Impact on Student Learning

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. And, 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, 95% of mentor teachers indicate a positive impact of their student teacher.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q7.  Have you used the current MU student teaching evaluation instrument?** | | | | | | | |
|  | Yes | | No | | Did not answer | | **Total** |
| Responses Received | 172 | 92% | 14 | 7% | 1 | 0.53% | 187 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q8.  Have you used or had training from your district on the Framework for Effective Teaching (Danielson)?** | | | | | | | |
|  | Yes | | No | | Did not answer | | **Total** |
| Responses Received | 164 | 88% | 23 | 12% | 0 | 0% | 187 |

Please rate your agreement / disagreement with these statements:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know |
| (a) | Adopting the Danielson Framework will help student teachers prepare for the system used in schools. | 31% | 46% | 17% | 1% | 0% | 5% |
| (b) | Adopting the Danielson Framework will create a common language and better conversations between teachers, university supervisors, and student teachers. | 29% | 47% | 17% | 2% | 0% | 5% |
| (c) | The Danielson Framework is appropriate to be used at the student teaching level. | 22% | 44% | 20% | 7% | 0% | 7% |
| (d) | Millersville University should adopt the Danielson Framework in place of the current MU Student Teacher Evaluation. | 23% | 35% | 27% | 7% | 1% | 7% |

**Preparation needs improvement**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **All**  **(187)** | **Experience**  **High\***  **(45)** | **Experience**  **Low\***  **(32)** | **P-6**  **(95)** | **7-12**  **(92)** |
| Explain important concepts clearly to students | 7% | 4% | 6% | 5% | 9% |
| Align practice to PA Standards Aligned System | 9% | 9% | 13% | 7% | 10% |
| Differentiate instruction to meet the needs of students. | 24% | 27% | 28% | 27% | 21% |
| Develop formative and summative assessments aligned to learning goals. | 17% | 18% | 9% | 17% | 16% |
| Implement accommodations for students with special needs | 24% | 24% | 22% | 25% | 22% |
| Establish effective classroom management procedures. | 36% | 36% | 38% | 34% | 37% |
| Create positive learning environments that foster respectful interactions | 4% | 7% | 6% | 3% | 4% |
| Effectively respond to disruptive students. | 41% | 47% | 41% | 38% | 43% |
| Stimulate student participation, discussion, and reflection on prior-knowledge | 13% | 9% | 16% | 13% | 14% |
| Effectively engage students in active learning | 10% | 9% | 13% | 7% | 13% |
| Support student use of technology. | 16% | 18% | 13% | 20% | 10% |
| Encourage student inquiry and critical thinking. | 20% | 24% | 16% | 23% | 18% |
| Involve students in formative assessment to help students monitor their own learning. | 28% | 31% | 34% | 28% | 27% |
| Implement accommodations for English Language learners. | 27% | 27% | 31% | 20% | 34% |
| Ask critical questions about their own teaching. | 18% | 13% | 34% | 17% | 18% |
| Demonstrate the dispositions of a professional teacher. | 6% | 13% | 9% | 5% | 8% |
| Work collaboratively with other professionals. | 7% | 13% | 6% | 8% | 5% |
| Make a positive contribution to student learning in your class. | 5% | 7% | 6% | 2% | 8% |

\*Experience High = more than one MU student teacher, at least one student teacher from other universities, at least one early field experience student

\*Experience Low = exactly one MU student teacher, no student teachers other universities.

**Preparation needs improvement (Sorted)**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **All**  **(187)** | **2005**  **Survey**  **(87)** | **Experience**  **High\***  **(45)** | **Experience**  **Low\***  **(32)** | **P-6**  **(95)** | **7-12**  **(92)** |
| Effectively respond to disruptive students. | 41% | 34% | 47% | 41% | 38% | 43% |
| Establish effective classroom management procedures. | 36% | 34% | 36% | 38% | 34% | 37% |
| Involve students in formative assessment to help students monitor their own learning. | 28% | 11% | 31% | 34% | 28% | 27% |
| Implement accommodations for English Language learners. | 27% | 24% | 27% | 31% | 20% | 34% |
| Differentiate instruction to meet the needs of students. | 24% | -- | 27% | 28% | 27% | 21% |
| Implement accommodations for students with special needs | 24% | 33% | 24% | 22% | 25% | 22% |
| Encourage student inquiry and critical thinking. | 20% | 14% | 24% | 16% | 23% | 18% |
| Ask critical questions about their own teaching. | 18% | 10% | 13% | 34% | 17% | 18% |
| Develop formative and summative assessments aligned to learning goals. | 17% | -- | 18% | 9% | 17% | 16% |
| Support student use of technology. | 16% | 16% | 18% | 13% | 20% | 10% |
| Stimulate student participation, discussion, and reflection on prior-knowledge | 13% | 7% | 9% | 16% | 13% | 14% |
| Effectively engage students in active learning | 10% | -- | 9% | 13% | 7% | 13% |
| Align practice to PA Standards Aligned System | 9% | 7% | 9% | 13% | 7% | 10% |
| Explain important concepts clearly to students | 7% | 8% | 4% | 6% | 5% | 9% |
| Work collaboratively with other professionals. | 7% | 7% | 13% | 6% | 8% | 5% |
| Demonstrate the dispositions of a professional teacher. | 6% | 7% | 13% | 9% | 5% | 8% |
| Make a positive contribution to student learning in your class. | 5% | -- | 7% | 6% | 2% | 8% |
| Create positive learning environments that foster respectful interactions | 4% | 16% | 7% | 6% | 3% | 4% |

\*Experience High = more than one MU student teacher, at least one student teacher from other universities, at least one early field experience student

\*Experience Low = exactly one MU student teacher, no student teachers other universities.