**Thirty Competencies of Student Teaching Data Early Childhood Education Graduate (Fall 2014, Spring 2015, Fall 2015, Spring 2016)**

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)

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|  | **Fall 2014** | **Spring 2015** | **Fall 2015** | **Spring 2016** |
|  | N | Mean | 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  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.75 |
| 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  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.50 |
| 2.3. Providing explicit instruction about social skills to develop students’ social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs. PTC: 3B, 3C PDK: 2.1, 2.2  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.50 |
| 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  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.50 |
| 2.5. Maximizing the amount of time spent on learning by effectively managing routines and transitions. PTC: 3D PDK: 2.2  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.75 |
| 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  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.25 |
| 3.2. Developing and organizing coherent, [interdisciplinary], and relevant units, lessons and learning tasks that build on students’ prior knowledge, skills and interests and engage students in the work of the discipline [including discourse and/or inquiry-based learning]. [It also includes 3.6 & 3.8.] *PTC: 2G* *PDK: 2.1, 2.2, 2.3; INT: 3.1, 3.2* | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.50 |
| 3.4. Selecting appropriate assessment strategies to monitor ongoing student progress. PTC: 4C PDK: 2.4; INT: 3.2  | 0 | - | 2 | 3.5000 | 0 | - | 3 | 2.75 |
| 3.7. Designing or selecting academic/ behavioral interventions [and strategies] through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone [individually or in groups]. [It also includes 3.5] PTC: 1A, 2C, 3A PDK: 2.2, 2.3; DIV: 5.1  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.25 |
| 3.9. Including strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills [across the curriculum]. [It also includes 1.1, 1.5, & 1.6] L & Literacy N-Numeracy PTC: 2B CNK: 1.1, PDK: 2.1, 2.2; INT:  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.50 |
| 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  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.25 |
| 4.2. Using technological and digital resources [in a professional and ethical manner] strategically to support learning. [It also includes 1.3, 1.4, &amp; 6.9] TTT: 4.1  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.50 |
| 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  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.50 |
| 4.4. Varying the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students. PDK: 2.1  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.50 |
| 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*  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.25 |
| 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  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.50 |
| 4.7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance. PTC: 2E PDK: 2.4  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.75 |
| 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  | 0 | - | 2 | 3.0000 | 0 | - | 3 | 3.00 |
| 5.3. Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time. PDK: 2.4  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.25 |
| 5.4. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students’ progress. PTC: 4D, 4E PDK: 2.4; PRF: 6.1  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.50 |
| 5.5. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning. PTC: 2E, 4B PDK: 2.4  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.25 |
| 5.6. Supporting students’ progress by communicating academic and behavioral performance expectations and results with students, their families and other educators. PTC: 3B, 4D PDK: 2.4; PRF: 6.1  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.25 |
| 5.8. Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities. PTC: 4C PDK: 2.4; DIV: 5.1 Score: Not Proficient (1)  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.00 |
| 6.1 &amp; 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  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.75 |
| 6.3 &amp; 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  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.50 |
| 6.5 & 6.10 Collaborating with colleagues, administrators, families, and special services staff [to develop individualized student success plans (e.g. attending PPT and SRBI Data Team)] and to monitor the impact of instructional or behavioral support and interventions. PTC: 5A, 5B, 5C DIV: 5.1; PRF: 6.1 Not Proficient (1)  | 0 | - | 2 | 2.5000 | 0 | - | 4 | 3.00 |
| 6.6 Proactively communicating in culturally respectful and sensitive ways with families [including the professional and ethical use of technology] in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child’s learning [It also includes 1.4, 5.7 & 6.9] PTC: 5D TTT: 4.1; DIV: 5.1; PRF: 6.1  | 0 | - | 2 | 3.0000 | 0 | - | 4 | 3.50 |
| 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  | 0 | - | 2 | 3.0000 | 0 | - | 3 | 3.00 |
| 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  | 0 | - | 2 | 3.5000 | 0 | - | 4 | 3.75 |
| 6.11 Conducting themselves as professionals in accordance with the Connecticut’s Code of Professional Responsibility for Educators. PTC: 5A-5E PRF: 6.1  | 0 | - | 2 | 4.0000 | 0 | - | 4 | 4.00 |
| Valid N (listwise) | 0 | - | 2 |  | 0 | - | 4 |  |

No graduate early childhood education student teachers in Fall 2014 and Fall 2015.