

Spring 2007 and Fall 2007 Student Teachers
MAT STUDENT TEACHING SEPBT ASSESSMENT PROCESS

Contents

What is the Pre-student Teaching SEPBT Assessment Process

Summary of the Assessment Process for MAT Student Teacher Candidates

Job Search Portfolio

Link to find the SEPBT'S and sub standards

Go to GSE web page, click Academics, click Program resources/advising, click Field Placement information, click Pre-service Assessment Process, and find Standards of Effective Practice for Beginning Teachers.

What is the Pre- Student Teaching SEPBT Assessment Process?

Prior to being granted permission to student teach, each of you will conduct an assessment conference with your advisor. The purpose of your assessment conference is to:

- document your progress toward becoming a professional teacher
- encourage reflection on your current understanding of the standards
- gain additional feedback from faculty regarding your professional growth
- demonstrate your understanding of the standards
- practice thoughtful articulation of authentic work in preparation for future interviews

Early in the semester prior to student teaching, you will complete the following requirements, which will prepare you for this conference. Using the ten Standards of Effective Practice for Beginning Teachers, you will write a rationale describing your growth toward meeting each of these standards (maximum of one page per standard). The rationale will contain the following for each SEBPT:

- A one paragraph description of your understanding of the standard, in your own words.
- A two to three paragraph assessment of your progress toward meeting that standard. This should reference three pieces of evidence from past coursework that demonstrate your growth in this area.
- In a one paragraph concluding statement, outline for your advisor areas under this standard that you would like to target for improvement during your student teaching.
- This is documentation is to be used as the basis of the conference, not a graded paper.

Summary of The Assessment Process for MAT Student Teacher Candidates

(Complete, updated directions distributed at the Student Teacher Intake Meeting)

- 1) **Sign-up for an assessment conference.** After you have attended an intake session, an e-mail will be sent to you giving further directions on how to do this. This e-mail will be sent the semester prior to student teaching.
- 2) **Carefully read all the SEPBT's and sub standards.**
- 3) **Review prior coursework in preparation for accurately writing your rationale.**
- 4) **Create your rationale.** Follow the guidelines listed above to create a written rationale for each of the ten standards.
- 5) **Attend your Pre- Student Teaching SEPBT Assessment Conference.** Bring your rationale and, with your advisor, review the reflection of your progress toward meeting each of the standards. Together with your advisor, complete the Pre-Student Teaching SEPBT Evaluation Form. Indicate targeted areas for growth during your student teaching. Successful completion of this conference and completed coursework indicate a readiness for student teaching.

- 6) At the end of your student teaching experience you will complete a final self-assessment using the SEPBT evaluation scale and a final self-reflection. During your exit conference with your University Student Teaching Supervisor, you will be given the opportunity to engage in professional dialogue about your growth in each of the areas targeted on your pre-student teaching assessment form. The results of this conference serve as a summative assessment of your achievement of the program outcomes.

Job Search Portfolio

You may also wish to create a Job Search Portfolio that can also be reviewed by your University Supervisor at your Exit Conference. A Job Search Portfolio is designed to reveal who you are as a teacher in a concise manner. Mini-job search portfolios (15 to 20 pages) may be given to a prospective employer. Mini-portfolios usually include your resumes, teaching philosophy, lesson plans, assessments, student work (with names deleted), parent communications and a few other items that express your uniqueness. Questions that may help guide selection of items for your Job Search Portfolio are list below:

- What do you want prospective employers to notice immediately about you?
- What are your strengths and how can you best showcase them?
- How can you demonstrate your knowledge of best practices in teaching and assessment?
- How can you demonstrate your understanding of all children and their needs?
- How will you demonstrate your knowledge of formal and informal assessments, including authentic assessments?
- How can you demonstrate you interest in teaching and commitment to ongoing professional development?
- How can you demonstrate that you are a reflective practitioner, educational leader and informed decision maker?

Reflectiveness:

*An ability and willingness to look one's performance in the eye,
to step back from it,
to assess strengths and weaknesses,
to raise hard questions, and
to see routes to improvement.*

The Teaching Portfolio, American Association for Higher Education

**Pre-Student Teaching SEPBT Evaluation Form
Masters of Arts in Teaching, Hamline University**

Student _____ **License Sought** _____

ID# _____ **E-Mail** _____

Directions for Assessment Process:

Using the student's self analysis of the standards and progress towards that standard rate the student's performance based upon the Standards of Effective Practice for Beginning Teachers listed below. Identify targeted areas for growth during student teaching. This should include a minimum of three standards for targeted growth. This is to be completed during the assessment conference.

Readiness to student teach is represented by scores ranging from 1 to 3. A majority of 1's may indicate that a student has not reached an adequate level of readiness.

*1= Indicates several areas
of targeted growth*

*2=Indicates a single area of
targeted growth*

*3=On target for student
teacher readiness*

Standard 1: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experience that make these aspects of subject matter meaningful for students.

1	2	3
---	---	---

For example, does the Student Teacher...

