

Integrated Bachelor's/Master's Program
STUDENT TEACHING EVALUATION FINAL RESULTS: WORLD LANGUAGE
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 4 members of the Spring 2017 IB/M World Language 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 during the last two weeks of April, 2017. A total of 4 surveys were completed (response rate = 4/4 = 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

- 100% of all student teachers received a final grade of A or A- for this evaluation.
- Student teachers were assessed as making outstanding or satisfactory progress across 19 professional standards, with an average score of 2.51 out of 3 points.
- Qualitative feedback provided by the internship supervisors described the interns as well-prepared, knowledgeable in their content areas, and professional and ethical at all times.
- Areas for improvement include developing more formative assessment strategies, classroom management, and potential immersive experiences to develop mastery of a particular language.

District of Student Teaching

District	Count
Coventry	3 (75.00%)
East Hartford	1 (25.00%)
Total	4 (100.00%)

Grade Level Placement (Check all that apply)

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

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) Language Acquisition Theories: (ACTFL Standard 3)	0 (0%)	1 (25%)	3 (75%)	2.75
2) Target language input: (ACTFL Standard 3, World Language Teacher Core Practice 1, InTASC Standard 4)	0 (0%)	1 (25%)	3 (75%)	2.75
3) Negotiation of meaning: (ACTFL Standard 3, InTASC Standard 1, Teacher Core Practice 4)	0 (0%)	2 (50%)	2 (50%)	2.5
4) Meaningful Classroom Interaction: (ACTFL Standard 3, Teacher Core Practice 5, InTASC Standard 3)	0 (0%)	1 (25%)	3 (75%)	2.75

5) Adapting instruction to address students' language levels, language backgrounds, learning styles: (ACTFL Standard 3, InTASC Standard 2, Teacher Core Practice 2)	0 (0%)	1 (25%)	3 (75%)	2.75
6) Adapting instruction to meet students' special needs: (ACTFL Standard 3, Teacher Core Practice 2)	0 (0%)	2 (50%)	2 (50%)	2.5
7) Critical thinking and problem solving: (ACTFL Standard 3, Teacher Core Practices 4 and 6)	0 (0%)	3 (75%)	1 (25%)	2.25
8) Grouping: (ACTFL Standard 3; Teacher Core Practice 15; InTASC Standard 3)	0 (0%)	1 (25%)	3 (75%)	2.75
9) Use of questioning and tasks: (ACTFL Standard 3)	0 (0%)	1 (25%)	3 (75%)	2.75
10) Integration of Standards into instruction: (ACTFL Standard 4)	0 (0%)	1 (25%)	3 (75%)	2.75
11) Use of three modes of communication (interpretive, interpersonal, presentational): (ACTFL Standard 4; World Language Core Practices 2 and 5).	0 (0%)	3 (75%)	1 (25%)	2.25
12) Use of standards-based cultural products, practices, and perspectives: (ACTFL Standard 4).	0 (0%)	4 (100%)	0 (0%)	2
13) Connections to other subject areas and connections to target language communities: (ACTFL Standard 4).	1 (25%)	3 (75%)	0 (0%)	1.75
14) Selection, adaptation, and integration of authentic materials and technology: (ACTFL Standard 4; InTASC Standards 4 and 8)	0 (0%)	1 (25%)	3 (75%)	2.75
15) Plan for assessment: (ACTFL Standard 5)	0 (0%)	1 (25%)	3 (75%)	2.75
16) Assessment of Cultural perspectives: (ACTFL Standard 5)	1 (25%)	2 (50%)	1 (25%)	2
17) Assessment variety, reflection and adjustment: (ACTFL Standard 5, InTASC Standard 6; Teacher Core Practice 10)	0 (0%)	2 (50%)	2 (50%)	2.5
18) Interpret and report progress to students: (ACTFL Standard 5)	0 (0%)	1 (25%)	3 (75%)	2.75
19) Communicate with stakeholders: (ACTFL Standard 5)	0 (0%)	2 (50%)	2 (50%)	2.5

Final Grade

Grade	Count
A	3 (75.00%)
A-	1 (25.00%)