

INTEGRATED BACHELOR'S/MASTER'S PROGRAM
STUDENT TEACHING EVALUATION Midterm RESULTS: WORLD LANGUAGE
Spring 2016

Context

This survey is part of the set of surveys administered at key transitions points in the IB/M program. This survey was administered to the university supervisors of the 5 members of the Spring 2016 IB/M World Language education cohort.

Survey Content

- Information about the student teaching placement
- Professional characteristics
- General comments/feedback on the student's performance

Methodology

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the placement supervisors of all of the students participating in internships. The data collection period was in the first week of March 2016. A total of 5 surveys were completed (response rate = 5/5 = 100%). All references to individuals/placement sites have been omitted to maintain anonymity.

The data are used for two types of reports.

- **Individual-level report.** This report was distributed to the individual student, the supervisor, the cooperating teacher, and the advisor.
- **Program-level report.** This report, which contains aggregate data, was delivered to the academic program.
 - Disaggregated results are not reported across campuses, due to no or too few students enrolled in this focus area at the campus.

Key Findings

- All student teachers were rated as making at least satisfactory progress on 14 out of 16 performance standards, with an average of 2.05 out of a possible 3 points on each standard. This is the performance level expected of student teachers at this stage in the semester, and their careers.
- Qualitative feedback indicated that the student teachers were well-prepared, professional, and self-reflective in seeking to improve their skills.
- University supervisors recommended that the students could work on behavioral management in the classroom, timing of lessons, and being able to "read" the atmosphere of the classroom.

For more information, please contact Jamison Judd, Interim Director of Assessment (jamison.judd@uconn.edu). This report is available online - <http://assessment.education.uconn.edu/>

Please indicate the district placement of the student.

District	Count
East Hartford	1 (20.00%)
Glastonbury	1 (20.00%)
Regional School District #19	2 (40.00%)
West Hartford	1 (20.00%)

Grade Level Placement (Check all that apply)

Grade	Count
6	1
7	0
8	1
9	4
10	4
11	4
12	4
Ungraded	0

For each of the students, the following scale is used to evaluate the teaching candidate:

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.

2 = Student is making satisfactory progress by making deliberate attempts to address this standard.

1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

N/A = For use only in the midterm: means "not applicable" because this standard is yet to be covered.

Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for a minimum rating of "2" as they seek to meet each standard. On the final, if the teacher candidate has mostly "2's" and five or more "3's," s/he will receive a letter grade of A. If the candidate has predominantly "2's," a grade of A is awarded. If the candidate has mostly "2's" and three "1's," s/he will receive a B+. If the candidate has four "1's," s/he will receive a grade of B. If there are five or more "1's," the teacher candidate will receive a grade of B or below.

Item	1	2	3	Mean
1. Demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency. (Standard 1.a.)	0 (0%)	5 (100%)	0 (0%)	2
2. Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own. (Standard 1.b.)	0 (0%)	5 (100%)	0 (0%)	2
3. Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. (Standard 1.c.)	0 (0%)	5 (100%)	0 (0%)	2
4. Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices. (Standard 2.a.)	0 (0%)	5 (100%)	0 (0%)	2
5. Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time. (Standard 2.b.)	0 (0%)	5 (100%)	0 (0%)	2
6. Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. (Standard 2.c.)	2 (40%)	3 (60%)	0 (0%)	1.6
7. Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. (Standard 3.a.)	0 (0%)	4 (80%)	1 (20%)	2.2
8. Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners. (Standard 3.b.)	0 (0%)	5 (100%)	0 (0%)	2

Item	1	2	3	Mean
9. Demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning. (Standard 4.a.)	0 (0%)	5 (100%)	0 (0%)	2
10. Integrate the Standards for Foreign Language Learning and their state standards into language instruction. (Standard 4.b.)	0 (0%)	4 (80%)	1 (20%)	2.2
11. Use standards and curricular goals to evaluate, select, design, and adapt instructional resources. (Standard 4.c.)	0 (0%)	5 (100%)	0 (0%)	2
12. Believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. (Standard 5.a.)	0 (0%)	5 (100%)	0 (0%)	2
13. Reflect on the results of student assessments, adjust instruction accordingly, and analyze the results of assessments, and use success and failure to determine the direction of instruction. (Standard 5.b.)	0 (0%)	3 (60%)	2 (40%)	2.4
14. Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion. (Standard 5.c.)	0 (0%)	4 (80%)	1 (20%)	2.2
15. Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice. (Standard 6.a.)	1 (20%)	4 (80%)	0 (0%)	1.8
16. Know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field. (Standard 6.b.)	0 (0%)	3 (60%)	2 (40%)	2.4

University Supervisor Demographics

Gender	Count
Male	0 (0.00%)
Female	5 (100.00%)

Ethnicity	Count
White	5 (100.00%)

Years of K-12 Experience	Count
30 +	5 (100.00%)

Settings of Teaching Experience (check all that apply)	Count
Urban	0
Suburban	3
Rural	1
Mixed	2

Cooperating Teacher Demographics

Gender	Count
Male	1 (20.00%)
Female	4 (80.00%)

Ethnicity	Count
White	4 (80.00%)
Hispanic or Latino	1 (20.00%)

Years of K-12 Experience	Count
6 – 10	1 (33.33%)
11 – 15	1 (33.33%)
16 – 20	1 (33.33%)
Total	3 (100.00%)

Settings of Teaching Experience (check all that apply)	Count
Urban	0
Suburban	4
Rural	0
Mixed	3