- Know the subject matter well
- Engage students in generating knowledge according to the methods of inquiry and standards of evidence used in this discipline
- Develop and use curricula that encourages students to understand, analyze and apply varied perspectives

Targeted areas of growth:

Standard 2: Student Learning

The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

1	2	3
---	---	---

For example, does the Student Teacher...

- Use students' strengths as a basis for growth and errors as opportunities for learning
- Link new ideas to familiar ideas and makes connections to student's experiences
- Encourage students to assume responsibility for shaping their learning tasks
- Encourage discussion and elicits oral, written and other student thinking samples

Targeted areas of growth:

Standard 3: Diverse Learners

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

1	2	3
---	---	---

For example, does the Student Teacher...

- Persist in helping all students achieve success
- Accommodate students' learning differences via tasks assigned and communication
- Weave students' backgrounds into the learning via materials, examples used, speakers, strategies
- Consciously develop a learning community in which individual differences are respected

Targeted areas of growth:

Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

1

2

3

For example, does the Student Teacher...

- Use multiple teaching and learning strategies
- Engage students in active learning and testing of ideas
- Demonstrate flexibility in the teaching process
- Nurture students' critical thinking and independent problem-solving
- Monitor and adjust strategies in response to students' ideas, needs and interests
- Use technology as a tool to enhance learning

Target areas of growth:

Standard 5: Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1

2

3

For example, does the Student Teacher...

- Establish a positive climate in the classroom
- Organize and manage the resources of time, space, activities and attention to provide active engagement of all students in productive tasks
- Maximize the amount of class time spent in learning by creating expectations for communication & behavior
- Show consistency with behavior expectations
- Establish peer relationships to promote learning
- Use different motivational strategies likely to encourage abilities
- Design and manage learning communities in which students assume responsibility for themselves and others, participate in decision-making, and engage in purposeful learning activities
- Monitor independent and group work to allow for full, varied and effective participation of all individuals

Targeted areas of growth:

Standard 6: Communication

The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

1

2

3

For example, does the Student Teacher...

- Use effective listening techniques
- Use effective communication strategies to convey ideas and ask questions
- Foster sensitive communication by and among all students
- Effectively communicate classroom management expectations when needed

Targeted areas of growth:

Standard 7: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community and curriculum goals.

1 2 3

For example, does the Student Teacher...

- Successfully align the instruction and assessments with outcomes desired
- Plan instruction that connects curriculum to student experiences
- Design developmentally appropriate instructions for cognitive, social, and physical domains
- Plan for a variety of learning styles
- Plan to activate prior knowledge, encourage exploration and problem-solving and build new skills on those previously acquired
- Evaluate plans in relation to short-range and long-range goals
- Adjust plans to meet students' needs and enhance learning

Targeted areas of growth:

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of her/his learners.

1 2 3

For example, does the Student Teacher...

- Assess student performance toward achievement of Minnesota graduation standards
- Select, construct and use assessments that match with learning outcomes being evaluated
- Use varied formal and informal assessment techniques
- Use assessment to identify student strengths and promote student growth
- Use assessments to modify teaching and learning strategies as needed
- Implement student self-assessment activities to help them identify their own strengths and needs
- Establish and maintain student records of work and performance
- Responsibly communicate student progress to students, parent/guardians and other colleagues

Targeted areas of growth:

Standard 9: Reflection and Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents and other professionals) and who actively seeks out opportunities to grow professionally.

1 2 3

For example, does the Student Teacher...

- Reflect on and revise practice based on student assessments and colleague observations
- Use colleagues within the school and other professionals arenas as support for reflection, problem-solving and new ideas
- Understand the Code of Ethics for Minnesota Teachers and the responsibility for maintaining licensure

Targeted areas of growth:

Standard 10: Collaboration, Ethics and Relationships

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being.

1 2 3

For example, does the Student Teacher...

- Understand students' rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, and reporting situations of known or suspected abuse or neglect
- Collaborate with other professionals to improve the overall learning environment for students.
- Consult with parents, counselors, other teachers and community agencies to link to student environments
- Establish productive relationships with parents/guardians in support of student learning and well-being

Targeted areas of growth:

Pre-Service Assessment Conference/ Indicators for readiness to Student Teach.

Please check off the following categories during your conference.

- Student and Advisor have reviewed the student's rationale .
- Student and Advisor have reviewed the assessment of progress toward meeting the standard.
- Student and Advisor have discussed the evidence referenced.
- Student and advisor have indicated a minimum of three targeted areas of growth.
- Student and Advisor have reviewed audit sheet and indicated any further work/courses to complete.

Congratulations!

- Student is ready to student teach.
- Student is not ready to student teach due to the following factors.

Estimated date for completion of work/courses _____.

Student Signature and date

Advisor Signature and date

***PLEASE RETURN THIS DOCUMENT TO SCHOOL RELATIONS COORDINATOR
AND THE AUDIT SHEET TO DEBRA CHRISTENSEN**