UCONN
NEAG SCHOOL OF EDUCATION

Integrated Bachelor's/Master's Program

STUDENT TEACHING EVALUATION FINAL RESULTS: MATHEMATICS

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 15 members of the Spring 2016 IB/M Mathematics 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 during the last two weeks of April, 2016. A total of 15 surveys were completed (response rate = 15/15 = 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

- 100% of all student teachers received a final grade of either A or A-.
- Student teachers were assessed as making outstanding or satisfactory progress on 32 out of 33 professional standards, with an average score of 2.49 out of 3 points.
- Qualitative feedback provided by supervisors commended the student teachers for being well-prepared, building strong rapport with students, and being self-reflective towards their own teaching practices.
- It was suggested that the student teachers could improve on differentiated instruction, and continuing to seek professional development opportunities.

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/

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

Year of Entrance	Count
2013 – 2014	4 (26.67%)
2014 – 2015	8 (53.33%)
2015 – 2016	3 (20%)

District of Student Teaching

District	Count
East Hartford	3 (0%)
Hartford	3 (0%)
Manchester	3 (0%)
Regional School District #19	2 (0%)
Willington	1 (0%)
Windsor	3 (0%)
Total	15 (100.00%)

Grade Level Placement (Check all that apply)

Grade Level	Count
7	1
8	3
9	9
10	8
11	9
12	8
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.

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

Item	1	2	3	Mean
1. Creates a classroom environment that is responsive to, holds high standards for, and is respectful of students with a variety of learning needs including mathematical backgrounds, performance styles, interests, and linguistic proficiency. (CCT 2.1,2.3)	0 (0%)	7 (46.67%)	8 (53.33%)	2.53
2. Maximizes the amount of time spent on learning by effectively managing routines and transitions as well as overall allocation and organization of time and resources. (CCT 2.5)	0 (0%)	7 (46.67%)	8 (53.33%)	2.53
3. Classroom environment supports and encourages mathematical reasoning, making conjectures, experimenting with alternative approaches, and constructing and responding to mathematical arguments, as well as student questioning and inquiry. (NCTM 8.8; CCT 2.3)	0 (0%)	7 (46.67%)	8 (53.33%)	2.53
4. Consistently demonstrates conceptual understanding and procedural fluency with core mathematical content, as well as proficiency with a variety of modes of reasoning including: proportional, algebraic, geometric, and deductive and inductive reasoning. (CCT 1.2)	0 (0%)	4 (26.67%)	11 (73.33%)	2.73
5. Plans lessons, units, and courses that address appropriate learning goals, including local, state, and national mathematics standards, as well as legislative mandates. (NCATE/NCTM 8.4)	0 (0%)	6 (40%)	9 (60%)	2.6
6. Determines students' prior knowledge and uses this to plan lessons that account for students' varied backgrounds. (NCATE/NCTM 7.1, 8.1)	0 (0%)	8 (53.33%)	7 (46.67%)	2.47
7. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning.	0 (0%)	6 (40%)	9 (60%)	2.6
8. Plans and implements lessons that make appropriate use of concrete manipulatives and other technologies to	0 (0%)	8 (53.33%)	7 (46.67%)	2.47

support identified objectives and to encourage student engagement. (NCATE/NCTM 6.1, 7.6, 8.2, 8.1)				
9. Plans and implements lessons that make use of stimulating curricula using a wide variety of materials and resources, including attention to real-world connections, modeling, and applications [note: ideally #1 is a subset of this]. (NCATE/NCTM 4.2, 5.1, 7.2, 8.1)	0 (0%)	8 (53.33%)	7 (46.67%)	2.47
10. Plans and implements lessons that account for students' varied backgrounds in terms of language proficiency (both native and nonnative English speakers), providing access to the core content for all students. (NCATE/NCTM 7.1, 8.1, 8.6)	0 (0%)	12 (80%)	3 (20%)	2.2
11. Plans and implements lessons that promote students' procedural fluency for important mathematical ideas and algorithms, with attention to using reasoning and sense as a way to catch errors and check one's work. (NCTM/NCATE 7.4)	0 (0%)	9 (60%)	6 (40%)	2.4
12. Plans and implements lessons that target the development of students' conceptual understanding and/or problem-solving skills. (NCTM/NCATE 4.3, 7.4)	0 (0%)	9 (60%)	6 (40%)	2.4
13. Plans lessons that engage students in justification and sense-making, for the purposes of building new knowledge, promoting productive student dispositions, and supporting the development of students' analytic and communication skills. (NCATE/NCTM 7.4)	1 (6.67%)	8 (53.33%)	6 (40%)	2.33
14. Plans and implements lessons that account for students' ways of thinking, including common misconceptions or challenges students' face knowledge (e.g., when making sense of algebraic notation). Lessons should be planned and implemented to address these misconceptions allowing students to encounter and make sense of challenging ideas, as opposed to avoiding them. (NCATE/NCTM 7.4, 8.6, 8.7)	0 (0%)	10 (66.67%)	5 (33.33%)	2.33
15. Plans and implements lessons that support students in seeing mathematics as a coherent discipline, where ideas build on one another, are connected, and make sense. (This includes using and connecting across multiple representations.) (NCATE/NCTM 4.1, 4.3, 5.3)	0 (0%)	10 (66.67%)	5 (33.33%)	2.33
16. Consistently communicates mathematical ideas clearly using precise language, oral and written. (NCTM/NCATE 3.1, 3.2)	0 (0%)	5 (33.33%)	10 (66.67%)	2.67
17. Implementation of lessons includes student participation in classroom verbal discourse that fosters development of critical mathematical processes (e.g. problem solving, reasoning, communication, making mathematical connections) and varies in format (e.g. small group, whole class). (NCTM/NCATE 8.7)	0 (0%)	8 (53.33%)	7 (46.67%)	2.47

