

**INTEGRATED BACHELOR'S/MASTER'S PROGRAM
STUDENT TEACHING EVALUATION MIDTERM RESULTS: ELEMENTARY
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 46 members of the Spring 2016 IB/M Elementary education cohort.

Survey Content

- Information about the clinic 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 clinic teachers of all of the students participating in internships. The data collection period was in the first two weeks of March, 2016. A total of 40 surveys were completed (response rate = 40/46 = 87%). 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 clinic teacher, the seminar leader, and the faculty advisor.
- **Program-level report.** This report, which contains aggregate data, was delivered to the academic program.
 - Results are disaggregated across the 8 fields of interest within the Appendices A-H (Elementary, English/Language Arts, History/Social Studies, Mathematics, Music, Science, Special Education, and World Language).

Key Findings

- Student teachers scored an average of 2.54 out of a possible 3 points on 27 performance standards, corresponding to a satisfactory or outstanding level of professional development.
- In qualitative feedback, supervisors noted that the student teachers created a positive classroom environment, were responsive to student needs, and were open to trying new instructional strategies in the classroom.
- Based on qualitative feedback, areas for improvement include working on classroom management, seeking additional opportunities for professional development, and thinking about strategies for both formal and informal assessment of student learning.

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/>

School District

District	Count
East Hartford	5 (12.5%)
Glastonbury	8 (20.00%)
Hartford	12 (30.00%)
Manchester	3 (7.5%)
Mansfield	3 (7.5%)
Willington	6 (15.00%)
Windham	3 (7.5%)
Total	40

Year of Entry into Program

Academic Year	Count
2013 – 2014	6 (15%)
2014 – 2015	28 (70%)
2015 – 2016	6 (15%)

Grade Level Placement (check all that apply)

Grade	Count
1	11
2	8
3	10
4	7
5	3
6	1
Ungraded	0

Section 2: Performance Areas

For each of the students, the following scale will be 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.

CT Common Core of Teaching: Teachers Apply Knowledge by Planning, Instructing, Assessing, and Adjusting

Item	1	2	3	N/A	Mean
1. Implements instruction based on knowledge of English language arts and applies reading and language/child development concepts to teach reading, writing, speaking, viewing, listening, and thinking skills in myriad situations, using a variety of materials and ideas (ACEI 2.1)	0 (0%)	30 (75%)	9 (22.5%)	1 (2.5%)	2.27
2. Designs and implements age appropriate inquiry lessons based on knowledge of fundamental concepts of physical, life and/or earth/space sciences to promote student social and personal applications, and to convey the nature of science (ACEI 2.2)	0 (0%)	19 (47.5%)	5 (12.5%)	16 (40%)	2.92
3. Engages students in problem solving, reasoning/proof, communication, connections and representation by implementing instruction based on knowledge of major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability (ACEI 2.3)	0 (0%)	23 (57.5%)	13 (32.5%)	4 (10%)	2.52
4. Promotes students' ability to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world by implementing instruction based on major concepts, modes of inquiry and integrated study of the social studies (history, geography, etc.) (ACEI 2.4)	0 (0%)	24 (60%)	6 (15%)	10 (25%)	2.65
5. Integrates into instruction the content, functions and achievements of the visual and performing arts as primary media for communication, inquiry and engagement ACEI 2.5	0 (0%)	18 (45%)	10 (25%)	12 (30%)	2.85
6. Creates opportunities for student development and practice of skills that contribute to good health by integrating into	0 (0%)	12 (30%)	7 (17.5%)	21 (52.5%)	3.23

instruction the major concepts of health education (ACEI 2.6)					
7. Fosters active, healthy life styles and enhanced quality of life for students by integrating into instruction human movement and physical activity (ACEI 2.7)	0 (0%)	17 (42.5%)	11 (27.5%)	12 (30%)	2.88
8. Responds to the group or individual student's levels of understanding while teaching (ACEI 3.2)	0 (0%)	19 (47.5%)	21 (52.5%)	0 (0%)	2.52
9. Plans and implements instruction based on knowledge of the community context and of students as a group and as individuals (ACEI 1, 3.1)	2 (5%)	20 (50%)	18 (45%)	0 (0%)	2.4
10. Constructs lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning (ACEI 3.2)	0 (0%)	32 (80%)	8 (20%)	0 (0%)	2.2
11. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply knowledge and skills to real world problems (ACEI 3.1)	0 (0%)	32 (80%)	7 (17.5%)	1 (2.5%)	2.23

CT Common Core of Teaching: Teachers Apply Knowledge by Planning, Instructing, Assessing, and Adjusting

Item	1	2	3	N/A	Mean
12. Plans and implements instruction based on national and state curriculum frameworks and classroom curricular goals (ACEI 3.1)	1 (2.5%)	6 (15%)	33 (82.5%)	0 (0%)	2.8
13. Activates students' prior knowledge and experience (ACEI 3.3)	0 (0%)	10 (25%)	30 (75%)	0 (0%)	2.75
14. Asks questions and implements methods that encourage students to think critically (ACEI 3.3)	0 (0%)	30 (75%)	10 (25%)	0 (0%)	2.25
15. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance (ACEI 3.3)	0 (0%)	27 (67.5%)	13 (32.5%)	0 (0%)	2.33
16. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum (ACEI 5.2)	0 (0%)	15 (37.5%)	24 (60%)	1 (2.5%)	2.65
17. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the	0 (0%)	18 (45%)	22 (55%)	0 (0%)	2.55

multiple interacting influences on learning (ACEI 1, 3.4)					
18. Uses informal and formal assessment data to modify instruction and to plan appropriate lessons, including purposeful choices regarding group formations (ACEI 4)	0 (0%)	27 (67.5%)	11 (27.5%)	2 (5%)	2.38
19. Sequences learning tasks into coherent units of instruction derived from the curriculum in an effort to effectively scaffold student learning (ACEI 3.1)	0 (0%)	22 (55%)	18 (45%)	0 (0%)	2.45
20. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques (ACEI 3.5)	0 (0%)	5 (12.5%)	35 (87.5%)	0 (0%)	2.88
21. Documents student learning in both ongoing and summative ways (ACEI 4)	2 (5%)	18 (45%)	19 (47.5%)	1 (2.5%)	2.48
22. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration among students (ACEI 3.5)	1 (2.5%)	31 (77.5%)	4 (10%)	4 (10%)	2.27

CT Common Core of Teaching: Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration.

Item	1	2	3	N/A	Mean
23. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' learning (ACEI 5.2)	0 (0%)	11 (27.5%)	29 (72.5%)	0 (0%)	2.73
24. Collaborates with a variety of faculty members in the school community to support students' learning and wellbeing (ACEI 5.1)	0 (0%)	32 (80%)	6 (15%)	2 (5%)	2.25
25. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions (ACEI 5.1)	0 (0%)	28 (70%)	11 (27.5%)	1 (2.5%)	2.33
26. Seeks out and participates in opportunities to grow professionally (ACEI 5.1)	2 (5%)	22 (55%)	16 (40%)	0 (0%)	2.35
27. Makes efforts to deepen his/her own knowledge of subject matter and curriculum materials (ACEI 5.1)	1 (2.5%)	15 (37.5%)	24 (60%)	0 (0%)	2.58