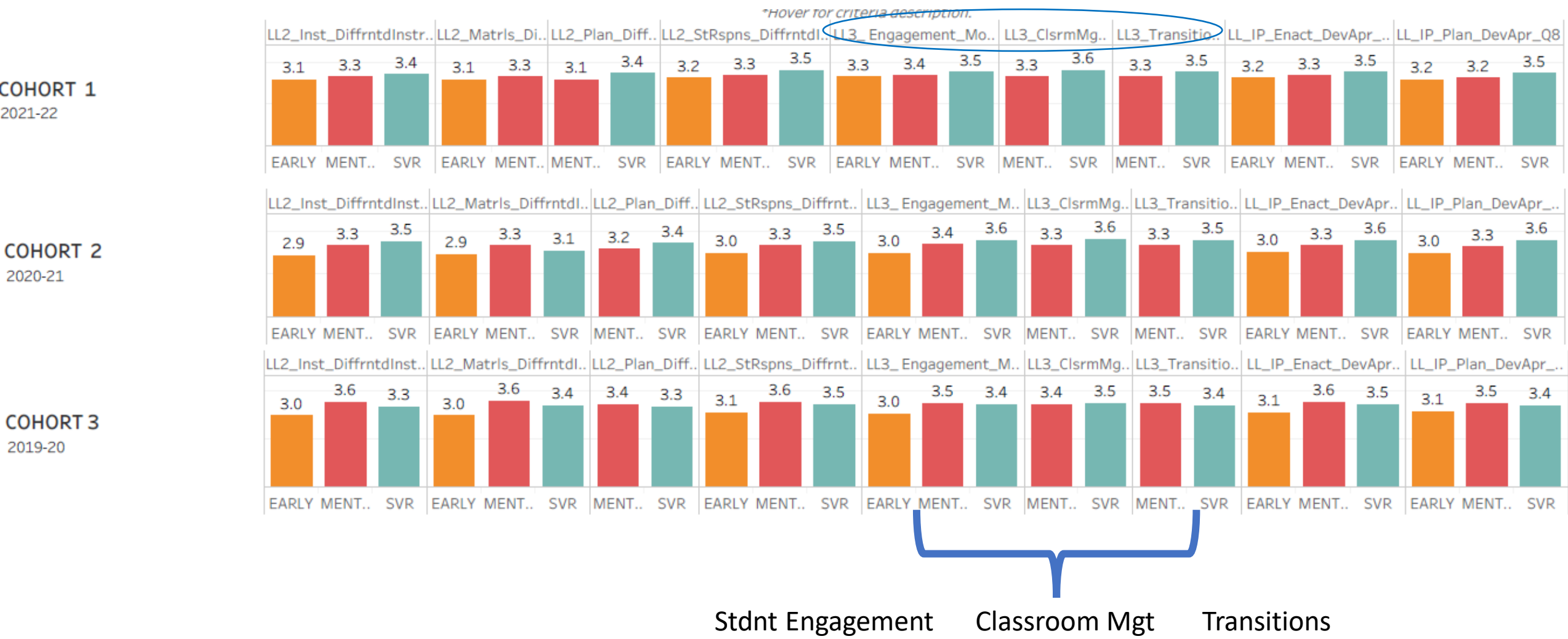
Seeks out and employs innovative ways to use technology to improve student learning and can use digital platforms to manage learning.

TC shows leadership in using technology to support student success and uses technology to design and adapt personalized learning experiences

