



## SLO Assessment Cycle for C D 51

Student Teaching Practicum SLO Modified: [06/21/2010]

### Angela Buchanan's Team Members:

1. [Juanita Cordero](#) (x8894) C D
2. [Christina Lopez-Morgan](#) (x8892) C D
3. [Diane Langfelder](#) (x) C D
4. [Fateme Zarghami](#) (x) C D
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### Additional Team members not on list/notes about team:

Li Wei Sun, Juanita Cordero, Fateme Zarghami, Julie Weatherston, Nellie Vargas, Angela Buchanan, Diane Langfelder,

### Additional Notes:

### Outcomes:

#### Outcome 1: Statement Modified: []

Demonstrate mastery of basic or advance teaching competencies

### Assessment Cycle Records:

#### Outcome 1: Assessment Planning Modified: [06/21/2010]

#### Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Angela Buchanan

Assessment Tools: Performances/Demonstrations • rubric for teaching skills

Sections being assessed: 01

#### Outcome 1: Reflect & Enhance Modified: [06/21/2010]

#### Number of people involved in Phase III: 3

#### Changes:

#### Methods:

The Student Teaching Competency Rubric was used to assess this SLO. This was development through collaboration of the faculty who teach the class. Both the instructor and the contact/mentor teacher used the rubric to assess the competencies. Student success was defined by student mastery of the basic and/or advanced competencies as defined on the rubric.

#### EXPLANATION OF RUBRIC FOR BASIC TEACHING SKILLS

The purpose of the rubric is to assess student teaching behaviors in the Practicum course. Using ongoing observations the rubric will be completed by the contact/mentor teacher and the instructor of the student's performance in the classroom. Points will be assigned using the following rating scale:

#### RATING POINTS EXPLANATION

Never

(Not present) 0 The skill has not been observed by the teacher or instructor. Student may not understand the importance of the skill or know what demonstration of the skill means.

Sometimes

(Developing) 1/2 There has been some observation of the emergence of the skill as the student is beginning to understand what it means and its importance. However, the demonstration of the skill is limited and inconsistent.

Often

(Emerging) 2/3 There have been many observations of this skill as the student practices and refines their techniques. However, the skill is not consistently mastered and/or the student cannot articulate their understanding of the skill and its importance.

Always

(Mastery) 3/4 The skill is consistently observed in the student's performance. The student has internalized this skill and can use it

flexibly in different situations. The student can explain the skill and its importance and can reflect on the variations of its use with different children and in different situations. Mastery has been achieved.

**Summary:**

The rubric was shared with students to help guide and explain the evaluation process. We could enroll 20 students in the class with 20 mentor slots. Seventy percent of the students were able to demonstrate emerging to mastery skill levels. Fourteen percent of these students demonstrated mastery level, fifty percent demonstrated emerging skills and thirty six percent achieved developing skill levels.

**Enhancement (Part I):**

We were satisfied with the results/findings because the rubric helped to do several things:

- 1) The rubric helped to guide and direct students regarding what behaviors/competencies to work on.
- 2) The rubric helped to faculty to standardize evaluation and expectations of student behavior/competency.
- 3) We were able to videotape and link behaviors seen on the videotape and student performance back to the rubric for student support in developing the competencies and for fair evaluation methodology.

The rubric has helped us to implement a more consistent way of teaching and supporting the development of student teaching skills. We intend to implement this across all the colleges currently in our mentor region not just those who work with De Anza students. This is something that other colleges are actually asking us about.

**Enhancement (Part II):**

We have also learned that it would be a big support if the college could help with the purchase of these tiny camcorder/cameras that we use in this process. It also would help to get some release time to complete the training of the college and all the mentor sites.

**Outcome 2: Statement** Modified: []

Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve practice

**Outcome 2: Assessment Planning** Modified: [10/30/2011]

**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Angela Buchanan

Assessment Tools: Interviews • Written Reports • Performances/Demonstrations • Videotaping

Sections being assessed: 55

**Outcome 2: Reflect & Enhance** Modified: [10/30/2011]

**Number of people involved in Phase III: 1**

**Changes:**

**Methods:**

Students were videotaped from the fourth week until finals week at differ times during their practicum experience each day of their practicum experience. For example, students were videotaped as they interacted with children during formal and informal activities and randomly throughout the practicum hours. Students were given the video clips frequently and were allowed to make copies of the clips to use for self-reflection and self-assessment. They were all required to complete a written self reflection/ self- assessment at mid and final quarter. In addition they used this assessment to complete the rubric and evaluate their teaching skills. Students were also interviewed regarding the teaching competencies and how the video clips reflected what they were doing.

**Summary:**

All students reported that the feedback from viewing themselves in the clips was most invaluable. They all reported that they learned a great deal about themselves as teachers and were able to improve in their teaching skills based on the feedback from the instructor, mentor teacher and the clips. The clips really confirmed for them what the instructor and mentor teacher was telling them.

All students improved in their teaching skills and successfully completed the class with a passing grade except for 2 who received incompletes

due to personal reasons such as poor health. There were two in the 'A' range, 8 in the 'B' range, 1 in the 'C' range and 2 incompletes who at the time were in the high B range.

Students did meet and exceed expectations for student success. One area that could be improved would be to have video cameras for all each classroom or mentor teacher to help support the work of the faculty member who sometimes had students completing activities on several students at one time and could therefore only videotape one student at a time and then miss a student activity. This means that the student who was not videotaped missed the video feedback which could have supported the student's development.

**Enhancement (Part I):**

These results will be applied to enhance student learning by beginning videotaping perhaps a week or two earlier to test out if this provides even more feedback and support for students. We will also share these results with the State Mentor Program since the results were so positive for student feedback, self-assessment and professional development.

**Enhancement (Part II):**

Additional allocations should be made if possible to purchase video cameras for the mentor teachers/classroom staff. This is an invaluable technological tool for training student teachers.

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[ Number of Outcomes for C D 51: **2** ]