

Integrated Bachelor's/Master's Program
STUDENT TEACHING EVALUATION MIDTERM RESULTS: ENGLISH 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 7 members of the Spring 2016 IB/M English 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 two weeks of March, 2016. A total of 6 surveys were completed (response rate = $6/7 = 85.7\%$). 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

- The students were rated an average of 2.55 out of 3 points possible on 27 performance standards, corresponding to a satisfactory or exemplary level of professional development.
- In qualitative feedback, supervisors praised the student teachers for creating innovative lesson plans, contributing to a positive classroom environment, and successfully building rapport with their students.
- University supervisors indicated that the student teachers could work to improve on differentiating instruction for higher and lower performing students, and being more firm when managing disruptions.

Please indicate the program component in which the student is enrolled:

| Program | Count |
|-------------|-------------|
| IB/M Storrs | 6 (100.00%) |

Student's year of entrance into the Teacher/Education Program:

| Year of Entrance | Count |
|------------------|------------|
| 2013 – 2014 | 3 (50.00%) |
| 2015 – 2016 | 3 (50.00%) |

District of Student Teaching

| District | Count |
|------------------------------|--------------------|
| Hartford | 2 (33.33%) |
| Regional School District #19 | 3 (50.00%) |
| Willington | 1 (16.67%) |
| Total | 6 (100.00%) |

Grade Level Placement (Check all that apply)

| Grade Level | Count |
|-------------|-------|
| 8 | 1 |
| 9 | 4 |
| 10 | 0 |
| 11 | 2 |
| 12 | 1 |
| Ungraded | 0 |

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 II Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

| Item | 1 | 2 | 3 | N/A | Mean |
|---|--------|------------|------------|--------|------|
| 1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity, and learning strategies appropriate to the discipline of English Language Arts (ELA). (NCT/NCATE 3.1.4, 3.1.6) | 0 (0%) | 3 (50%) | 3 (50%) | 0 (0%) | 2.5 |
| 2. Responds to the group or individual student's levels of ELA understanding while teaching. (NCTE/NCATE 3.1.4, 3.1.6) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |
| 3. Plans and implements ELA instruction based on knowledge of the community context and of students as a group and as individuals. (NCTE/NCATE 2.5, 4.4) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |
| 4. Constructs ELA lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCTE/NCATE 2.1) | 0 (0%) | 5 (83.33%) | 1 (16.67%) | 0 (0%) | 2.17 |
| 5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems. (NCTE/NCATE 2.5, 2.6, 4.3) | 0 (0%) | 2 (33.33%) | 4 (66.67%) | 0 (0%) | 2.67 |
| 6. Plans and implements instruction based on ELA national and state curriculum frameworks and classroom curricular goals. (NCTE/NCATE 3.1.2) | 0 (0%) | 2 (33.33%) | 4 (66.67%) | 0 (0%) | 2.67 |
| 7. Activates students' prior ELA knowledge and experiences. (NCTE/NCATE 3.3.2) | 0 (0%) | 3 (50%) | 3 (50%) | 0 (0%) | 2.5 |
| 8. Asks questions and implements methods that encourage students to think critically. (NCTE/NCATE 2.4) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |
| 9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCTE/NCATE 2.4) | 0 (0%) | 2 (33.33%) | 4 (66.67%) | 0 (0%) | 2.67 |
| 10. Seeks out and uses resources from a variety of sources to create meaningful and challenging | 0 (0%) | 3 (50%) | 3 (50%) | 0 (0%) | 2.5 |

| | | | | | |
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| curriculum to support students' learning in ELA. (NCTE/NCATE 3.3.3, 4.1) | | | | | |
|--|--|--|--|--|--|