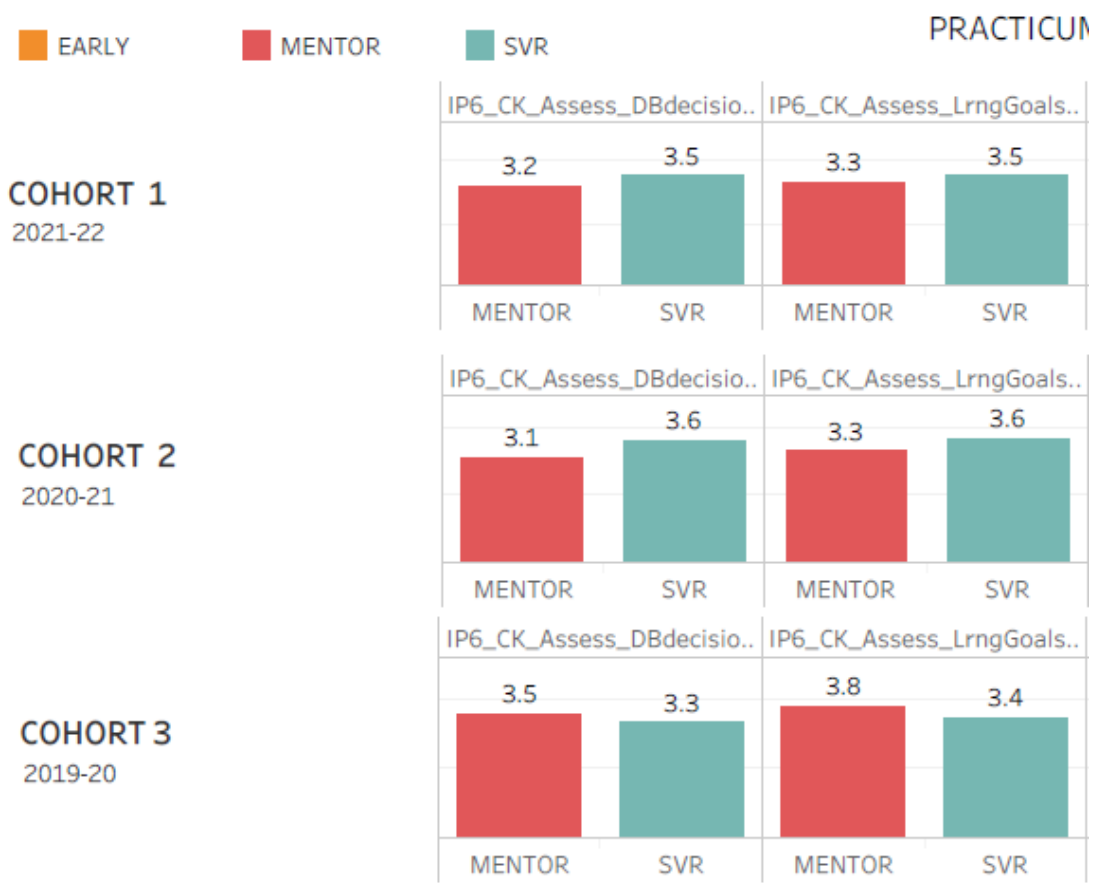
Candidate models and promotes critical examination of online resources and other digital learning materials and inspires students to positively contribute to and responsibly participate in the digital world.

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

Initial- Classroom Management



Advanced- assessment



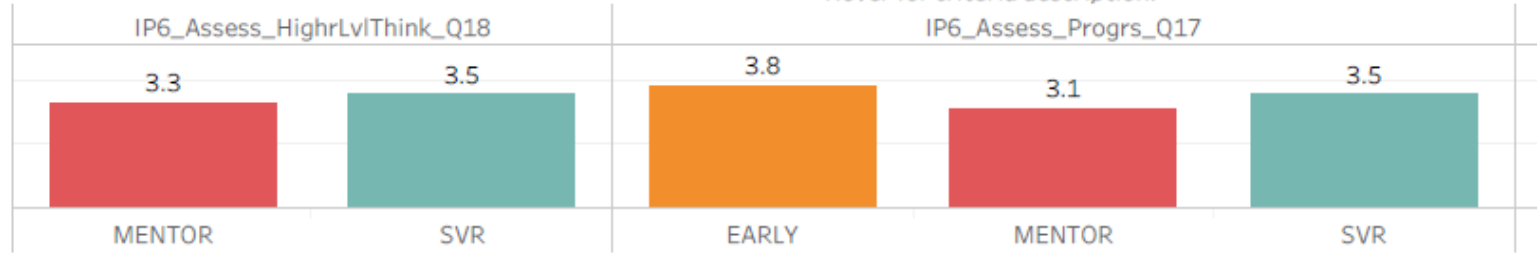
Advanced- assessment

■ EARLY
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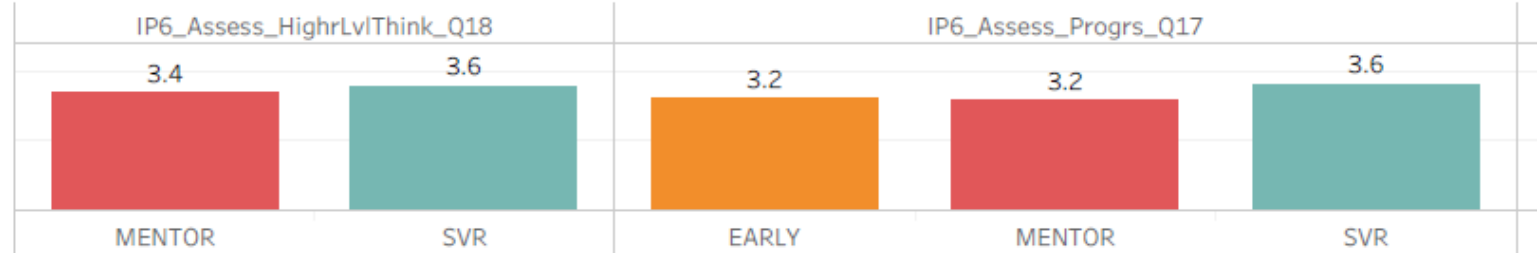
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2021-22



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