



**TOURO COLLEGE
GRADUATE SCHOOL
OF EDUCATION**

ANNUAL PRACTICUM REPORT (Fall 2017-Summer 2018)

PURPOSE

The purpose of this instrument is to capture critical information about candidate performance during practicum (student teaching experience) during Fall 2017-Summer 2018 timeframe.

ADMINISTRATION

INSTRUMENT. The instrument is administered each term Fall, Spring, and Summer from September 2017-August 2018. The assessment instrument comprised of a five-point performance rating scale (i.e. 1= Not Observed, 3= Observed Developing, 5=Observed Highly Effective) to examine indicators of the following Domains aligned with the Touro College Candidate Learning Outcomes, Danielson and Marzano Frameworks, as well as New York State Standards: 1. planning/preparation, 2. classroom environment, 3. instruction, 4. professional responsibility, and 5. assessment practices. The statistical processes applied were Mean, Standard Deviation, and Variance. The Office of Clinical Data, along with key stakeholders across the EPP review the findings to determine actions for improvement.

RETURN RATE. The return rate by program is 99% for Education and Special Education, 99 % for Early Childhood/Special Education (B-2), 99% for Childhood Education/Special Education (1-6), 95% for Secondary Special Education (7-12), 100% for Math Education, and 98% for the entire EPP (see Table A.).

TABLE A. RETURN RATE PER PROGRAM

	<u>Survey Responses (n)</u>	<u>Number of Students Enrolled</u>	<u>Response Rate</u>
EDUCATION AND SPECIAL EDUCATION	459	464	99%
EARLY CHILDHOOD EDUCATION/SPECIAL EDUCATION (B-2)	264	266	99%
CHILDHOOD EDUCATION/SPECIAL EDUCATION (1-6)	137	138	99%
SECONDARY SPECIAL EDUCATION (7-12)	38	40	95%
MATH EDUCATION	42	42	100%
<u>EDUCATION PROGRAM PROVIDER (EPP)</u>	940	952	98%

ANALYSIS

In the five domains, all areas of each domain proved to be above a 4.0 mean except indicators 1e. Demonstrates Knowledge of Resources Including Technology and 5c. Provides Opportunities for Peer-Assessment with means of 3.9 and 3.6 respectively. In addition, the categories *1e. Demonstrates Knowledge of Resources Including Technology* and *5c. Provides Opportunities for Peer-Assessment* yielded the highest counts for incidents Not Observed, 129 and 151 respectively. These findings directly correlate to the lowest means aforementioned.

RELIABILITY AND VALIDITY

Validity and Reliability will be established Summer 2019.

ACTIONS FOR PROGRAM IMPROVEMENT

After careful consideration of the results of the practicum observations, the Director of Clinical Practice and department chairs decided the observation data should be reported and reviewed each semester instead of annually so that programs can implement actions for improvement after each term. In an effort to address the lowest means, the Dean and the EPP established a new definition of educational technology and established guidelines for assessment and technology for clinical faculty via the Faculty Effectiveness and Development (FED) Continuum Framework. The target for improvement is a decrease in the count of incidents Not Observed related to *1e. Demonstrates Knowledge of Resources Including Technology* (CLO C1: D 1d; M1) by 10% for Spring 2020.

PRACTICUM SURVEY

Q1 PROGRAM

Please Select one Program

- ☐ Early Childhood Education and Special Education, Birth Grade 2 (6)
- ☐ Childhood Education and Special Education, Birth Grade1-6 (7)
- ☐ Teaching Students with Disabilities, 7-12 Generalist Program (8)
- ☐ Mathematics Education (2)
- ☐ Teaching English To Speakers of Other Languages (3)
- ☐ Literacy (4)
- ☐ Undergraduate Education (5)

Q2 Course Title and Number

Please Select the Course and Title Number from the List Below

- ☐ EDSE 692 Clinical Practicum 1, Pre K-12 (1)
- ☐ EDSE 693 Clinical Practicum 2,Grade 7-12 (2)

- ☐ EDU 680 Practicum and Seminar in TESOL Pre K-12 (3)
- ☐ MTHE 679 Student Teaching in Middle School (4)
- ☐ MTHE 681 Student Teaching in High School (5)
- ☐ SpEd 678 Practicum in Special Education, Grade 7-12 (6)
- ☐ SpEd 683 - Practicum 2 in Childhood Special Education (7)
- ☐ SpEd 695 Practicum in Special Education, Grade 1-6 (8)
- ☐ EDSN 682 Field Experience and Practicum I (9)

Q3 Student Information

- ☐ First Name (1) _____
- ☐ Last Name (2) _____
- ☐ Student ID (3) _____
- ☐ Email (4) _____

Q4 Grade Level/Subject

Please Enter Grade Level and Subject

☐ Grade Level (1) _____

☐ Subject (2) _____

Q5 Academic Year

Please Select the Current Academic Year and Semester

☐ FALL 2017 (8)

☐ SPRING 2017 (9)

☐ SUMMER 2017 (10)