| Item | 1 | 2 | 3 | N/A | Mean |
|--|--------|------------|------------|------------|------|
| 11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of ELA 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 ELA learning. (NCTE/NCATE 2.1) | 0 (0%) | 2 (33.33%) | 4 (66.67%) | 0 (0%) | 2.67 |
| 12. Uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCTE/NCATE 3.1.2, 3.7.4.10) | 0 (0%) | 3 (50%) | 3 (50%) | 0 (0%) | 2.5 |
| 13. Sequences learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning. (NCATE/NCATE 2.4) | 0 (0%) | 3 (50%) | 3 (50%) | 0 (0%) | 2.5 |
| 14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCTE/NCATE 2.1, 4.2) | 0 (0%) | 1 (16.67%) | 5 (83.33%) | 0 (0%) | 2.83 |
| 15. Documents student ELA learning in both ongoing and summative ways, and provides students with this feedback. (NCTE/NCATE 4.2, 4.10) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |
| 16. Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration amongst students, and responses to varied forms of media, print, and non-print text. (NCTE/NCATE 3.6.1, 3.6.2, 3.6.3, 4.6) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |
| 17. Uses literary works representing a broad spectrum of historical and contemporary US, British, World, and young adult literature. (NCTE/NCATE 2.2, 3.1.5, 3.5.1, 3.5.2, 3.5.3) | 0 (0%) | 3 (50%) | 2 (33.33%) | 1 (16.67%) | 2.67 |
| 18. Draws upon a range of works and literary criticism to enhance students' understanding and appreciation of print and nonprint text, the relationship between symbols and meaning, and their effects on reading. (NCTE/NCATE 3.1.3, 3.2.5, 3.3.1, 3.5.4) | 0 (0%) | 3 (50%) | 1 (16.67%) | 2 (33.33%) | 2.83 |

| | | | | | |
|--|--------|------------|------------|--------|------|
| 19. Articulates using acceptable and appropriate oral and written expressions. (NCTE/NCATE 3.1.7) | 0 (0%) | 2 (33.33%) | 4 (66.67%) | 0 (0%) | 2.67 |
| 20. Draws on composing processes to enable students to create various forms of oral, visual, and written literacy for a variety of audiences and purposes. (NCTE/NCATE 3.2.3, 3.2.4, 3.4.1, 3.4.2) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |

| Item | 1 | 2 | 3 | N/A | Mean |
|---|--------|------------|------------|--------|------|
| 21. Teaches students a variety of strategies to comprehend, interpret, appreciate, and respond to written and visual texts, including personal response. (NCTE/NCATE 3.1.2, 3.3.3, 4.9) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |
| 22. Demonstrates the interrelation of reading, writing, speaking, listening, viewing, and thinking in learning ELA. (NCTE/NCATE 3.1.2, 3.2.2, 4.7) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |
| 23. Exhibits an understanding of the influence of language and visual images on thinking and composing. (NCTE/NCATE 3.2.1, 4.8) | 0 (0%) | 2 (33.33%) | 4 (66.67%) | 0 (0%) | 2.67 |

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

| Item | 1 | 2 | 3 | N/A | Mean |
|---|--------|------------|------------|------------|------|
| 1. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' ELA learning. (NCTE/NCATE 4.10) | 0 (0%) | 1 (16.67%) | 2 (33.33%) | 3 (50%) | 3.33 |
| 2. Collaborates with a variety of faculty members in the school community to support students' ELA learning and well-being. (NCTE/NCATE 3.7.2, 4.5) | 0 (0%) | 3 (50%) | 2 (33.33%) | 1 (16.67%) | 2.67 |
| 3. Reflects critically on his/her own practice and uses reflections to grow and change practice; is willing to ask probing questions and draw upon ELA research and theory in an effort to inform and shape practice. (NCTE/NCATE 2.3, 3.7.1) | 0 (0%) | 1 (16.67%) | 5 (83.33%) | 0 (0%) | 2.83 |
| 4. Seeks out and participates in opportunities to grow professionally. (NCTE/NCATE 2.3, 3.7.2) | 0 (0%) | 4 (66.67%) | 2 (33.33%) | 0 (0%) | 2.33 |