Chapter 2: Organization, Structure, and Resources of the Student Teaching (ST) Pedagogy & Dispositions Evaluation

Developed by the VARI-EPP* Collaboration

*Valid and Reliable Instruments for Educator Preparation Programs
Learning Objectives

In this chapter, you will learn about the ST Pedagogy & Dispositions Form:

- Sections
- Row Structure
- Levels of Performance
- Formatting
- Scoring
- Resources
### ST Pedagogy & Dispositions Form Sections:

#### Pedagogy & Dispositions

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for Instruction and Assessment</td>
<td>Professional Commitment and Behaviors</td>
</tr>
<tr>
<td>A. Focus for Learning Standards and Objectives/Targets</td>
<td>A. Participates in Professional Development</td>
</tr>
<tr>
<td>B. Materials and Resources</td>
<td>B. Demonstrates Effective Communication with Parents or Legal Guardians</td>
</tr>
<tr>
<td>C. Assessment of P-12 Learning</td>
<td>C. Demonstrates Punctuality</td>
</tr>
<tr>
<td>D. Differentiated Methods</td>
<td>D. Meets Deadlines and Obligations</td>
</tr>
<tr>
<td>E. Learning Target and Directions</td>
<td>E. Preparation</td>
</tr>
<tr>
<td>F. Critical Thinking</td>
<td>F. Collaboration</td>
</tr>
<tr>
<td>G. Checking for Understanding and Adjusting Instruction through</td>
<td>G. Advocacy to Meet the Needs of Learners or for the Teaching Professional</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td></td>
</tr>
<tr>
<td>H. Digital Tools and Resources</td>
<td></td>
</tr>
<tr>
<td>I. Safe and Respectful Learning Environment</td>
<td></td>
</tr>
<tr>
<td>J. Data-Guided Instruction</td>
<td></td>
</tr>
<tr>
<td>K. Feedback to Learners</td>
<td></td>
</tr>
<tr>
<td>L. Assessment Techniques</td>
<td></td>
</tr>
<tr>
<td>Analysis of Teaching</td>
<td></td>
</tr>
<tr>
<td>M. Connections to Research and Theory</td>
<td></td>
</tr>
</tbody>
</table>

### Alignment

- OSTP 4.1
- InTASC 7a
- OSTP 4.7
- InTASC 7b
- OSTP 2.3
- InTASC 6b
- OSTP 4.5
- InTASC 2c
- OSTP 4.3
- InTASC 7c
- OSTP 4.6
- InTASC 5d
- OSTP 4.7
- InTASC 5d
- CAEP 1.5
- OSTP 4.5
- CAEP 1.5
- InTASC 3d
- CAEP 2.3
- OSTP 4.3
- InTASC 6d
- CAEP 3.1
- InTASC 7d
- OSTP 4.4
- CAEP 1.2
- OSTP 7.2
- InTASC 30d
- OSTP 7.1
- InTASC 30n
- OSTP 7.1
- InTASC 9d
- OSTP 7.1
- InTASC 3d
- OSTP 3.4
- InTASC 30d
- OSTP 7.1
- InTASC 30n
- InTASC 9d
- InTASC 30d
- InTASC 9n
- InTASC 30d

ST Pedagogy & Dispositions rows are aligned to OSTP, CAEP, & InTASC Standards

- Pedagogy: 13 rows, 4 subsections
- Dispositions: 8 rows, 3 subsections
There are four levels of performance

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Focus for Learning: Standards and Objectives/Targets</strong></td>
<td>Plans align to appropriate Ohio Learning Standards AND Goals are measureable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners</td>
<td>Plans align to appropriate Ohio Learning Standards AND Goals are measureable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners</td>
<td>Plans align to appropriate Ohio Learning Standards AND/OR Some goals are measureable AND/OR Standards, objectives/targets, and learning tasks are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners</td>
<td>Plans do not align to the appropriate Ohio Learning Standards AND/OR Goals are absent or not measureable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners</td>
</tr>
</tbody>
</table>

Each row receives a whole number score.
ST Pedagogy & Dispositions Form Levels of Performance:
Does Not Meet Expectations & Emerging

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<tr>
<td>J. Data-Guided Instruction</td>
<td>Uses <strong>data</strong>-informed decisions <em>(trends and patterns)</em> to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner <strong>data</strong> record-keeping and analysis</td>
<td>Uses <strong>data</strong>-informed decisions to design instruction and assessment AND Uses contemporary tools for learner <strong>data</strong> record-keeping</td>
<td>Uses <strong>minimal data</strong> to design instruction and assessment</td>
<td><strong>Does not use data</strong> to design instruction and assessment</td>
</tr>
</tbody>
</table>

