

Indicators of Teaching Effectiveness

For initial certification, each student teacher is formally observed at least three times to assess their preparedness for the classroom. Written evaluations by the University Supervisor are scored using the [Statewide Evaluation Form for Student Professional Knowledge PDE 430](#). Results of the final observation and evaluation for student teachers are presented in Table 1. Please note that candidates seeking dual early childhood/special education have two final evaluation scores, one in a PreK-4 placement and one in a special education placement. Program completers' ratings indicate that students demonstrate superior to exemplary performance in teaching effectiveness.

**Table 1. PDE 430 Ratings
Fall 2015 - Spring 2019
Early Childhood, Early Childhood/Special Education, Middle Level, BCIT and Secondary Education
Undergraduate and Post-Baccalaureate**

PDE 430	Academic Year	Total n	“Unsatisfactory” (0)		“Satisfactory”(1)		“Superior” (2)		“Exemplary” (3)		Overall M
					n	%	n	%	n	%	
Category I. Planning and Preparation	2018-19	22					1	4.5	21	95.5	2.95
	2017-18	23					2	8.7	21	91.3	2.91
	2016-17	47			1	2.1	1	2.1	45	95.8	2.94
	2015-16	63			1	1.6	9	14.3	53	84.1	2.83
Category II. Classroom Environment	2018-19	22					5	22.7	17	77.3	2.77
	2017-18	23					2	8.7	21	91.3	2.91
	2016-17	47					2	4.2	45	95.8	2.96
	2015-16	63			1	1.6	1	1.6	61	96.8	2.95
Category III. Instructional Delivery	2018-19	22					6	27.3	16	72.7	2.73
	2017-18	23					4	17.4	19	82.6	2.83
	2016-17	47					3	6.3	44	93.7	2.94
	2015-16	63					10	15.9	53	84.1	2.84
Category IV. Professionalism	2018-19	22					2	9.1	20	90.9	2.91
	2017-18	23							23	100.0	3.0
	2016-17	47					2	4.2	45	95.8	2.96
	2015-16	63			1	1.6			62	98.4	2.97

Students in advanced programs are evaluated on their effectiveness in the clinical experiences using content specific rubrics. For example, students enrolled in the Master of Education in Special Education are evaluated using the PDE-430 and those results are presented in Table 2.

**Table 2. University Supervisor PDE-430 Ratings - Fall 2015–Spring 2019
Master of Education in Special Education**

PDE-430	Academic Year	Total n	Unsatisfactory (0)		Satisfactory (1)		Superior (2)		Exemplary (3)		M
			n	%	n	%	n	%	n	%	
Category I. Planning and Preparation	2018-19	1	*	*	*	*	*	*	*	*	*
	2017–18	1	*	*	*	*	*	*	*	*	*
	2016–17	6	0	0%	0	0%	3	50%	3	50%	2.5
	2015–16	7	0	0%	0	0%	0	0%	7	100%	3.0
Category II. Classroom Environment	2018-19	1	*	*	*	*	*	*	*	*	*
	2017–18	1	*	*	*	*	*	*	*	*	*
	2016–17	6	0	0%	1	16.7%	2	33.3%	3	50%	2.3
	2015–16	7	0	0%	0	0%	0	0%	7	100%	3.0
Category III. Instructional Delivery	2018-19	1	*	*	*	*	*	*	*	*	*
	2017–18	1	*	*	*	*	*	*	*	*	*
	2016–17	6	0	0%	1	16.7%	3	50.0%	2	33.3%	2.2
	2015–16	7	0	0%	0	0%	0	0%	7	100%	3.0
Category IV. Professionalism	2018-19	1	*	*	*	*	*	*	*	*	*
	2017–18	1	*	*	*	*	*	*	*	*	*
	2016–17	6	0	0%	1	16.7%	3	50.0%	2	33.3%	2.2
	2015–16	7	0	0%	0	0%	0	0%	7	100%	3.0

Reading Specialist Program

Students enrolled in the reading specialist program conduct their practicum on site at the RMU Reading Clinic. During this experience they are observed by a faculty member who completes a Summative Evaluation Rubric. The assessment is based on the International Reading Association Standards. Results of the Practicum Summative Evaluation Rubric are presented below and indicate that all students meet expectations.

Table 3. Summative Evaluation Rubric Reading Specialist Certification Program (2015–2019)

	Fall 15–Spring 16 (n=4)		Fall 16–Spring 17 (n=6)		Fall 17–Spring 18 (n=1)		Fall 18–Spring 19 (n=6)	
	Meets Expectation	Does Not Meet Expectation	Meets Expectation	Does Not Meet Expectation	Meets Expectation	Does Not Meet Expectation	Meets Expectation	Does Not Meet Expecta tion
Outcome 1	100%		100%		*	*	100%	
Outcome 2	100%		100%		*	*	100%	
Outcome 3	100%		100%		*	*	100%	
Outcome 4	100%		100%		*	*	100%	
Outcome 5	100%		100%		*	*	100%	
Outcome 6	100%		100%		*	*	100%	

Principal Program

The university liaison evaluates the principal candidate on their clinical experiences using a Summative Rubric and scores for 2018-2019 are presented below in Table 4.

Table 4. Scores on the Final Evaluation of Intern's Experiences and Achievements for Principal Residents (n=5; One Resident Assessed Twice)

Area of Focus	Student 1	Student 2a	Student 2b	Student 3	Student 4	Student 5	Average Score
Organizational Leadership	2	1	2	2	2	2	1.9
Instruction and Assessment	2	2	2	2	2	2	2
Standards-aligned Curriculum Development	2	1	2	2	2	2	1.9
Teacher Evaluation	2	2	1	2	2	2	1.9
Budget and Finance	2	2	1	2	2	2	1.9
School Law	2	1	1	2	2	2	1.8
Collaboration and Communication	2	2	2	2	2	2	2
School Community Relations	2	2	2	1	2	2	1.8
Percent of Total	100.0%	81.3%	81.3%	93.8%	100%	100%	