18. Uses the board (or other) writing space appropriately to support student learning, including making public records to allow the class to consider and further work in mathematics. (NCTM/NCATE 5.2)	0 (0%)	3 (20%)	12 (80%)	2.8
19. Uses strategic questioning that promotes conceptual understanding, productive student dispositions towards mathematics, and appropriately challenges students to explore the content. (CCT 3.8, 4.3)	0 (0%)	13 (86.67%)	2 (13.33%)	2.13
20. Incorporates strategies for teaching and supporting content area literacy skills and promotes the development of students' academic language (mathematics register). (NCTM/NCATE 3.9; CCT 3.9)	0 (0%)	10 (66.67%)	5 (33.33%)	2.33
21. Designs and/or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone. (CCT 3.7)	0 (0%)	13 (86.67%)	2 (13.33%)	2.13
22. Monitors students' learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks. (CCT 4.6)	0 (0%)	8 (53.33%)	7 (46.67%)	2.47
23. Provides meaningful, appropriate, and specific feedback to students during instruction to improve their performance. (CCT 4.7)	0 (0%)	7 (46.67%)	8 (53.33%)	2.53
24. Develops assessments that align with learning objectives and provide opportunities for student thinking to be revealed. Assessments provide students opportunities to demonstrate the degree to which they understand something and not just pass/fail mastery. (NCATE/NCTM 8.3; CCT 5.1)	0 (0%)	7 (46.67%)	8 (53.33%)	2.53
25. Varies design/type of assessment to address the range of student performance styles and/or purposes of the assessment, including student self-assessment. (CCT 5.1, 5.3)	0 (0%)	12 (80%)	3 (20%)	2.2
26. Provides students with assessment criteria and individualized, descriptive specific feedback to help students improve their performance and assume responsibility for learning. (CCT 5.5)	0 (0%)	7 (46.67%)	8 (53.33%)	2.53
27. Effectively communicates academic and behavioral performance results with appropriate constituents in a timely manner, including students, parents, and other educators. (CCT 5.6)	0 (0%)	7 (46.67%)	8 (53.33%)	2.53

Item	1	2	3	Mean
1. Consistently engages in professional and ethical practice conducts self as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators.	0 (0%)	3 (20%)	12 (80%)	2.8
2. Continually engages in reflection, self-evaluation (informed by classroom artifacts) to enhance understanding of mathematics, student thinking, and pedagogical actions. (CCT 6.1)	0 (0%)	3 (20%)	12 (80%)	2.8
3. Collaborates with colleagues and administrators, as appropriate, to examine student learning data and develop student success plans for individual students as needed. (CCT 6.10)	0 (0%)	4 (26.67%)	11 (73.33%)	2.73
4. Actively seeks to augment pedagogical repertoire to support all students' learning, including being open and responsive to feedback from others. (NCATE/NCTM 7.1; CCT 6.2)	0 (0%)	5 (33.33%)	10 (66.67%)	2.67
5. Actively seeks to enhance cultural awareness of one's own culture and other cultures and reflect on the role of culture in teaching and learning interactions, as well as other communications required in a school setting. (NCATE/NCTM 7.1; CCT 6.8, 6.2)	0 (0%)	13 (86.67%)	2 (13.33%)	2.13
6. Demonstrates a strong commitment to teach towards equity. (NCATE/NCTM 7.1)	0 (0%)	4 (26.67%)	11 (73.33%)	2.73

Final Grade

Grade	Count
A	13 (86.67%)
A-	2 (13.33%)
B+	0 (0.00%)
B	0 (0.00%)
B-	0 (0.00%)
C+	0 (0.00%)
C	0 (0.00%)
C-	0 (0.00%)
F	0 (0.00%)
Total	13