**Thirty Competencies of Student Teaching Data (Fall 2014, Spring 2015, Fall 2015)**

Fall 2014: Descriptive statistics were conducted for each of the 30 competencies of the student teaching evaluation data with a total of 22 student teachers. The results show that on average the teacher candidates were rated above proficient on most of the 30 competencies, except Competencies 2.3, 3.7, 4.5, 5.1, 5.3, 5.8, and 6.5.

Spring 2015: Descriptive statistics were conducted for each of the 30 competencies of the student teaching evaluation data with a total of 53 student teachers. The results show that on average the teacher candidates were rated above proficient on most of the 30 competencies, except Competencies 3.7, 4.5, 5.3 and 5.8.

Fall 2015: Descriptive statistics were conducted for each of the 30 competencies of the student teaching evaluation data with a total of 16 student teachers. The results show that on average the teacher candidates were rated above proficient on all 30 competencies except the Competency 5.3, demonstrating that candidates continue to struggle with the use of a comprehensive set of data to understand student learning.

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** |
|  | 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  | 22 | 3.3182 | 53 | 3.42 | 16 | 3.56 |
| 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  | 22 | 3.1818 | 53 | 3.28 | 16 | 3.25 |
| **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**  | 22 | 2.9545 | 53 | 3.17 | 15 | 3.13 |
| 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  | 22 | 3.1818 | 53 | 3.26 | 16 | 3.44 |
| 2.5. Maximizing the amount of time spent on learning by effectively managing routines and transitions. PTC: 3D PDK: 2.2  | 22 | 3.1818 | 53 | 3.32 | 16 | 3.44 |
| 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  | 21 | 3.0000 | 53 | 3.11 | 16 | 3.00 |
| 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* | 21 | 3.0000 | 53 | 3.28 | 16 | 3.31 |
| 3.4. Selecting appropriate assessment strategies to monitor ongoing student progress. PTC: 4C PDK: 2.4; INT: 3.2  | 21 | 3.0000 | 53 | 3.06 | 16 | 3.06 |
| **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**  | 21 | 2.8571 | 53 | 2.96 | 16 | 3.06 |
| 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:  | 21 | 3.0952 | 53 | 3.25 | 16 | 3.25 |
| 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  | 21 | 3.2381 | 53 | 3.23 | 16 | 3.19 |
| 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  | 21 | 3.0000 | 53 | 3.21 | 16 | 3.25 |
| 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  | 21 | 3.1905 | 53 | 3.19 | 16 | 3.38 |
| 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  | 21 | 3.1429 | 53 | 3.13 | 16 | 3.38 |
| **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***  | 21 | 2.9048 | 53 | 2.91 | 16 | 3.19 |
| 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  | 21 | 3.0952 | 53 | 3.25 | 16 | 3.13 |
| 4.7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance. PTC: 2E PDK: 2.4  | 20 | 3.3500 | 52 | 3.35 | 16 | 3.38 |
| **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**  | 21 | 2.9524 | 53 | 3.00 | 16 | 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**  | 21 | 2.9048 | 53 | 2.91 | 16 | 2.94 |
| 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  | 21 | 3.1905 | 52 | 3.21 | 16 | 3.31 |
| 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  | 21 | 3.0952 | 53 | 3.08 | 16 | 3.06 |
| 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  | 21 | 3.0952 | 53 | 3.08 | 16 | 3.19 |
| **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)**  | 21 | 2.6667 | 53 | 2.89 | 16 | 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  | 21 | 3.3810 | 53 | 3.51 | 16 | 3.69 |
| 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  | 21 | 3.2381 | 53 | 3.30 | 16 | 3.38 |
| **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)**  | 21 | 2.9048 | 52 | 3.10 | 16 | 3.31 |
| 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  | 21 | 3.0000 | 53 | 3.30 | 16 | 3.38 |
| 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  | 21 | 3.0952 | 53 | 3.30 | 16 | 3.25 |
| 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  | 20 | 3.3500 | 53 | 3.49 | 16 | 3.44 |
| 6.11 Conducting themselves as professionals in accordance with the Connecticut’s Code of Professional Responsibility for Educators. PTC: 5A-5E PRF: 6.1  | 21 | 3.9048 | 53 | 3.77 | 16 | 3.75 |
| Valid N (listwise) | 19 |  | 50 |  | 15 |  |

Note: The N varies due to missing data.