**NOTE:** At the mid-term evaluation, student teachers will earn a “0” or “1” in some areas.
EXAMPLE: To earn a score of ‘2’ in Row J, a student teacher needs to:
- demonstrate a pattern of using data to design instruction and assessment; AND
- demonstrate evidence of the use of contemporary tools for collecting and organizing that data
ST Pedagogy & Dispositions Form Levels of Performance:
Exceeds Expectations

Exceeds Expectations  = ROCK STAR!!
• This level represents performance beyond what is expected for a beginning teacher

• Student teachers will earn few, if any, “Exceeds Expectations” (similar to OTES)
  • Midterm: Extraordinary occurrence
  • Final: Few, if any, “Exceeds Expectations”

• Are there exceptions?
  • For some dispositions (e.g., punctuality and meets deadlines), candidates may have a score of a “3” at both midterm and final.
## ST Pedagogy & Dispositions Formatting:
### Italics

*Italics* indicates what is distinct or has changed between adjacent columns.

| G. Checking for Understanding and Adjusting Instruction through Formative Assessment | Checks for understanding (whole class/group *AND* individual learners) during lessons using *formative assessment* AND Differentiates through *planned and responsive adjustments* (whole class/group and individual learners) | Checks for understanding (whole class/group) during lessons using *formative assessment* AND Differentiates through *adjustments* to instruction (whole class/group) | Inconsistently checks for understanding during lessons using *formative assessment* AND Adjusts instruction accordingly, but *adjustments* may cause additional confusion | Does not check for understanding during lessons using *formative assessment* OR *Does not make any adjustments* based on learners’ responses |
ST Pedagogy & Dispositions Formatting: AND/OR, Lists

• A student teacher must provide evidence for **ALL descriptors** in a level of performance in order to earn the column rating.

  This short video explains the use of enumerated lists in the ST Pedagogy & Dispositions Form's Rows.

  ![Video](https://youtu.be/YDkqfZtONos)

• If a student teacher consistently - communicates accurate directions for activities to learners AND - sequences learning experiences appropriately, But does not communicate accurate learning targets - he or she should not earn a 2 on this row.
ST Pedagogy & Dispositions Form Scoring: Special Notes

- A score of “not applicable” is not an option for any row

- Raters are strongly discouraged from lowering scores at the midterm conference or inflating scores at the final conference simply to show growth

- Although a student teacher will likely show growth in some areas assessed by the form, it is expected a student teacher will earn consistent scores in some rows at the midterm and final
## ST Pedagogy & Dispositions Resources: Glossary

### Definitions for many terms are found in the Glossary, online at http://www.utoledo.edu/edunhs/studentservices/fieldcoords.html.

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</tr>
</thead>
<tbody>
<tr>
<td>G. <strong>Advocacy</strong> to Meet the Needs of Learners or for the Teaching Profession</td>
<td>Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) <strong>AND</strong> Takes action(s) based upon identified needs, while following district protocols</td>
<td>Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</td>
<td>Recognizes areas in need of advocacy, but <strong>cannot articulate</strong> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</td>
<td>Does not recognize areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</td>
</tr>
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### Glossary of Terms

**Advocacy:** Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

**Analysis:** Careful and critical examination of data and/or processes to identify key components and potential outcomes.

**Assessment:** “Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”

**Cooperating Teachers:** (Also known as “mentor teachers”) Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

**Critical Thinking:** Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions.”

**Culturally Relevant:** Incorporating the tenets of culturally relevant/responsive teaching (i.e., “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”)
The **Look Fors** document is intended to

- assist the student teacher, cooperating teacher and university supervisor in determining a score and
- provide suggestions for possible sources of evidence, as well as further elaboration of the characteristics for each level of performance.

### Planning for Instruction and Assessment

<table>
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<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Materials and Resources</td>
<td>Uses a variety of materials and resources that</td>
<td>Uses a variety of materials and resources that</td>
<td>Uses materials and resources that</td>
<td>Materials and resources do not align with objectives/targets</td>
</tr>
<tr>
<td></td>
<td>1. Align with all objectives/targets</td>
<td>1. Align with all objectives/targets</td>
<td>that align with some of the objectives/targets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Make content relevant to learners</td>
<td>2. Make content relevant to learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Encourage Individualization of learning</td>
<td>3. Encourage Individualization of learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sources of Evidence:

- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative lesson plans
  - Evidence of differentiation in lesson plan
  - Instructional materials
  - Appropriate citations for resources

### Possible Evidence:

- **Exceeds/Meets Expectations**
  - “The [student] teacher identifies the available materials that can enhance student understanding and the manner in which they will be used” (Marzano, p. 28).

