



Indicators of Teaching Effectiveness:

CAEP Standard 4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Teacher Candidates in the Center for Education are evaluated weekly during their student teaching experience. In addition, two comprehensive assessments are conducted at mid-term, and again at the end of their student teaching semester.

The first of these assessments is required by the Pennsylvania Department of Education (PDE Form 430) and it uses the Danielson Model of Teacher Evaluation adopted by the PDE. It is administered by the Widener

Pennsylvania Department of Education (PDE 430) Summary Data 2017-2018
CAEP Standard 4 Component 4.2

Supervisor: Midterm Evaluation	Exemplary		Superior		Satisfactory		Unsatisfactory		Total Number
Category	#	%	#	%	#	%	#	%	#
Category I: Planning and Preparation	9	33	14	52	4	15	0	0	27
Category II: Classroom Environment	7	26	15	56	5	19	0	0	27
Category III: Instructional Delivery	6	24	15	60	4	16	0	0	25
Category IV: Professionalism	17	63	7	26	3	11	0	0	27
Overall Rating	3	11	20	74	4	15	0	0	27

Supervisor: Final Evaluation	Exemplary		Superior		Satisfactory		Unsatisfactory		Total Number
Category	#	%	#	%	#	%	#	%	#
Category I: Planning and Preparation	20	74	5	19	2	7	0	0	27
Category II: Classroom Environment	19	70	7	26	1	4	0	0	27
Category III: Instructional Delivery	17	63	10	37	0	0	0	0	27
Category IV: Professionalism	23	85	3	11	1	4	0	0	27
Overall Rating	17	63	8	30	2	7	0	0	27

The second evaluation, based on InTASC standards, SPA standards, and Center for Education standards, is conducted by the Widener supervisor, the cooperating teacher who is working with the candidate, and, finally, a self-assessment by the candidate (mid-term and final).

Center for Education Field Assessment Form Summary Data 2017/2018
CAEP Standard 4 Component 4.2

Midterm Evaluation: Supervisor	Distinguished		Proficient		Emergent		Insufficient		Total Number
Category	#	%	#	%	#	%	#	%	#
InTASC 1: Learner Development	2	8	23	88	1	4	0	0	26
InTASC 2: Learning Differences	2	8	20	77	4	15	0	0	26
InTASC 3: Learning Environments	4	15	16	62	6	23	0	0	26
InTASC 4: Content Knowledge	4	15	19	73	3	12	0	0	26
InTASC 5: Application of Content	1	4	21	81	4	15	0	0	26
InTASC 6: Assessment	1	4	15	58	10	38	0	0	26
InTASC 7: Planning for Instruction	5	19	18	69	3	12	0	0	26
InTASC 8: Instructional Strategies	1	4	21	81	4	15	0	0	26
InTASC 9: Professional Learning/Ethics	8	31	17	65	1	4	0	0	26
InTASC 10: Leadership & Collaboration	9	35	15	58	2	8	0	0	26

Midterm Evaluation: Cooperating Teacher	Distinguished		Proficient		Emergent		Insufficient		Total Number
Category	#	%	#	%	#	%	#	%	#
InTASC 1: Learner Development	2	8	19	73	5	19	0	0	26
InTASC 2: Learning Differences	6	23	18	69	2	8	0	0	26
InTASC 3: Learning Environments	5	19	16	62	5	19	0	0	26
InTASC 4: Content Knowledge	1	4	21	81	4	15	0	0	26
InTASC 5: Application of Content	3	12	17	65	6	23	0	0	26
InTASC 6: Assessment	3	12	15	58	8	31	0	0	26
InTASC 7: Planning for Instruction	3	12	20	77	3	12	0	0	26
InTASC 8: Instructional Strategies	0	0	19	73	7	27	0	0	26
InTASC 9: Professional Learning/Ethics	8	31	14	54	4	15	0	0	26
InTASC 10: Leadership & Collaboration	6	23	15	58	5	19	0	0	26

