

Integrated Bachelor's/Master's Program
STUDENT TEACHING EVALUATION MIDTERM RESULTS: MUSIC
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 6 members of the Spring 2016 IB/M Music 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 the last week of February and the first week of March, 2016. A total of 6 surveys were completed (response rate = 6/6 = 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

- The students were rated an average of 2.28 out of 3 points possible on 27 performance standards, corresponding to a satisfactory level of professional development.
- Supervisors indicated in qualitative feedback that the student teachers developed strong rapport with their students, had good instincts for assessing student progress, and were self-reflective towards their own professional growth.
- According to qualitative feedback from supervisors, areas for improvement include classroom management, as well as providing more differentiated instruction.

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/>

District of Student Teaching

District	Count
Hartford	1 (16.67%)
Mansfield	1 (16.67%)
Plainfield	1 (16.67%)
Regional School District #19	1 (16.67%)
Woodstock	2 (33.33%)
Total	6 (100.00%)

Grade Level Placement (Check all that apply)

Grade Level	Count	Grade Level	Count
K	2	7	3
1	2	8	3
2	2	9	3
3	2	10	3
4	2	11	3
5	2	12	3
6	3	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. 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%)	4 (66.67%)	2 (33.33%)	0 (0%)
2. Responds to the group or individual students' levels of musical understanding while teaching.	0 (0%)	4 (66.67%)	2 (33.33%)	0 (0%)
3. Plans and implements music instruction based on knowledge of the community context and of students as a group and as individuals.	0 (0%)	4 (66.67%)	2 (33.33%)	0 (0%)
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%)	5 (83.33%)	1 (16.67%)	0 (0%)
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%)	6 (100%)	0 (0%)	0 (0%)
6. Plans and implements instruction based on music national and state curriculum frameworks and classroom curricular goals.	0 (0%)	4 (66.67%)	2 (33.33%)	0 (0%)
7. Activates students' prior musical knowledge and experience.	0 (0%)	5 (83.33%)	1 (16.67%)	0 (0%)
8. Asks questions and implements methods that encourage students to think critically.	1 (16.67%)	5 (83.33%)	0 (0%)	0 (0%)
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance.	0 (0%)	5 (83.33%)	1 (16.67%)	0 (0%)
10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' music learning.	1 (16.67%)	5 (83.33%)	0 (0%)	0 (0%)
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%)	4 (66.67%)	2 (33.33%)	0 (0%)

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

Item	1	2	3	Mean
12. Uses informal and formal assessment data to modify music instruction and to plan appropriate lessons, including purposeful choices regarding group formations	1 (16.67%)	5 (83.33%)	0 (0%)	0 (0%)
13. Sequences learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning	1 (16.67%)	4 (66.67%)	1 (16.67%)	0 (0%)
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques	0 (0%)	2 (33.33%)	4 (66.67%)	0 (0%)
15. Documents student music learning in both ongoing and summative ways and provides students with this feedback.	0 (0%)	6 (100%)	0 (0%)	0 (0%)
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%)	6 (100%)	0 (0%)	0 (0%)
17. Uses musical works representing a broad spectrum of historical and contemporary musical genres.	0 (0%)	4 (66.67%)	2 (33.33%)	0 (0%)
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%)	4 (66.67%)	2 (33.33%)	0 (0%)
19. Articulates using acceptable and appropriate oral and written expressions.	0 (0%)	4 (66.67%)	2 (33.33%)	0 (0%)
20. Draws on composing and improvising processes to enable students to create in developmentally appropriate ways.	0 (0%)	4 (66.67%)	0 (0%)	2 (33.33%)
21. Teaches students a variety of strategies to comprehend, interpret, appreciate and respond to music.	0 (0%)	5 (83.33%)	1 (16.67%)	0 (0%)
22. Demonstrates the interrelation of singing, moving, playing instruments, listening, reading, notating, and composing as interrelated dimensions of music learning.	0 (0%)	5 (83.33%)	1 (16.67%)	0 (0%)
23. Exhibits an understanding of the influence of language and visual images on music thinking and composing.	0 (0%)	6 (100%)	0 (0%)	0 (0%)

CT Common Core of Teaching III: Teachers Demonstrate Professional Responsibility Through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration

Item	1	2	3	N/A	Mean
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%)	4 (66.67%)	0 (0%)	2 (33.33%)	2.67
25. Collaborates with a variety of faculty members in the school community to support students' music learning and well-being.	0 (0%)	5 (83.33%)	1 (16.67%)	0 (0%)	2.17
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%)	3 (50%)	3 (50%)	0 (0%)	2.5
27. Seeks out and participates in opportunities to grow professionally.	0 (0%)	3 (50%)	3 (50%)	0 (0%)	2.5