12 Week Student Teaching Assessment Tool (STAT)

Supervising Practitioner Guide

Purpose

The purpose of the Student Teaching Assessment Tool is to affectively evaluate and provide quality feedback to Rio Salado’s Educator Preparation Program students so that they can think systematically about their practice and learn from the student teaching experience. It is the goal of Rio Salado’s Educator Preparation Program to provide opportunities for optimal growth in a student teacher’s ability and readiness to deliver real world instruction based on current state standards, and to elicit active student engagement, responses, reflection, and student application.

This tool was developed based on current professional teaching standards (InTASC and CEC). The information below provides an explanation of how to utilize the Student Teaching Assessment Tool (STAT). This assessment will be provided to each supervising practitioner electronically before the Rio Salado student teacher begins.

Evaluators

A twelve week student teacher will be evaluated by the program supervisor and the supervising practitioner during the same lesson (a total of two Student Teaching Assessment Tools, for a total of six Student Teaching Assessment Tools). A third party may evaluate the student teacher as well, depending on the situation.

STAT Cover Page

The first page of the Student Teaching Assessment Tool contains logistical information, rubric descriptors, and performance ranges. The total number of points will place the student in one of three ranges; 1) Evaluation Pass, 2) Evaluation Pass with Student Teaching Intervention Plan, or 3) Evaluation No Pass: Student Teaching Intervention Plan with follow-up evaluation required.

If a student falls in the second or third performance range, the program supervisor will facilitate the development of a Student Teaching Intervention Plan with input from all three parties (student teacher, program supervisor, and supervising practitioner). All three parties will retain a copy of the plan. The supervising practitioner will support the implementation of the Student Teaching Intervention Plan and will most likely have a direct role or responsibility in measuring the student teacher’s progress. Depending on the plan, the supervising practitioner may be in contact with the program supervisor on a consistent basis.
If the student falls into the “No Pass” range, an additional observation/evaluation will need to take place within 2 weeks of the original evaluation. (This additional assessment is NOT in lieu of one of the remaining evaluations.) If this “redo” evaluation should result in a score of 61 points or less, the student would meet with the Educator Preparation Program committee which may result in removed from the Educator Preparation Program or a more formal remediation would occur. This additional assessment is NOT in lieu of one of the remaining evaluations.

Standard and Indicator Feedback

The assessment is organized based on InTASC and CEC standards. Within each standard are corresponding indicators. Using the rubric descriptors on the cover page, you will determine whether or not a student earned Four, Three, Two, One or Zero points. Place an “X” in the box that best describes the student’s proficiency on each indicator within the standard. Comments underneath each standard are required. Be specific and provide concrete examples and strategies for improvement. Make sure to comment first on what went well and then focus on the indicators that need improvement. Comments are critical for student growth. An additional comment area is provided at the end of the STAT. This area can be used to take notes, summarize the overall lesson, provide goals for the weeks between observations, etc…). * Do not use this area in lieu of the comments after each standard.

Sharing Feedback

After evaluating a student teacher the supervising practitioner will share their Student Teaching Assessment Tool results with the program supervisor. If there are significant discrepancies in the grade for a specific indicator, talk about it. Grades do not need to be similar; however, this may indicate an issue that needs to be addressed with the student teacher. During this conversation with the program supervisor, summarize how things are going on a day to day basis, as well as the overall experience. This is an opportunity to be proactive. If the supervising practitioner does not feel comfortable addressing certain issues with the student teacher, this is a great time to relay concerns to the program supervisor. The program supervisor will then relay the concern to the student teacher. If a student teaching Intervention Plan is necessary, discuss the areas of focus with the program supervisor (i.e.: classroom management, student engagement, proximity, etc…), as well as target goals, an action plan, and responsibilities. Summarize the expectations for the upcoming weeks.

After the program supervisor and supervising practitioner have met, the program supervisor will meet with the student teacher and review the Student Teaching Assessment Tool in its’ entirety. (At this time the supervising practitioner will most likely take over the class.) Specific feedback that includes concrete examples will be provided by the program supervisor to the student. The program supervisor may want to introduce a learning strategy, classroom management technique, or instructional approach that would help the student teacher improve lesson delivery. Some sample questions may be… “What were the strengths of the lesson?, What were the areas in which they may need to improve?, What
would they do differently? Based on the post assessment data, how would you plan for the next lesson? etc…” If a Student Teaching Intervention Plan is necessary in an area(s), the program supervisor will explain to the student teacher the area in need of improvement, and refine the goal(s) and plan of action that the supervising practitioner and program supervisor developed. Student teacher buy-in is critical to the success of the Student Teaching Intervention Plan. Create a “do-able” Student Teaching Intervention Plan that breaks down the steps, so that progress can be measured. The supervising practitioner may want to use the “Additional Notes” section to summarize the meeting with the program supervisor and to clarify expectations for the upcoming weeks between evaluations.

**Signatures**

The student teacher’s signature is required on each evaluation (program supervisor’s and supervising practitioner’s Student Teaching Assessment Tool). The program supervisor and supervising practitioner only need to sign their own Student Teaching Assessment Tool. A circumstance may arise that requires an additional evaluator. This might be an Instructional Liaison, Rio Salado College Administrator, school mentor, school administrator, etc… If this is the case, this person would sign under the “other” signature. The signature on the evaluation indicates that the person signing has participated in the evaluation, not that they are necessarily in agreement.

**Housekeeping**

Before the program supervisor leaves the school, have the student teacher make a copy of each Student Teaching Assessment Tool as well as the Student Teaching Intervention Plan (if appropriate) and if possible scan the forms and send them electronically to the student and the program supervisor. (Scanned copies of the STAT are attached to the student teacher’s gradebook.)

Both the supervising practitioner and student teacher need to retain a copy (hard and/or electronic) of the paperwork so they can review the feedback and implement the suggestions. The student teacher and program supervisor are encouraged to schedule or confirm the next evaluation date. If the student teacher did not pass the evaluation a “redo” evaluation should be scheduled within two weeks.

If at any time the supervising practitioner has questions regarding the process, paperwork, student expectations, student behavior or needs to relay a concern, please contact the program supervisor immediately. Make sure to document this correspondence as well as the situation that is a concern.

We know that student teachers need considerable guidance before venturing out on their own, however, a situation may arise in which the amount of guidance is excessive, the K-12 student(s) learning experience is negatively impacted, and/or a real threat to the student’s safety is being made. If this happens please know that it is your right to cancel the experience. We will support your decision.

We do ask that you document these behaviors fully, so that we can review the reason for termination with the student teacher at a later date. (For example, if a student teacher consistently arrives late in the morning, keep a running record of the time they arrive.) Share this documentation with the student teacher and the program supervisor. The Educator Preparation Program committee will meet with the student shortly after termination to discuss what happened and plan for future action.

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