

FIPSE Panel and Round Table Discussion Student Teaching/Internship Final Assessment (STIFA)

Process of developing and using STIFA:

New Paltz education faculty started with the conceptual framework and developed the Professional Education Unit's Framework Rubric. The PEU Framework Rubric is a document that itemizes the knowledge, skills and dispositions that all teacher candidates should possess upon completion of one of New Paltz's teacher education programs.

- The items detailing student teaching and intern behaviors were extracted from the PEU Framework Rubric to make up the student teaching form. The form provides for the rating of candidate performance using a 5-point system that includes the following options: Not assessed, Unacceptable, Focus, Acceptable, and Target. There is also space for evaluator comments within each section.
- Initially the assessment instrument was used in its paper form and data was input into our electronic data management system by a graduate assistant.
- Now cooperating teachers and supervisors input the ratings of student teachers directly into the online system through web portals.

Lessons learned:

- Some items consistently received a rating of "Not assessed" more than other items. This became an issue because only a limited amount of data was useful. Items most often not assessed:
 - Integrates technology to enhance learning*
 - Promotes the development of multiple literacies*
 - Helps students develop skills that will result in advocacy for positive social change*
 - All four items related to the Appreciation of Human Diversity*
- Educational jargon, even if defined, is problematic – use simple, easily understood terms
Phrases like *multiple literacies*, *educational equity*, *advocacy for positive social change* are not well understood and need to be explained in detail.
- Comments were minimal and many simply reiterated items from the instrument
For example, #4: *Develops standards-based instructional plans, reflecting subject matter and pedagogical knowledge*
Sample comment: *Plans based on state standards*
- There can never be too much training in the use of assessment instruments and that training should be provided in multiple formats.

LESSONS LEARNED FROM THE DATA

Issue	Source(s) of Data	Corrective Measures Implemented and Planned
Educational jargon, phrases such as: <ul style="list-style-type: none"> • <i>Multiple literacies</i> • <i>Educational equity</i> • <i>Advocacy for positive social change</i> 	Frequently rated as “Not Assessed” Feedback from supervisors	Provide a glossary of terms Include definitions on the form Training in the use of STIFA Use video clips of teaching and discuss examples seen to relate how to assess performance
Some items consistently received a rating of “Not Assessed” more than other items	STIFA item analysis	Training in the use of STIFA It is a summative assessment and not intended to be used for a single observation, assessment may be at different times
Limited comments, not very descriptive or useful	STIFA comment analysis	Training in the use of comments for STIFA Collect examples during multiple observations. Look for behaviors that candidates exhibit in each area.
Rater difference between supervisors and cooperating teachers	STIFA analyses	Inter-Rater Reliability workshops for supervisors who then shared information with cooperating teachers
Ratings high without justifications in the comment/example section of form.	STIFA analyses	Inter-Rater Reliability workshops for clarification on use of form(s) Revision of instructions to include more information about the comment/example section as a justification for ratings Online training on use of STIFA for supervisors and cooperating teachers.

Student Teaching/Internship Final Assessment

This form is to be filled out by the cooperating teacher and college supervisor at the end of each student teaching/internship placement. It reflects professional standards articulated by the faculty of SUNY New Paltz's Professional Education Unit. Please use the following performance scale to determine the candidate's ability to meet the criteria. Comments/Examples should be included for clarification. This form will NOT be used as a job reference.

Performance Scale:

Not assessed – Not evaluated, not seen, not applicable

Unacceptable – Candidate does not meet minimum program criteria

Focus for further growth – Effort is observed, but continued practice is necessary to demonstrate candidate's competency

Acceptable – Candidate meets program criteria with competency

Target – Candidate meets program criteria with a high level of competency or exceeds expectations

Inquiry and Intellectual Growth

	Not assessed	Unacceptable	Focus	Acceptable	Target
1. Demonstrates knowledge of subject matter					
2. Demonstrates effective critical thinking and skills in reading, writing, speaking, listening, and viewing					
3. Promotes the development of multiple literacies*	X				

Comments/Examples:

Professionalism

	Not assessed	Unacceptable	Focus	Acceptable	Target
4. Develops standards-based instructional plans, reflecting subject matter and pedagogical knowledge					
5. Aligns instructional strategies and assessment(s) with the stated plans					
6. Constructs challenging**, clear†, and compelling†† learning experiences					
7. Provides students with constructive and motivational feedback					
8. Integrates technology to enhance learning	X				
9. Uses developmentally and contextually appropriate learning tools					
10. Builds on or supports students' prior knowledge					
11. Connects learning to students' experiences and cultures					
12. Helps students relate ideas to real-world situations					
13. Communicates the expectations and maintains standards appropriate for a well-functioning learning community					
14. Seeks and applies feedback on his/her practice					
15. Participates collegially in school and professional communities					

Comments/Examples:

Planned standards-based lessons

* Multiple literacies refers to a view of literacy beyond just reading and writing to include social and aesthetic as well as scientific, technological and mathematical competence.

** Content, process, product and learning environments are differentiated to meet the needs of diverse learners.

† Clearly defined standards-referenced objectives based on a model of learning (Piaget, Bloom, Vygotsky).

†† Engages learners with the content.

Appreciation of Human Diversity

	Not assessed	Unacceptable	Focus	Acceptable	Target
16. Incorporates and/or supports curricula that integrate diverse cultural perspectives	X				
17. Develops classroom and/or school environments that are student and family-centered	X				
18. Creates education environments/classrooms that are inclusive and culturally responsive	X				
19. Respects varied perspectives within an educational community	X				

Comments/Examples:

Advocacy for Students and Democratic Citizenship

	Not assessed	Unacceptable	Focus	Acceptable	Target
20. Exhibits commitment to the practice of educational equity					
21. Helps students develop skills that will result in advocacy for positive social change	X				
22. Creates and maintains safe and democratic learning environments					

Comments/Examples:

Additional Items Specific to the _____ Program

	Not assessed	Unacceptable	Focus	Acceptable	Target

Comments/Examples:

Candidate _____ Grade Level _____ School _____ District _____

Assessor's Name _____ Position (check one) cooperating teacher supervisor Semester _____

Assessor's Signature _____ Date _____

Please see instructions for submission of form online.

Cooperating teachers start at <http://www.newpaltz.edu/schoolofed>

Supervisors start at: <https://my.newpaltz.edu>