☐ Spring 2018 (12)

☐ Summer 2018 (13)

☐ Fall 2018 (14)

☐ Spring 2019 (15)

☐ Summer 2019 (16)

Q7 DOMAIN 1 - PLANNING AND PREPARATION - Please Rate Each Of The Following Sub-domains

	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)
1 a -Demonstrates Knowledge of Content (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 b - Demonstrates Knowledge of Pedagogy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 c - Plans With Knowledge Of Students Backgrounds (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 d - Selects Appropriate Instructional Goals (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 e - Demonstrates Knowledge Of Resources Including Technology (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 f - Designs Coherent Instruction with Application (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 g - Assesses Student Learning (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 DOMAIN 2 - CLASSROOM ENVIRONMENT - Please Rate Each Of The Following Sub-domains

	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)
2 a - Creates an Atmosphere of Respect and Rapport (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2 b - Establishes
High
Expectations (2)

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2 c - Manages
Classroom
Procedures (3)

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2 d - Manages
Student
Behavior (4)

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2 e - Uses
Physical
Environment to
Support
Learning (5)

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Q9 DOMAIN 3 - INSTRUCTION - Please Rate Each Of The Following Sub-domains

Not
Observed(1)

Observed
Ineffective(2)

Observed
Developing(3)

Observed
Effective(4)

Observed Highly
Effective(5)

3 a - Communicates Clearly and
Accurately (1)

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3 b - Uses High Level, Open-
ended Questions (2)

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3 c - Actively Engages Students
in Learning (3)

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3 d - Paces Instruction and
Provides Closure (4)

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3 e - Provides Appropriate
Feedback to Students (5)

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3 f - Demonstrates Flexibility and
Responsiveness (6)

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Q10 DOMAIN 4 - PROFESSIONAL RESPONSIBILITY - Please Rate Each Of The Following Sub-domains

Not Observed(1)

Observed
Ineffective(2)

Observed
Developing(3)

Observed
Effective(4)

Observed Highly
Effective(5)

4 a - Reflects on
Teaching (1)

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4 b - Reflects on
Student
Achievement (2)

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4 c - Provide
Evidence of
Student
Achievement (3)

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4 d - Accepts
Constructive
Feedback (4)

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4 e - Exhibits
Professional
Behavior (5)

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4 f - Exhibits
Professional
Responsibility
(6)

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4 g - Works
Cooperatively

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with Other
Professionals (7)

Q11 DOMAIN 5 - ASSESSMENT - Please Rate Each Of The Following Sub-domains

	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)
5 a - Uses a Variety of Assessments to Plan (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 b - Models and Guides All Students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 c - Provides Opportunities for Peer- assessment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 d - Using Information to Improve Student Academic Success (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 e - Uses Assessment to Apply Evidence- based Practices (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 PROFESSOR/SUPERVISOR FULL NAME

☐ First Name (1) _____

☐ Last Name (2) _____

Q14 Please Select the Observation Number

☐ Observation1 (1)

☐ Observation 2 (2)

☐ Observation 3 (3)

Please Sign and Enter Today's Date

☐ Student's Signature (1) _____

☐ Professor's Signature (2) _____

☐ Today's Date (3) _____

Q28 Please enter Faculty's email address

To All Professors Conducting Observations:1. Please enter your Email address above and Print a Copy for Your Records

2. Please Have Students Sign Form

3. Submit Form to your GSE Department at Touro College.

DATA CHART FOR PRACTICUM SURVEY RESPONSES FOR EPP

n=952	Mean	Std. Deviation	Variance	Not Observed (1)	Observed Ineffective (2)	Observed Developing (3)	Observed Effective (4)	Observed Highly Effective (5)
1 a -Demonstrates Knowledge of Content (CAEP 1.3, 3.3, 3.4,3.5, 4.1, 4.2; InTASC 4; CLO C1; NYS 2; D 1a; M1)	4.4	0.6	0.4	1	1	45	428	460
1 b - Demonstrates Knowledge of Pedagogy (CAEP 1.3, 3.3, 3.4,3.5, 4.1, 4.2; InTASC 1, 2, 7; CLO C2; NYS 3; D 1a; M1)	4.3	0.7	0.5	1	4	98	412	400
1 c - Plans with Knowledge of Students Backgrounds (CAEP 3.4, 4.1, 4.2; InTASC 1; CLO B2; NYS 1; D 1b; M2)	4.4	0.7	0.4	3	2	62	419	434
1 d - Selects Appropriate Instructional Goals (CAEP 1.2, 1.4, 3.4, 4.1, 4.2; CLO B1; NYS 1,2,3; D 1c; M1)	4.4	0.7	0.4	3	2	62	404	449
1 e - Demonstrates Knowledge Of Resources Including Technology (CAEP 1.2, 1.3, 1.4, 3.4, 4.1, 4.2; InTASC 1, 4, 7; CLO C1: D 1d; M1)	3.9	1.3	1.7	129	1	44	367	374
1 f - Designs Coherent Instruction with Application (CAEP 1.2, 1.3, 1.4, 3.4, 4.1, 4.2; InTASC 6; CLO C3; NYS 2, 3; D 1e; M1)	4.3	0.7	0.5	5	6	98	434	390
1 g - Assesses Student Learning (CAEP 1.2, 1.3,3.4,4.1,4.2; CLO E1, E2, E3; NYS 5; D 1f, 3d; M1)	4.3	0.7	0.5	7	3	104	415	377
2 a - Creates an Atmosphere of Respect and Rapport (InTASC 3; CLO B1, D1; NYS 4; D 2a; M1)	4.6	0.5	0.3	1	0	15	317	600
2 b - Establishes High Expectations (CLO B2; NYS 1; D 2b; M1)	4.4	0.8	0.6	19	0	52	412	432

