

Twenty Five Competencies of Student Teaching Data-Spring 2022 (Overall)

Data Collection

The student teaching evaluation data were collected using the new instrument in spring 2022. The University Supervisors and the Cooperating Teachers evaluated all the candidates who completed the student teaching via TK-20. All 96 teacher candidates were evaluated, so the response rate was 100%.

Data Analysis and the Results

Descriptive statistics were conducted for each of the 25 competencies of the student teaching evaluation data with a total of 96 student teachers. The results show that on average the teacher candidates were rated proficient or above proficient on all 25 competencies. The mean of each item was provided in the table as follows.

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)

Items with Standards	Competency	N	Minimum	Maximum	Mean
Write plans for activities, learning tasks or lessons that are aligned with standards and clearly delineate learning outcomes, procedures, differentiation, and assessment.	1.1	96	2	4	3.44
Plan and teach content knowledge in a manner that shows candidates' understanding of the central concepts and tools of inquiry of a particular discipline and demonstrates an ability to make such knowledge accessible, relevant, and meaningful to students.	1.2	96	2	4	3.33
Conduct whole-class lessons or activities in ways that capture and hold students' attention and actively involve them in learning.	1.3	96	2	4	3.49
Plan and implement experiences that encourage inquiry-based learning and the active, independent, and collaborative construction of knowledge.	1.4	96	2	4	3.32
Plan and teach units, lessons, and learning experiences that build on students' prior knowledge and interests.	1.5	96	2	4	3.37
Plan and teach content and learning activities that challenge and extend students' thinking, knowledge, skills, and beliefs.	1.6	95	2	4	3.37

Plan and implement learning experiences that teach about the diversity of families and cultures and the contributions of diverse cultural groups to American society.	1.7	83	2	4	3.18
Select, design and implement a variety of assessments that accurately measure learning outcomes and student progress	1.8	96	2	4	3.09
Use multiple sources of data on learning and behavior to plan, teach, and set short and long-term goals for students of all backgrounds and abilities.	1.9	87	2	4	3.06
Use data to monitor students' levels of achievement, currently and over time.	1.10	95	2	4	3.17
Use individual and classroom data to reflect on one's own instructional effectiveness.	1.11	94	2	4	3.35
Engage in reflection and self-evaluation, in consultation with supervisors, to strengthen their own content knowledge and pedagogical skills.	1.12	96	2	4	3.60
Plan for and implement differentiated instruction for students of varying levels of competence, those with disabilities, and those with particular gifts and talents.	2.1	94	2	4	3.24
Plan and implement academic and behavioral strategies for students who do not respond to primary instruction alone.	2.2	90	2	4	3.24
Monitor student learning and behavior during instruction and adjust teaching accordingly.	2.3	96	2	4	3.35
Interact with students with disabilities and communicate with their families in ways that support goals for intervention and adhere to legal rights and ethical principles.	2.4	79	2	4	3.23
Interact with families in respectful and sensitive ways during conferences, PPTs, family events, and/or through the use of technology.	2.5	73	2	4	3.30
Use data to achieve goals on individualized educational plans and to implement interventions for students with disabilities.	2.6	85	2	4	3.08
Assess learning in ways that reflect the diverse cultural, linguistic, and learning needs of individual students.	2.7	89	2	4	3.12
Provide guidance to maintain standards of behavior that support a positive learning environment and emotional well-being.	3.1	96	3	4	3.47

Create a class climate that is responsive to and respectful of the learning and social needs of students with diverse backgrounds, interests and ability levels.	3.2	95	2	4	3.56
Participate in establishing a school-wide climate that promotes positive affect and social and emotional health of students.	3.3	89	2	4	3.33
Use visual cues, concrete objects, gestures, and/or other strategies to support the social interactions and learning of children with limited language proficiency.	3.4	86	2	4	3.33
Conduct themselves as professionals in accordance with the Connecticut's Code of Responsibility for Teachers	4.1	96	2	4	3.76
Participate in professional development activities within and outside of the school and apply ideas that are learned.	4.2	87	2	4	3.45