

## IBM TEACHER EDUCATION MIDTERM EVALUATION RESULTS

### MATHEMATICS

*SPRING 2017*

During the spring semester of the 2016-2017 school year, teacher education students in the Mathematics IBM program participated in student teaching experiences. An online application system (i.e., *Qualtrics*) was used to facilitate the administration of the final evaluation to provide feedback to supervisors, advisors, and students. Results were aggregated across 17 individuals. The results were obtained through analyzing supervisors' responses on the student teaching midterm evaluation form. The form is based on standards promoted by the National Council of Teachers of Mathematics (NCTM), 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:
  - Demonstrates equitable and ethical treatment of and high expectations for all students. NCTM 4d
  - Takes an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. NCTM 6a.
- ✓ Students could use improvement (on average were rated lowest) in the following domain areas:
  - Analyze and consider research in planning for and leading students in rich mathematical learning experiences. NCTM 3b.
  - Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. NCTM 4b.
  - Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. NCTM 5c.

**Grade Level Placement (Check all that apply)**

Grade Level	Count
7	1
8	2
9	6
10	8
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 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. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. NCTM 3a	0 (0%)	13 (86.67%)	2 (13.33%)	0 (0%)	2.13
2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences. NCTM 3b	0 (0%)	14 (93.33%)	1 (6.67%)	0 (0%)	2.07
3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students'	1 (6.67%)	11 (73.33%)	3 (20%)	0 (0%)	2.13

conceptual understanding and procedural proficiency. NCTM 3c					
4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. NCTM 3d	0 (0%)	13 (86.67%)	2 (13.33%)	0 (0%)	2.13
5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. NCTM 3e	0 (0%)	12 (80%)	3 (20%)	0 (0%)	2.2
6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. NCTM 3f	1 (6.67%)	8 (53.33%)	6 (40%)	0 (0%)	2.33
7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments. NCTM 3g	0 (0%)	13 (86.67%)	2 (13.33%)	0 (0%)	2.13
8. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. NCTM 4a	0 (0%)	10 (66.67%)	3 (20%)	2 (13.33%)	2.47
9. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. NCTM 4b	0 (0%)	14 (93.33%)	1 (6.67%)	0 (0%)	2.07
10. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. 4c	0 (0%)	14 (93.33%)	0 (0%)	1 (6.67%)	2.13

**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. Demonstrate equitable and ethical treatment of and high expectations for all students. NCTM 4d	0 (0%)	3 (20%)	12 (80%)	0 (0%)	2.8
12. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. NCTM 4e	0 (0%)	10 (66.67%)	5 (33.33%)	0 (0%)	2.33
13. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains. NCTM 4a	0 (0%)	11 (73.33%)	4 (26.67%)	0 (0%)	2.27
14. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge. NCTM 5b	1 (6.67%)	10 (66.67%)	4 (26.67%)	0 (0%)	2.2
15. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. NCTM 5c	0 (0%)	14 (93.33%)	1 (6.67%)	0 (0%)	2.07

**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
16. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. NCTM 6a	0 (0%)	3 (20%)	12 (80%)	0 (0%)	2.8
17. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. NCTM 6b	0 (0%)	10 (66.67%)	5 (33.33%)	0 (0%)	2.33
18. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. NCTM 6c	0 (0%)	11 (73.33%)	4 (26.67%)	0 (0%)	2.27

**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?**

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

**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/>