

### Sixteen Competencies of Pre-Student Teaching Data

Fall 2014: Descriptive statistics were conducted for each of the 16 competencies of the pre-student teaching evaluation data. The results show that on average the teacher candidates were rated close to proficient on all 16 competencies except the Competency 3.4, 4.5, and 5.1, demonstrating that candidates continue to struggle with the use of appropriate assessment strategies to monitor students' program, the use of differentiated instruction and supplemental intervention to support student learning, and the use and design of a variety of formative and summative assessments and criteria.

Spring 2015: Descriptive statistics were conducted for each of the 16 competencies of the pre-student teaching evaluation data. The results show that on average the teacher candidates were rated close to proficient on all 16 competencies except the Competency 3.4, 4.1, 4.5, and 5.1, demonstrating that candidates continue to struggle with the use of appropriate assessment strategies to monitor students' program, the use of differentiated instruction and supplemental intervention to support student learning, the use of a variety of evidence-based instructional strategies, and the use and design of a variety of formative and summative assessments and criteria.

Fall 2015: Descriptive statistics were conducted for each of the 16 competencies of the pre-student teaching evaluation data. The results show that on average the teacher candidates were rated close to proficient (mean > 2.5) on all 16 competencies except the Competency 3.4 and 5.1, demonstrating that candidates continue to struggle with the use of appropriate assessment strategies to monitor students' program, and the use and design of a variety of formative and summative assessments and criteria.

All competencies are scored on a four-point scale, ranging from “not proficient” to “highly proficient.”  
 Not Proficient (1) Limited Proficiency (2) Proficient (3) Highly Proficient (4)

|   | Fall 2014 |        | Spring 2015 |        | Fall 2015 |        |
|---|-----------|--------|-------------|--------|-----------|--------|
|   | N         | Mean   | N           | Mean   | N         | Mean   |
| 2.1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels. PTC: 1A, 1B DIV: 5.1                             | 42        | 2.9048 | 6           | 3.0000 | 48        | 3.0417 |
| 2.2. Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry. PTC: 1B, 2G CNK: 1.1; PDK: 2.1, 2.3 | 42        | 2.7619 | 6           | 2.6667 | 48        | 2.8125 |
| 2.4. Fostering appropriate standards of behavior that support a productive learning environment for all students. PTC: 3A, 3B, 3D PDK: 2.1, 2.2; DIV: 5.1   | 42        | 2.6667 | 6           | 3.0000 | 48        | 2.7083 |

|   |    |        |   |        |    |        |
|---|----|--------|---|--------|----|--------|
| 3.1. Demonstrating appropriate discipline-specific knowledge and skills to promote student conceptual understanding] and determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. CNK: 1.1; PDK: 2.1, 2.2, 2.3; INT: 3.1; 3.2            | 42 | 2.5238 | 6 | 2.6667 | 48 | 2.6667 |
| 3.4. Selecting appropriate assessment strategies to monitor ongoing student progress. PTC: 4C PDK: 2.4; INT: 3.2  | 42 | 2.3810 | 6 | 2.3333 | 48 | 2.4792 |
| 4.1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning. PTC: 2A PDK: 2.2, 2.4   | 42 | 2.6429 | 6 | 2.3333 | 48 | 2.7292 |
| 4.3. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning. PTC: 1B, 2G PDK: 2.1, 2.3  | 42 | 2.7381 | 6 | 3.0000 | 48 | 2.8125 |
| 4.5. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents. Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers two and three. PTC: 2A, 2F PDK: 2.3; DIV: 5.1 | 42 | 2.3095 | 6 | 2.1667 | 48 | 2.5833 |
| 4.6. Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks. PTC: 2D PDK: 2.4  | 42 | 2.7619 | 6 | 2.5000 | 48 | 2.7292 |
| 4.7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance. PTC: 2E PDK: 2.4  | 42 | 2.8333 | 6 | 2.6667 | 48 | 2.8333 |
| 5.1 & 5.2. [Understanding the different purposes and types and of assessment and ] Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn. PTC: 4A, 4B, 4C PDK: 2.4  | 42 | 2.4048 | 6 | 2.3333 | 48 | 2.3958 |
| 6.1 & 6.2 Continually engaging in reflection, self-evaluation and professional development [formal and/or informal] to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning. PTC: 5E  | 42 | 3.0952 | 6 | 3.1667 | 48 | 3.3542 |

|  |    |        |   |        |    |        |
|--|----|--------|---|--------|----|--------|
| 6.3 & 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, and curricula [to support student learning and positive school climate]. PTC: 5B PRF: 6.1 | 42 | 2.8333 | 6 | 3.0000 | 48 | 2.9375 |
| 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process. PTC: 5A DIV: 5.1; PRF: 6.1                     | 42 | 2.7619 | 6 | 3.0000 | 48 | 2.6458 |
| 6.8 & 5.7 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues [including the students with special needs]. PTC: 5D DIV: 5.1; PRF: 6.1       | 42 | 3.0714 | 6 | 3.0000 | 48 | 3.1667 |
| 6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators. PTC: 5A-5E PRF: 6.1  | 42 | 3.4524 | 6 | 3.1667 | 48 | 3.6458 |
| Valid N (listwise)   | 42 |        | 6 |        | 48 |        |