UCONN
NEAG SCHOOL OF EDUCATION

Integrated Bachelor's/Master's Program
STUDENT TEACHING EVALUATION MIDTERM RESULTS: SCIENCE
SPRING 2017

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 5 members of the Spring 2017 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, 2017. A total of 5 surveys were completed (response rate = 5/5 = 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 2.28 out of a possible 3 points on 19 professional standards, corresponding to a satisfactory level of progress for teacher interns at this stage.
- In open-ended feedback, supervisors indicated that the teacher interns were professional, planned lessons well, and communicated effectively with students.
- Areas for improvement include differentiation of instruction, increasing reflection on teaching practices, and continuing to seek professional development opportunities.

District of Student Teaching

District	Count
East Hartford	3 (50.00%)
Hartford	1 (16.67%)
Windsor	1 (16.67%)
Total	5 (100.00%)

Grade Level Placement (Check all that apply)

Grade Level	Count
10	3
11	4
12	2
Unspecified	2

Performance Areas

<u>For each of the students, the following scale will be used to evaluate the teaching candidate:</u>

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: Planning, Instructing, Assessing and Adjusting.

Item	1	2	3	Mean
1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science. NSTA 2a	0 (0%)	3 (75%)	1 (25%)	2.25
2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific	0 (0%)	4 (80%)	1 (20%)	2.2

2

processes, relationships and natural patterns from empirical experiences. NSTA 2b				
3. Applications of science-specific technology are included in the lessons when appropriate. NSTA 2b	0 (0%)	4 (80%)	1 (20%)	2.2
4. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions. NSTA 2c	0 (0%)	3 (60%)	2 (40%)	2.4
5. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students. NSTA 3a	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
6. Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students. NSTA 3b	0 (0%)	5 (100%)	0 (0%)	2
7. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated. NSTA 3c	0 (0%)	2 (50%)	2 (50%)	2.5
8. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area. NSTA 3d	0 (0%)	4 (80%)	1 (20%)	2.2
9. Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. NSTS 4a	0 (0%)	4 (80%)	1 (20%)	2.2
10. Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students. NSTA 4b	0 (0%)	5 (100%)	0 (0%)	2
11. Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe,	0 (0%)	4 (100%)	0 (0%)	2

humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms. NSTA 4c				
12. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected. NSTA 5a	0 (0%)	5 (100%)	0 (0%)	2
13. Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. NSTA 5b	0 (0%)	4 (80%)	1 (20%)	2.2
14. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner. NSTA 5c	0 (0%)	1 (20%)	4 (80%)	2.8

CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration

Item	1	2	3	Mean
15. 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.	0 (0%)	5 (100%)	0 (0%)	2
16. Uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	0 (0%)	2 (40%)	3 (60%)	2.6
17. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction.	0 (0%)	1 (20%)	4 (80%)	2.8
18. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community. NSTA 6a	0 (0%)	2 (40%)	3 (60%)	2.6
19. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community. NSTA 6b	0 (0%)	4 (80%)	1 (20%)	2.2