

Integrated Bachelor's/Master's Program
STUDENT TEACHING EVALUATION MIDTERM RESULTS: SCIENCE
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 8 members of the Spring 2016 IB/M Science 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 through the first week of March, 2016. A total of 8 surveys were completed (response rate = 8/8 = 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

- Student teachers received an average score of 2.73 out of a possible 3 points on 24 professional standards.
- In qualitative feedback, supervisors praised the student interns for having strong content knowledge, having a good grasp on students' understanding of material, and for being reflective towards improving their own teaching practices.
- It was suggested that student teachers could work on time management, creating differentiated lesson plans, and communication with families.

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

Year of Entrance	Count
2013 – 2014	3 (37.50%)
2014 – 2015	3 (37.50%)
2015 – 2016	1 (12.50%)
2016 – 2017	1 (12.50%)

District of Student Teaching

District	Count
East Hartford	2 (25.00%)
Hartford	2 (25.00%)
Manchester	1 (12.50%)
Mansfield	1 (12.50%)
Windsor	2 (25.00%)
Total	8 (100.00%)

Grade Level Placement (Check all that apply)

Grade Level	Count
7	1
8	3
9	2
10	2
11	1
12	1
Unspecified	1

Science Area(s) (Check all that apply)

Science Area	Count
Biology	4
Chemistry	0
Earth Science	1
General Science	2
Physics	0
Other	1

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.**

Block 1: CT Common Core of Teaching II - Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting.

Item	1	2	3	N/A	Mean
1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, theories, laws, learning strategies, and interrelationships of fields of licensure and supporting fields as recommended by the National Science Teachers Association (NSTA/NCATE 1.a, 1.d, 1.e)	0 (0%)	4 (50%)	4 (50%)	0 (0%)	2.5
2. Responds to the group or individual student's levels of science understanding by adjusting teaching strategies (NSTA/NCATE 5.e)	0 (0%)	4 (50%)	4 (50%)	0 (0%)	2.5
3. Plans and implements science instruction based on knowledge of the community context and by using the community as an instructional resource (NSTA/NCATE 7.a, 7.b)	0 (0%)	2 (25%)	0 (0%)	6 (75%)	3.5

4. Constructs science lessons adapted to student needs based on different developmental levels, approaches to learning, abilities, background experiences and personal interests (NSTA/NCATE 5.b)	0 (0%)	6 (75%)	2 (25%)	0 (0%)	2.25
5. Applies concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems (NSTA/NCATE 4.b)	0 (0%)	3 (37.5%)	5 (62.5%)	0 (0%)	2.62

Block 2: CT Common Core of Teaching II - Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting.

Item	1	2	3	N/A	Mean
6. Plans and implements instruction based on science national and state curriculum frameworks and local curricular goals in an effort to address student needs and abilities (NSTA/NCATE 1.b, 6.a, 6.b)	0 (0%)	1 (12.5%)	7 (87.5%)	0 (0%)	2.88
7. Activates students' prior science knowledge and experience to support and advance their science learning (NSTA/NCATE 5.e)	0 (0%)	3 (37.5%)	5 (62.5%)	0 (0%)	2.62
8. Asks questions and implements methods that encourage students to think critically. (NSTA/NCATE 3.a, 3.b)	0 (0%)	3 (37.5%)	5 (62.5%)	0 (0%)	2.62
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance (NSTA/NCATE 5.a)	0 (0%)	3 (37.5%)	5 (62.5%)	0 (0%)	2.62
10. Seeks out and uses resources from a variety of sources, including technology, to create meaningful and interesting activities to support students' learning in science (NSTA/NCATE 5.d)	0 (0%)	1 (12.5%)	7 (87.5%)	0 (0%)	2.88

Block 3: CT Common Core of Teaching II - Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting.

Item	1	2	3	N/A	Mean
11. Creates a respectful, safe, and challenging environment that supports students' development, construction of science 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 science (NSTA/NCATE 5.f)	0 (0%)	5 (62.5%)	3 (37.5%)	0 (0%)	2.38
12. Uses informal and formal assessment data to inform and modify science instruction, to plan	0 (0%)	2 (25%)	5 (62.5%)	1 (12.5%)	2.88

appropriate lessons, including purposeful choices regarding group formations, and to engage students in reflective self-analysis. (NSTA/NCATE 8.a, 8.b, 8.c)					
13. Sequences learning tasks into coherent units of instruction derived from the science curriculum in an effort to effectively scaffold student learning (NSTA/NCATE 5.a)	0 (0%)	2 (25%)	6 (75%)	0 (0%)	2.75
14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques (NSTA/NCATE 5.f)	0 (0%)	2 (25%)	6 (75%)	0 (0%)	2.75
15. Conveys to students the importance of personal and technological applications of science in their fields of licensure (NSTA/NCATE 1.c)	0 (0%)	4 (50%)	1 (12.5%)	3 (37.5%)	2.88

Block 4: CT Common Core of Teaching II - Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting.

Item	1	2	3	N/A	Mean
16. Applies an understanding of the historical and cultural development of science and the evolution of knowledge in their discipline to the planning and implementation of science instruction (NSTA/NCATE 2.a)	0 (0%)	3 (37.5%)	2 (25%)	3 (37.5%)	3
17. Demonstrates an understanding of philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world (NSTA/NCATE 2.b)	0 (0%)	5 (62.5%)	0 (0%)	3 (37.5%)	2.75
18. Engages students in the studies of the nature of science, including the critical analysis of false or doubtful assertions made in the name of science (NSTA/NCATE 2.c)	1 (12.5%)	4 (50%)	2 (25%)	1 (12.5%)	2.38
19. Introduces students to socially important issues related to science and technology in their field of licensure and exposes them to processes used to analyze and make decisions on such issues (NSTA/NCATE 4.a)	0 (0%)	4 (50%)	1 (12.5%)	3 (37.5%)	2.88
20. Demonstrates and promotes knowledge about legal and ethical safety issues, safety procedures and materials use, and respect for living things in the classroom (NSTA/NCATE 9.a, 9.b, 9.c, 9.d)	0 (0%)	4 (50%)	2 (25%)	2 (25%)	2.75

Block 5: 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
21. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' science learning (NSTA/NCATE 10.d)	0 (0%)	3 (37.5%)	2 (25%)	3 (37.5%)	3
22. Uses information from students, supervisors, school and university faculty members to support students' science learning and well-being (NSTA/NCATE 10.c)	0 (0%)	0 (0%)	7 (87.5%)	1 (12.5%)	3.12
23. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction (NSTA/NCATE 10.b)	1 (12.5%)	0 (0%)	7 (87.5%)	0 (0%)	2.75
24. Seeks out and participates in opportunities to grow professionally (NSTA/NCATE 10.a)	0 (0%)	6 (75%)	2 (25%)	0 (0%)	2.25