2 c - Manages Classroom Procedures (CLO B1, C1; NYS 3, 4; D 2c; M1)	4.5	0.6	0.4	2	1	45	397	485
2 d - Manages Student Behavior (CLO B2; NYS 1, 4; D 2d; M1)	4.5	0.6	0.4	2	1	49	370	508
2 e - Uses Physical Environment to Support Learning (CLO B1; NYS 4; D 2e; M1)	4.2	1.0	1.0	52	1	39	408	406
3 a - Communicates Clearly and Accurately (CAEP 1.1, 1.3, 1.4, 3.3, 3.4, 3.5, 4.1, 4.2; InTASC 5; CLO D2; NYS 6; D 3a, 4c; M1)	4.5	0.6	0.4	1	0	43	370	518
3 b - Uses High Level, Open- ended Questions (InTASC 8; CLO C3; NYS 3; D 3b; M1)	4.0	1.0	1.0	50	3	120	440	291
3 c - Actively Engages Students in Learning (InTASC 1, 3, 4, 5, 8; CLO B1, B2; NYS 1; D 2b, 3c; M1)	4.5	0.6	0.4	2	3	57	356	514
3 d - Paces Instruction and Provides Closure (CAEP 1.2,3.4, 4.1,4.2; InTASC 6; CLO C3; NYS 3; D 1e, 3c; M1)	4.3	0.7	0.5	1	1	106	387	415
3 e - Provides Appropriate Feedback to Students (CLO D1, D2; NYS 6; D 3a; M1)	4.4	0.6	0.4	4	0	54	406	446
3 f - Demonstrates Flexibility and Responsiveness (InTASC 5; CLO A3; NYS 7; D 3f; M1)	4.4	0.7	0.5	9	0	55	372	466
4 a - Reflects on Teaching (CAEP 1.2, 3.3, 3.5, 3.6,4.1,4.2; InTASC 9; CLO A1; NYS 7; D 4a; M3)	4.6	0.6	0.4	4	0	28	300	601
4 b - Reflects on Student Achievement (CLO A2, E2; NYS 5; D 4b; M3)	4.5	0.6	0.4	2	1	36	387	482
4 c - Provide Evidence of Student Achievement (InTASC 10; CLO E3; D 4b, 4c; M3)	4.3	0.8	0.7	24	2	66	386	427
4 d - Accepts Constructive Feedback (CAEP 3.6, 4.2; InTASC 10; CLO A3; NYS 7; D 3e, 4e; M3)	4.6	0.6	0.3	5	0	4	299	598

4 e - Exhibits Professional Behavior (CAEP 3.3, 3.6, 4.2; InTASC 9; CLO D1, D2; NYS 6; D 4e; M4)	4.7	0.5	0.2	2	0	4	250	650
4 f - Exhibits Professional Responsibility (CAEP 3.3, 3.5, 3.6, 4.2; InTASC 9, 10; CLO D1, D2; NYS 6; D 4f; M4)	4.7	0.5	0.2	1	0	7	263	637
4 g - Works Cooperatively with Other Professionals (CLO D2; NYS 6; D 4d; M4)	4.6	0.7	0.5	22	0	7	263	611
5 a - Uses a Variety of Assessments to Plan (CLO E1; NYS 5; D 3d; M2)	4.0	1.0	1.1	51	3	153	370	324
5 b - Models and Guides All Students (CLO B1, B2; NYS 1; D 1d, 3c; M1)	4.2	0.9	0.8	33	1	107	379	381
5 c - Provides Opportunities for Peer-assessment (CLO A2; NYS 7; D 4e; M4)	3.6	1.4	1.9	151	7	137	331	276
5 d - Using Information to Improve Student Academic Success (CLO D1; NYS 6: D 1b; M1)	4.1	1.0	1.0	47	2	104	389	359
5 e - Uses Assessment to Apply Evidence-based Practices (CLO E2; NYS 5; D 3d; M1)	4.0	1.1	1.1	59	3	119	386	326

Tagging (CODE):
CAEP
InTASC
TC GSE CLO (CLO)
NY State (NYS)
Danielson (D)
Marzano (M)

REFERENCES

- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2007). *The Art and Science of Teaching*. Alexandria, VA: ASCD.