

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Student Teaching Evaluation Instrument Development

Overview of State Context

Why is the Connecticut State Department of Education (CSDE) developing a Student Teaching Evaluation Instrument?

An area of concern for all teacher preparation programs is the process of assessing student teaching, and fitting that assessment into a unit-wide assessment plan. Based on accreditation data from the last five years, the CSDE is aware that the instruments being used by the 15 teacher preparation institutions are not in alignment with state standards articulated in the Connecticut Common Core of Teaching. To address this concern, in June of 2003, the CSDE convened and is facilitating a committee of higher education representatives to develop a state-wide common student teaching evaluation form which will be designed in alignment with Connecticut's Common Core of Teaching as stipulated in the Connecticut regulations governing program approval and the standards established by the National Council for Accreditation of Teacher Education (NCATE). Connecticut Program Approval Regulations stipulate that the professional education unit shall:

- (A) demonstrate that students are knowledgeable about the Common Core of Learning, the Common Core of Teaching, the Connecticut Mastery Tests, the Connecticut Academic Performance Test, the Code of Professional Responsibility for Teachers, and the Code of Professional Responsibility for School Administrators;
- (C) ensure that students demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619 inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards;

The data collected from these student teaching evaluations could be used by each of the institutions to assess a candidate's knowledge, skills and dispositions in student teaching. Further, that data could be used by each unit to provide program evaluation information on its student teaching program. Data could be used on a statewide basis to determine areas of common concern for collegial discussion, consultation and professional development, both for unit faculty and for cooperating teachers and schools.

What is being studied?

During the spring 2005 semester, the CSDE will continue to conduct a pilot study of the following with selected institutions:

- **Student Teaching Evaluation Rubric and accompanying forms and procedures.** Through the pilot study, the CSDE will collect performance data on student teachers participating in the pilot study to determine the validity and reliability of the instrument and evaluate the effectiveness and ease of using the rubric for student teaching evaluation purposes.
- **Training for Cooperating Teachers and University Supervisors.** The training will focus on the student teaching context and application of the Student Teaching Evaluation Rubric in order to support and evaluate the competence of student teachers. Through piloting of this training, the CSDE will evaluate the design of the training and its effectiveness in supporting Cooperating Teachers and University Supervisors in using the Student Teaching Evaluation Rubric and Procedures.

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Spring 2005 Guidelines for Piloting the Student Teaching Evaluation Instrument

1. **Pilot Teams:** Participants in the pilot study will include the university supervisors, student teachers and cooperating teachers. Each institution will set up 4 to 6 triads to pilot the instrument.
2. **Responsibilities and stipends for individuals participating in the pilot study:**
 - a. **University coordinator.**
 - i. Host formal session to orient pilot study participants to the rubric, forms and process.
 - ii. Facilitate questions and answers between the CSDE and the supervisors.
 - iii. Collate and submit to the CSDE all data packets from supervisors and cooperating teachers.
 - iv. Attend the one-day training in January 2005, if possible.
 - v. Participate in the May 2005 meeting to debrief on the instrument and the training.
 - b. **University Supervisors.**
 - i. Participate in full day training in January 2005
 - ii. Distribute to and review forms and rubric with own student teachers and cooperating teachers.
 - iii. Pilot the student teaching rubric and procedures and submit documentation package to university coordinator, including:
 1. Mid-term and Final evaluation packet (scripts (if applicable), data collection form, lesson plan forms, lesson artifacts, pre-conferences and post-conference forms with notes, and rating sheet); and
 2. Feedback Survey.
 - iv. Participate in the May 2005 meeting to debrief on the instrument and the training.
 - v. Stipend for participating supervisor \$200 (contingent on submission of documentation)
 - c. **Cooperating Teachers.**
 - i. Participate in training in January 2005.
 - ii. Use the student teaching evaluation rubric and forms for purposes of developmental support of the student teacher as well as the mid-term and final evaluation of the student teaching performance.
 - iii. Report any concerns or issues to the university student teaching coordinator (not the supervisor if different) facilitating the pilot study for the institution.
 - iv. Submit documentation package to university coordinator, including:
 1. **Mid-term** and **Final** evaluation packet (scripts (if applicable), data collection forms, lesson plan forms, lesson artifacts and notes from pre-conferences, post-conference forms, and rating sheet); and
 2. Feedback Survey.
 - v. If available, participate in the May 2005 meeting to debrief on the instrument and the training.
 - vi. Stipend for the cooperating teacher \$200 (contingent on submission of documentation).
 - d. **Student Teachers.**
 - i. Student teachers should use the rubric, the lesson plan form and the pre-and post-observation forms from the start of the placement. For formal observations copies of documents completed by the student teachers should be provided to the cooperating teacher and university supervisor.
 - ii. The student teacher should also complete a feedback survey.
 - iii. Participate in a focus group meeting to be scheduled at the institutions by the ST Coordinator.
 - iv. If available, participate in the May 2005 meeting to debrief on the instrument and the training.

Copies of Pilot Study Documents (Student Teaching Rubric, Forms and Training Brochure)

Copies of the instruments, in MSWord or .pdf versions, will be made available during the Spring 2005 semester on the website: www.title2ct.org then click on [Student Teaching Evaluation Workgroup](#)