

IBM TEACHER EDUCATION MIDTERM EVALUATION RESULTS

ELEMENTARY EDUCATION

SPRING 2017

During the spring semester of the 2016-2017 school year, teacher education students in the Elementary Ed. IBM program participated in student teaching experiences. An online application system (i.e., *Qualtrics*) was used to facilitate the administration of the midterm evaluation to provide feedback to supervisors, advisors, and students. Results were aggregated across 41 individuals. The results were obtained through analyzing supervisors' responses on the student teaching midterm evaluation form. The development of this form was based on the Connecticut Common Core of Teaching and standards promoted by the Association for Childhood Education International (ACEI).

REPORT HIGHLIGHTS:

Key Findings

- ✓ Students were most successful (on average were rated highest) in the following domain areas:
 - Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques (ACEI 3.5)
 - Plans and implements instruction based on national and state curriculum frameworks and classroom curricular goals (ACEI 3.1)
 - Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions (ACEI 5.1)
- ✓ Students could use improvement (on average were rated lowest) in the following domain areas:
 - 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)
 - 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)
 - 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
 - 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)

School District

District	Count
Coventry	2
East Hartford	5
Glastonbury	9
Hartford	13
Manchester	2
Mansfield	3
Willington	5
Windham	5
Total	44

Grade Level Placement (check all that apply)

Grade	Count
1	10
2	12
3	6
4	9
5	5
6	1
Ungraded	0

Section 2: Performance Areas

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

- 1: 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.
 3: 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	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
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 (0.00%)	29 (67.44%)	14 (32.56%)	0 (0.00%)	2.33
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 (0.00%)	21 (48.84%)	6 (13.95%)	16 (37.21%)	2.22
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 (0.00%)	22 (51.16%)	21 (48.84%)	0 (0.00%)	2.49
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 (0.00%)	24 (55.81%)	7 (16.28%)	12 (27.91%)	2.23

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 (0.00%)	28 (65.12%)	8 (18.60%)	7 (16.28%)	2.22
6. Creates opportunities for student development and practice of skills that contribute to good health by integrating into instruction the major concepts of health education (ACEI 2.6)	0 (0.00%)	15 (34.88%)	8 (18.60%)	20 (46.51%)	2.35
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)	1 (2.33%)	18 (41.86%)	17 (39.53%)	7 (16.28%)	2.50
8. Responds to the group or individual student's levels of understanding while teaching (ACEI 3.2)	0 (0.00%)	20 (46.51%)	23 (53.49%)	0 (0.00%)	2.53
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)	0 (0.00%)	22 (51.16%)	21 (48.84%)	0 (0.00%)	2.49
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 (0.00%)	32 (74.42%)	11 (25.58%)	0 (0.00%)	2.26
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)	1 (2.44%)	30 (73.17%)	10 (24.39%)	0 (0.00%)	2.27

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

Item	Not Making Satisfactory Progress (3)	Making Satisfactory Progress (2)	Making Outstanding Progress (1)	N/A	Average
12. Plans and implements instruction based on national and state curriculum frameworks and classroom curricular goals (ACEI 3.1)	0 (0.00%)	3 (7.14%)	39 (92.86%)	0 (0.00%)	2.93
13. Activates students' prior knowledge and experience (ACEI 3.3)	2 (4.65%)	12 (27.91%)	29 (67.44%)	0 (0.00%)	2.72

14. Asks questions and implements methods that encourage students to think critically (ACEI 3.3)	1 (2.33%)	26 (60.47%)	16 (37.21%)	0 (0.00%)	2.40
15. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance (ACEI 3.3)	0 (0.00%)	29 (67.44%)	14 (32.56%)	0 (0.00%)	2.33
16. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum (ACEI 5.2)	1 (2.33%)	19 (44.19%)	23 (53.49%)	0 (0.00%)	2.56
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 multiple interacting influences on learning (ACEI 1, 3.4)	1 (2.33%)	12 (27.91%)	30 (69.77%)	0 (0.00%)	2.72
18. Uses informal and formal assessment data to modify instruction and to plan appropriate lessons, including purposeful choices regarding group formations (ACEI 4)	1 (2.33%)	30 (69.77%)	12 (27.91%)	0 (0.00%)	2.30
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 (0.00%)	20 (46.51%)	23 (53.49%)	0 (0.00%)	2.53
20. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques (ACEI 3.5)	0 (0.00%)	5 (11.63%)	38 (88.37%)	0 (0.00%)	2.88
21. Documents student learning in both ongoing and summative ways (ACEI 4)	1 (2.38%)	29 (69.05%)	12 (28.57%)	0 (0.00%)	2.31
22. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration among students (ACEI 3.5)	0 (0.00%)	30 (69.77%)	13 (30.23%)	0 (0.00%)	2.30

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

Item	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
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 (0.00%)	36 (83.72%)	2 (4.65%)	5 (11.63%)	2.05
24. Collaborates with a variety of faculty members in the school community to support students' learning and wellbeing (ACEI 5.1)	0 (0.00%)	29 (67.44%)	13 (30.23%)	1 (2.33%)	2.31
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 (0.00%)	9 (20.93%)	34 (79.07%)	0 (0.00%)	2.79
26. Seeks out and participates in opportunities to grow professionally (ACEI 5.1)	0 (0.00%)	25 (58.14%)	17 (39.53%)	1 (2.33%)	2.40
27. Makes efforts to deepen his/her own knowledge of subject matter and curriculum materials (ACEI 5.1)	0 (0.00%)	18 (41.86%)	25 (58.14%)	0 (0.00%)	2.58

Summary Comments

Teachers have knowledge of students, content and pedagogy regarding the planning, instructing, assessing and adjusting:

What 2-4 strengths did the student teacher candidate possess?

Statements contained personal information and were redacted

What are 2-4 areas for improvement for the student teacher candidate?

Statements contained personal information and were redacted

Teachers have knowledge of students, content and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership and collaboration:

What 2-4 strengths did the student teacher candidate possess?

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What are 2-4 areas for improvement for the student teacher candidate?

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If there is something else that you would like to share?

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