- **Emerging/Does Not Meet Expectations**
  - “The [student] teacher identifies the available materials that can enhance learner understanding but does not clearly identify or describe the manner in which they will be used” (Marzano, p. 28).
  - Student teacher relies on lecture with no supporting materials
  - Does not allow for learner use of materials (all teacher demonstration).
In this chapter, you learned about the ST Pedagogy & Dispositions Form:

- Sections
- Row Structure
- Levels of Performance
- Formatting
- Scoring
- Resources
Quiz

Test your knowledge with a self-check quiz!

Record your answers and then compare with the key at the end of the quiz.
Quiz: Instructions for Questions 1&2

Case Study: Digital Tools and Resources, Pedagogy Row H

**Why do we need a “Digital Tools and Resources” row?**
This row collects data on the candidate use and the availability of technology tools in P-12 settings.

**What if technology is not available in the P-12 setting?**
Remember, the form is used:
* to formatively assess candidates;
* by supervisors to provide support for, and evaluate, the candidate; and
* as a tool for accreditation.

**Instructions:** Using the Student Teaching Pedagogy & Dispositions Form and the supplemental Look Fors, determine the level of performance for Carry Candidate for Row H: Digital Tools and Resources, based on the evidence in the following case study.

**NOTE:** It is essential to use the Look Fors to better understand how to evaluate this particular row.
Quiz: Question 1

CASE STUDY: You are Carry Candidate's supervisor. She is completing her student teaching in a building with technology limited to an overhead and a projected computer screen. Although the school has limited resources, students do have cell phones with capabilities to text.

In your observations of her teaching in the first half of the semester, she used PowerPoint to present a lesson, and the content of the slides was aligned to her learning targets. To share her lesson plans and materials with you and her cooperating teacher, Carry routinely places her Word documents and PowerPoint presentations in the DropBox file sharing site. Additionally, during her reflections she has indicated what she would do if she had advanced technology in her classroom.

Based on the above evidence, how would you score Carry at the midterm evaluation? (Select one response)

- Exceeds Expectations
- Meets Expectations
- Emerging
- Does Not Meet Expectations
CASE STUDY: At the midterm evaluation, you supported Carry by asking if her students owned cell phones. She said yes. You reminded her that the student use of cell phones was modeled in her Education 345 methods course. A few weeks later, when looking at her weekly lesson plans, Carry’s plans included the use of technology in her teaching. The cooperating teacher confirmed this activity was implemented and described how Carry used cell phone survey technology to formatively assess a learning target. She also changed her lesson based on the student responses.

How would you score Carry at the final evaluation? (Select one response)

Exceeds Expectations
Meets Expectations
Emerging
Does Not Meet Expectations
Case Study: Safe and Respectful Learning Environment, Pedagogy Row I

Instructions: Using the Student Teaching Pedagogy & Dispositions Form and the supplemental Look Fors, determine the level of performance for Cindy Candidate for Row I: Safe and Respectful Learning Environment, based on the evidence in the following case study.
CASE STUDY: You are Cindy Candidate's supervisor. She is completing her student teaching in a middle school classroom, and when you visit the classroom for observations, her cooperating teacher frequently praises Cindy's "strong rapport" with the students, mentioning that she made a concerted effort to learn students' names quickly, and greets as many students as possible when they enter the classroom.

When formatively assessing students, you have observed her determining which students to call on by selecting from a pile of craft sticks with the students' names on them. Cindy also uses cooperative learning techniques, and frequently varies student groups to ensure they are sometimes working with students with the same and differing levels of ability. She recently submitted a video of her teaching to you for a virtual observation. Here is a brief clip of an activity she led that is representative of other activities you have observed her implementing:

https://www.youtube.com/watch?v=KRWH6FbjOE4#t=0m26s

Based on the above evidence, how would you score Cindy on Row I, Safe and Respectful Learning Environment? (Select one response)

- Exceeds Expectations
- Meets Expectations
- Emerging
- Does Not Meet Expectations
True or False?

