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Field Assessment Form Evaluation Focusing on Updating for Student Success

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**Field Assessment Form Evaluation Focusing on Updating for Student Success
Mini Grant Report Spring 2024**

Submitted by: Drs. Harding, Holmes, Rose, Lawrence, Kang, and Mahovsky

Purpose and Goals of the Project

The purpose of this assessment mini grant was to evaluate and modify the Field Assessment Form (FAF) allowing us to better serve a diverse student population with integrity. The FAF was created and implemented a decade ago and thanks to this mini grant has been updated taking diversity, equity, and the progressive change of education into account.

The FAF is completed during practicum and student teaching experiences for students in the Early Childhood, undergraduate Professional Teacher Education, and graduate Professional Teacher Education programs. The FAF is a School of Teacher Education evaluation tool. The FAF is a rubric evaluation that is intended to evaluate teaching in the elementary classroom, and it is utilized by the mentor teacher (the elementary classroom teacher where our student is located) and the supervisor (UNC faculty). The results are then shared with the student to improve teaching. The previous rubric covers criteria of content knowledge, instruction, assessment, classroom management, affective skills, and professionalism. These criteria were then evaluated on five levels: developing, partially proficient, proficient, accomplished, and exemplary. There are then indicators describing the specifics of what this looks like in the classroom. Students need to score in the proficient or above to meet Teacher Quality Standards demonstrating they have achieved this requirement for teaching licensure.

This assessment grant allowed the outdated FAF to be updated based upon stakeholder input in the form of focus groups and current research on evaluating preservice teachers. The primary purpose and goal for this project was to improve student learning through effective and efficient feedback given to students after watching them teach in an elementary classroom.

Completion or Outcomes of the Project

What Happened	Who Did It	Completed
Evaluated current research practices on classroom feedback/evaluation for preservice elementary teachers.	Focus group of 7 faculty members from elementary, early childhood, and the graduate program.	Aug/Sept 2022
Elicited feedback, suggestions, and ideas on what should be in the FAF teaching evaluation.	Focus Group of 10 supervisors who supervise in a variety of school districts.	Sept/Oct 2022
Created new FAF form after analyzing the data from all the focus groups.	Six-member faculty team, GRA analysis	Nov 2022
Elicited student needs though what feedback would be helpful/most meaning to students about their teaching, etc.	Focus group of all students teaching from the different programs who represent diverse student populations.	April 2023
Conducted interrater reliability for mentor teachers and supervisors who were in the pilot.	Six-member faculty team	Jan 2023
Piloted new FAF	Supervisors and mentor teachers	Spring 2023
Elicit feedback, suggestions, and ideas looking at new assessment tool.	Focus Group of 8 mentor teachers from different elementary partner schools.	May 2023
Create a final field assessment form based on data from the pilot and all stakeholders.	Six-member faculty team.	Implement Fall 2023

How Results Were Used

We presented our initial findings at the Assessment Symposium at UNC in May 2023. The presentation is attached and entitled, “Ensuring Validity, Reliability, and Effectiveness of Teacher Candidate Field Observations” by Holmes and Harding on behalf of STE Elementary Education Faculty.

Due to this grant, a new assessment tool was created; piloted; and modified based on feedback from faculty, field supervisors, students, and mentor teachers. Further work was later

done on the tool by the accreditation EPPART team, and the final revision was completed by EPPART in Summer 2023. The new tool, which consists of two rubrics: the Lesson Observation Rubric and the Lesson Plan Rubric (see both attached), began full implementation for all licensure programs, university-wide-- not just for elementary-- in Fall 2023 and continues into the present.

Thank you for supporting this work and helping us update our field assessment form in the School of Teacher Education.