

IBM TEACHER EDUCATION MIDTERM EVALUATION RESULTS

ENGLISH

APRIL 2017

During the spring semester of the 2016-2017 school year, teacher education students in the English 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 10 individuals. The results were obtained through analyzing supervisors' responses on the student teaching midterm evaluations. The purpose of this report is to display the overall results. Standards are based on National Council of Teachers of English (NCTE), InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (CAEP), and the Connecticut Common Core of Teaching (CCCT).

REPORT HIGHLIGHTS:

Key Findings

- ✓ Students were most successful (on average were rated highest) in the following domain areas:
 - Candidate designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. NCTE 4.4o Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS 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 H/SS learning. (NCSS 3.1)
 - Candidate models literate and ethical practices in ELA teaching. NCTE 7.1
- ✓ Students could use improvement (on average were rated lowest) in the following domain areas:
 - Candidate designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. NCTE 4.3o Plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals. (NCSS 3.1).
 - Candidate designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. NCTE 3.2

Grade Level Placement (Check all that apply)

Grade Level	Count
8	1
9	3
10	2
11	7
12	6
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: Planning, Instructing, Assessing and Adjusting

Item	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
1. Candidate plans standards-based, coherent and relevant learning experiences utilizing a range of different texts across genres, periods, forms, authors, cultures, and various forms of media. NCTE 3.1	0 (0.00%)	5 (50.00%)	5 (50.00%)	0 (0.00%)	2.50
2. Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory. NCTE 3.3	0 (0.00%)	4 (40.00%)	6 (60.00%)	0 (0.00%)	2.60
3. Candidate plans learning experiences that utilize a variety of reading strategies both individual and collaborative. NCTE 3.3	0 (0.00%)	5 (50.00%)	5 (50.00%)	0 (0.00%)	2.50
4. Candidates plan instruction that incorporates knowledge of language structure, history, and convention to facilitate students' comprehension and interpretation of print and non-print texts. NCTE 3.5	0 (0.00%)	6 (60.00%)	4 (40.00%)	0 (0.00%)	2.40
5. Candidate plans instruction which, when appropriate, reflects curriculum integration	0 (0.00%)	6 (60.00%)	4 (40.00%)	0 (0.00%)	2.40

and incorporates interdisciplinary teaching methods and materials. NCTE 3.6					
6. Candidate plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies. NCTE 4.1	0 (0.00%)	6 (60.00%)	4 (40.00%)	0 (0.00%)	2.40
7. Candidate plans composing experiences that reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. NCTE 4.1	1 (10.00%)	4 (40.00%)	4 (40.00%)	1 (10.00%)	2.33
8. Candidate designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. NCTE 4.3	0 (0.00%)	4 (40.00%)	1 (10.00%)	5 (50.00%)	2.20
9. Candidate designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. NCTE 4.4	0 (0.00%)	1 (10.00%)	4 (40.00%)	5 (50.00%)	2.80
10. Candidate plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. NCTE 5.1	0 (0.00%)	4 (40.00%)	5 (50.00%)	1 (10.00%)	2.56

CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting

Item	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
11. Candidate plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. NCTE 6.2	0 (0.00%)	5 (50.00%)	5 (50.00%)	0 (0.00%)	2.50
12. Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. NCTE 6.1	0 (0.00%)	4 (40.00%)	6 (60.00%)	0 (0.00%)	2.60
13. Candidate selects, creates, and uses a variety of instructional strategies and teaching	0 (0.00%)	5 (50.00%)	5 (50.00%)	0 (0.00%)	2.50

resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. NCTE 5.4					
14. Candidate responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. NCTE 4.2	0 (0.00%)	4 (50.00%)	4 (50.00%)	0 (0.00%)	2.50
15. Candidate uses instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. NCTE 3.1	1 (10.00%)	4 (40.00%)	5 (50.00%)	0 (0.00%)	2.40
16. Candidate communicate with students about their performance in ways that actively involve them in their own learning. NCTE 5.3	0 (0.00%)	6 (60.00%)	4 (40.00%)	0 (0.00%)	2.40
17. Candidate uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. NCTE 5.2	0 (0.00%)	5 (55.56%)	4 (44.44%)	0 (0.00%)	2.44
18. Candidate differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts. NCTE 5.3	0 (0.00%)	6 (60.00%)	4 (40.00%)	0 (0.00%)	2.40
19. Candidate designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. NCTE 3.2	0 (0.00%)	8 (80.00%)	2 (20.00%)	0 (0.00%)	2.20
20. Candidate designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. NCTE 3.4	0 (0.00%)	5 (62.50%)	3 (37.50%)	0 (0.00%)	2.38

CT COMMON CORE OF TEACHING:

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
21. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. NCTE 4.2	0 (0.00%)	6 (66.67%)	3 (33.33%)	0 (0.00%)	2.33

22. Candidate models literate and ethical practices in ELA teaching. NCTE 7.1	0 (0.00%)	2 (20.00%)	8 (80.00%)	0 (0.00%)	2.80
23. Candidate engages in/reflects on a variety of experiences related to ELA. NCTE 7.1	0 (0.00%)	4 (40.00%)	6 (60.00%)	0 (0.00%)	2.60
24. Candidate demonstrates understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. NCTE 7.2	0 (0.00%)	5 (50.00%)	5 (50.00%)	0 (0.00%)	2.50

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?

Statements contained personal information and were redacted

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