Midterm Evaluation: Teacher Candidate	Distinguished		Proficient		Emergent		Insufficient		Total Number
Category	#	%	#	%	#	%	#	%	#
InTASC 1: Learner Development	1	4	23	88	2	8	0	0	26
InTASC 2: Learning Differences	4	15	18	69	4	15	0	0	26
InTASC 3: Learning Environments	4	15	20	77	2	8	0	0	26
InTASC 4: Content Knowledge	0	0	15	58	11	42	0	0	26
InTASC 5: Application of Content	2	8	19	73	5	19	0	0	26
InTASC 6: Assessment	1	4	18	69	7	27	0	0	26
InTASC 7: Planning for Instruction	4	15	17	65	5	19	0	0	26
InTASC 8: Instructional Strategies	1	4	21	81	4	15	0	0	26
InTASC 9: Professional Learning/Ethics	6	23	17	65	3	12	0	0	26
InTASC 10: Leadership & Collaboration	8	31	14	54	4	15	0	0	26

Final Evaluation: Supervisor	Distinguished		Proficient		Emergent		Insufficient		Total Number
Category	#	%	#	%	#	%	#	%	#
InTASC 1: Learner Development	12	46	14	54	0	0	0	0	26
InTASC 2: Learning Differences	11	42	15	58	0	0	0	0	26
InTASC 3: Learning Environments	15	58	9	35	2	8	0	0	26
InTASC 4: Content Knowledge	13	50	13	50	0	0	0	0	26
InTASC 5: Application of Content	15	58	10	38	1	4	0	0	26
InTASC 6: Assessment	14	54	10	38	2	8	0	0	26
InTASC 7: Planning for Instruction	17	65	9	35	0	0	0	0	26
InTASC 8: Instructional Strategies	11	42	15	58	0	0	0	0	26
InTASC 9: Professional Learning/Ethics	16	62	10	38	0	0	0	0	26
InTASC 10: Leadership & Collaboration	16	62	9	35	1	4	0	0	26

Final Evaluation: Cooperating Teacher	Distinguished		Proficient		Emergent		Insufficient		Total Number
Category	#	%	#	%	#	%	#	%	#
InTASC 1: Learner Development	12	46	14	54	0	0	0	0	26
InTASC 2: Learning Differences	15	58	10	38	1	4	0	0	26
InTASC 3: Learning Environments	15	58	10	38	1	4	0	0	26
InTASC 4: Content Knowledge	13	50	13	50	0	0	0	0	26
InTASC 5: Application of Content	14	54	11	42	1	4	0	0	26
InTASC 6: Assessment	14	54	12	46	0	0	0	0	26
InTASC 7: Planning for Instruction	13	50	13	50	0	0	0	0	26
InTASC 8: Instructional Strategies	13	50	13	50	0	0	0	0	26
InTASC 9: Professional Learning/Ethics	16	62	10	38	0	0	0	0	26
InTASC 10: Leadership & Collaboration	15	58	11	42	0	0	0	0	26

Final Evaluation: Teacher Candidate	Distinguished		Proficient		Emergent		Insufficient		Total Number
Category	#	%	#	%	#	%	#	%	#
InTASC 1: Learner Development	15	58	11	42	0	0	0	0	26
InTASC 2: Learning Differences	10	38	15	58	1	4	0	0	26
InTASC 3: Learning Environments	14	54	12	46	0	0	0	0	26
InTASC 4: Content Knowledge	8	31	15	58	3	12	0	0	26
InTASC 5: Application of Content	10	38	15	58	1	4	0	0	26
InTASC 6: Assessment	8	31	17	65	1	4	0	0	26
InTASC 7: Planning for Instruction	12	46	13	50	1	4	0	0	26
InTASC 8: Instructional Strategies	9	35	17	65	0	0	0	0	26
InTASC 9: Professional Learning/Ethics	15	58	11	42	0	0	0	0	26
InTASC 10: Leadership & Collaboration	17	65	9	35	0	0	0	0	26