

IBM TEACHER EDUCATION FINAL EVALUATION RESULTS

MUSIC

SPRING 2017

During the spring semester of the 2016-2017 school year, teacher education students in the Music 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 7 individuals. The results were obtained through analyzing supervisors' responses on the student teaching final evaluation form. The development of this form was based on the Connecticut Common Core of Teaching and standards promoted by the National Music Association Standards (NMAS).

REPORT HIGHLIGHTS:

Key Findings

- ✓ The Average student rating score across all standards was a 2.20 (1 = “not making satisfactory progress”; 3 = “outstanding progress”).
- ✓ Students were most successful (received a rating of “outstanding progress” at a rate of 40.00% or above) in the following domain areas:
 - Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS. (NCSS 3.1)
 - 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)
 - Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCSS 3.1)
 - Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction (NSTA/NCATE 10.b)
 - Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)
- ✓ Students could use improvement (received at least 1 rating of “not making satisfactory progress” and an average score of 1.9 or below) in the following domain areas:
 - Responds to the group or individual student's levels of H/SS understanding while teaching. (NCSS 3.1)
 - 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).
- ✓ In regard to the Thematic Standards by the (NCSS) on average students scored highest in the “Power, Authority, and Governance” and the “Time, Continuity, and Change” domains and could use improvement in the “Culture and Cultural Diversity”, “Production, Distribution, and Consumption” and “Global Connections” domains.

Grade Level Placement (Check all that apply)

Grade Level	Count	Grade Level	Count
K	1	7	5
1	1	8	6
2	1	9	7
3	1	10	7
4	1	11	7
5	5	12	7
6	5	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.

CT Common Core of Teaching II Teachers Apply This 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. Plans and implements instruction based on knowledge of the academic principles, essential music concepts, respect for language diversity and learning and teaching strategies appropriate to the discipline of music.	0 (0.00%)	2 (16.67%)	10 (83.33%)	0 (0.00%)	2.83
2. Responds to the group or individual students' levels of musical understanding while teaching.	0 (0.00%)	1 (8.33%)	11 (91.67%)	0 (0.00%)	2.92

3. Plans and implements music instruction based on knowledge of the community context and of students as a group and as individuals.	0 (0.00%)	4 (33.33%)	8 (66.67%)	0 (0.00%)	2.67
4. Constructs music lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning.	0 (0.00%)	5 (41.67%)	7 (58.33%)	0 (0.00%)	2.58
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply musical knowledge and skills to real world problems.	0 (0.00%)	6 (50.00%)	6 (50.00%)	0 (0.00%)	2.50
6. Plans and implements instruction based on music national and state curriculum frameworks and classroom curricular goals.	0 (0.00%)	2 (16.67%)	10 (83.33%)	0 (0.00%)	2.83
7. Activates students' prior musical knowledge and experience.	0 (0.00%)	0 (0.00%)	12 (100.00%)	0 (0.00%)	3.00
8. Asks questions and implements methods that encourage students to think critically.	0 (0.00%)	3 (25.00%)	9 (75.00%)	0 (0.00%)	2.75
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance.	0 (0.00%)	3 (25.00%)	9 (75.00%)	0 (0.00%)	2.75
10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' music learning.	0 (0.00%)	1 (8.33%)	11 (91.67%)	0 (0.00%)	2.92
11. Creates a respectful, supportive, and challenging environment that supports individual students' development, construction of musical 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 music learning.	0 (0.00%)	3 (25.00%)	9 (75.00%)	0 (0.00%)	2.75

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

Item	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
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12. Uses informal and formal assessment data to modify music instruction and to plan appropriate lessons, including purposeful choices regarding group formations	0 (0.00%)	5 (41.67%)	7 (58.33%)	0 (0.00%)	2.58
13. Sequences learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning	0 (0.00%)	1 (8.33%)	11 (91.67%)	0 (0.00%)	2.92
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques	0 (0.00%)	0 (0.00%)	12 (100.00%)	0 (0.00%)	3.00
15. Documents student music learning in both ongoing and summative ways and provides students with this feedback.	0 (0.00%)	4 (33.33%)	8 (66.67%)	0 (0.00%)	2.67
16. Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of musical media.	0 (0.00%)	4 (33.33%)	8 (66.67%)	0 (0.00%)	2.67
17. Uses musical works representing a broad spectrum of historical and contemporary musical genres.	0 (0.00%)	4 (33.33%)	8 (66.67%)	0 (0.00%)	2.67
18. Draws upon a range of musical works to enhance students' understanding and appreciation notated and aural music and the relationship between symbols and meaning.	0 (0.00%)	3 (25.00%)	9 (75.00%)	0 (0.00%)	2.75
19. Articulates using acceptable and appropriate oral and written expressions.	0 (0.00%)	0 (0.00%)	12 (100.00%)	0 (0.00%)	3.00
20. Draws on composing and improvising processes to enable students to create in developmentally appropriate ways.	0 (0.00%)	6 (50.00%)	6 (50.00%)	0 (0.00%)	2.50
21. Teaches students a variety of strategies to comprehend, interpret, appreciate and respond to music.	0 (0.00%)	2 (16.67%)	10 (83.33%)	0 (0.00%)	2.83
22. Demonstrates the interrelation of singing, moving, playing instruments, listening, reading, notating, and composing as interrelated dimensions of music learning.	0 (0.00%)	5 (41.67%)	7 (58.33%)	0 (0.00%)	2.58

23. Exhibits an understanding of the influence of language and visual images on music thinking and composing.	0 (0.00%)	6 (50.00%)	6 (50.00%)	0 (0.00%)	2.50
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CT Common Core of Teaching III: 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
24. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' music learning.	0 (0.00%)	9 (75.00%)	3 (25.00%)	0 (0.00%)	2.25
25. Collaborates with a variety of faculty members in the school community to support students' music learning and well-being.	1 (8.33%)	5 (41.67%)	6 (50.00%)	0 (0.00%)	2.42
26. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon music research and theory in an effort to inform and shape practice.	0 (0.00%)	3 (25.00%)	9 (75.00%)	0 (0.00%)	2.75
27. Seeks out and participates in opportunities to grow professionally.	0 (0.00%)	1 (8.33%)	11 (91.67%)	0 (0.00%)	2.92

Final Grades

Grade	Count
A	12 (100.00%)

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