

## Impact on Student Learning fall 2022

Evaluation of impact on student learning is done in several additional ways for student teachers. First, it is done through the PDE 430 evaluation of Professionalism and criteria related to reflection on evidence of student learning. Second, it is done with the MU Adapted Danielson Evaluation and specifically the first component of Reflection in the Professionalism Domain. The “Proficient” criteria of this rubric requires that “The teacher candidate makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes some specific suggestions of what could be tried another time the lesson is taught.” Both the third and fourth ways are more direct. Students complete case studies in their EDSE 471 Differentiated Instruction in the Classroom course about impact on student learning. Rubrics and data from this course are provided as attachments. Student teachers submit a Technology & Engineering Education Unit of Instruction and Teaching Portfolio at the conclusion of their student teaching experience. One key component of this document is an expectation that student teachers conduct an extensive summative assessment where they report and analyze assessment data for their K-12 students and draw conclusions about these data. Furthermore, they critique the unit and its implementation by pointing out its strengths and weaknesses based on student data, the input they received from supervisors, and their own personal reflections. Assignment guidelines, an extensive rubric for assessing the unit of instruction, and a checklist for evaluating the portfolio overall are included in the template.

In addition, we wish to point out that the mission of our Professional Development School program emphasizes that the most important purpose of our placement of candidates in year-long internships is to benefit the learning of secondary students. This is important to us because of national research showing that the novice abilities of student teachers can have a subtractive effect in “sink or swim” models of student teaching.

PDS Mission Statement: The mission of the Professional Development School (PDS) at Millersville University is to **improve the teaching and learning for area secondary students.** To accomplish this mission we commit to utilize a co-teacher, inquiry method of teacher preparation in a full-year, intensive placement that enables our pre-service teachers to develop the craft of teaching by working alongside a mentor teacher. We aim to foster strong partnerships with local school districts where we develop each other’s strengths and together help our pre-service teachers learn the art of teaching through research-supported methodology that benefits all members in the learning community.

In our most recent survey of cooperating teachers we are most pleased with the final question of the survey which asks directly whether our candidates are making a positive impact on their classrooms. In this question, 100% of mentor teachers indicate a positive impact of their student teacher.

Excerpt from Survey of Spring 2022 / Fall 2022 MU Student Teaching Mentor / Cooperating Teachers Completed Responses: 180

**Please rate how well Millersville programs prepare initial certification student teachers to be effective beginning teachers.**

|  |                       |  |                               |                    |
|--|-----------------------|--|-------------------------------|--------------------|
|  | Preparation is strong | Preparation is reasonable for this level | Preparation needs improvement | Neutral / Not Sure |
|--|-----------------------|--|-------------------------------|--------------------|

|    |   |     |     |    |    |
|----|---|-----|-----|----|----|
| 18 | Make a positive contribution to student learning in your class. | 52% | 48% | 0% | 1% |
|----|---|-----|-----|----|----|