When a level of performance includes an enumerated list or an 'AND' between descriptors, the student teacher must demonstrate evidence for all items in the list/level of performance in order to receive that score.

TRUE or FALSE
**Question 1: Answer and Explanation**

**ANSWER – Does not Meet Expectations**

**From the Form Rubric**

<table>
<thead>
<tr>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
</tr>
<tr>
<td>A. Does not use technologies to engage learners (digital tools and resources) AND Technology is available in the setting</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>B. Use of technologies is not relevant to the learning objectives/targets of the lesson</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>C. Does not discuss technologies AND Technology is not available in the setting</td>
</tr>
</tbody>
</table>

Yes, Carry uses PowerPoint, but there was no evidence her lessons engaged learners.

Technology that could engage students, even though limited, is available through computer screen projection and student cell phones.

Carry did use technology, but there was little interaction by the P-12 learners.

Carry also used technology for her own productivity. Again, this is not sufficient to “meet expectations” for the row.

**From the Look Fors**

**Emerging/ Does Not Meet Expectations**

- Student teacher uses technology “on stage” with little learner interaction (ISTE Essential Conditions Rubric)
- Student teacher “uses technology for own productivity in relationship to teaching and learning” (ISTE Essential Conditions Rubric)
Question 2: Answer and Explanation

**ANSWER – Meets Expectations**

**From the Form Rubric**

*Meets Expectations (2 points)*

- Discusses AND uses developmentally appropriate technologies (digital tools and resources) that
  1. Are relevant to learning objectives/targets of the lesson
  2. Engage learners in the demonstration of knowledge or skills

**Sources of Evidence:**

- Observation of teaching (Refer to VARI-EPP Student Teaching Form Glossary for definition of “Digital Tools”)
- Pre/post observation conferences
- Cumulative lesson plans
- Conversations with and/or documentation from the mentor teacher

**With the lesson plan and the cooperating teacher report, there was evidence the use of technology (the survey) was aligned with the learning targets**

**Yes, there was evidence (the supporting observation by the cooperating teacher) that the use of the cell phones engaged learners**
### ANSWER – Meets Expectations

#### From the Look Fors

<table>
<thead>
<tr>
<th>Exceeds/Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teacher uses and discusses the some of the following digital tools:</td>
</tr>
<tr>
<td>• Computers</td>
</tr>
<tr>
<td>• Websites</td>
</tr>
<tr>
<td>• Blogs</td>
</tr>
<tr>
<td>• <strong>Mobile devices</strong></td>
</tr>
<tr>
<td>• Interactive whiteboards</td>
</tr>
<tr>
<td>• Online media</td>
</tr>
<tr>
<td>• Online study tools</td>
</tr>
</tbody>
</table>

Student teacher uses digital tools in the following ways:

- **Relevant** - Directly support access to the objectives for the lesson(s)
- **Engaging** - Learners are actively using the digital tools instead of the teacher just using the tools and learners are passive
- **Extending** - Learners are given independent assignments to use digital tools to continue exploring a topic

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**All three of these are present for Carry Candidate**
Question 3: Answer and Explanation

**ANSWER – Meets Expectations**

**From the Form Rubric**

- **Meets Expectations**
  - (2 points)

**Instructional Delivery**

- **Manages a safe and respectful learning environment through the use of routines and transitions**
- **Establishes and promotes constructive relationships to equitably engage learners**
- **Uses research-based strategies to maintain learners’ attention (individual and whole group)**

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- In the clip, and during other observations, Cindy used *routines* in her classroom.

- Cindy learned her students’ names, promotes relationships by greeting them, and strives to engage all students equally through her use of craft sticks.

### Question 3: Answer and Explanation, cont.

## ANSWER – Meets Expectations

### From the Look Fors

<table>
<thead>
<tr>
<th>Sources of Evidence</th>
</tr>
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<tbody>
<tr>
<td>• Observation of teaching</td>
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<tr>
<td>• Conversations with and/or documentation from the mentor teacher</td>
</tr>
<tr>
<td>• Classroom ground rules implemented by teacher</td>
</tr>
</tbody>
</table>

### Exceeds/Meets Expectations

**Meets:**

- "The [student] teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time" (INTASC).

**Remember:** Conversations with the cooperating teacher may be considered as evidence.

**Through the use of routines, Cindy has organized and allocated the listed resources**
True or False?

When a level of performance includes an enumerated list or an 'AND' between descriptors, the student teacher must demonstrate evidence for all items in the list/level of performance in order to receive that score.

TRUE