



Southern Connecticut State University

**CCSAR – Center for Community
and School Action Research**

<http://ccsar.southernct.edu> Tel: (203) 392-6439

Norris M. Haynes, Ph. D., Director

Maureen Gilbride-Redman, M.P.A., Research Associate, Assistant Director

James M. Granfield, Ph.D., Interim Dean, School of Education

Prepared by:

Gregory A. Osenko, M.S.

Susan Rood Tiso, B.S.

Maureen Gilbride-Redman, M.P.A.

Norris M. Haynes, Ph.D.

Academic Year 2005-2006

A Report on SCSU Student Teaching Performance
An Analysis of Student Teaching Evaluation Responses
Submitted by Cooperating Teachers
Spring 2006

A Report on SCSU Student Teaching Performance
An Analysis of Student Teaching Evaluation Responses
Submitted by Cooperating Teachers
Spring 2006

Southern Connecticut State University (SCSU) School of Education (SOE) distributes the *Evaluation of Student Teaching Performance (ESTP)* survey to Cooperating Teachers who are working with Southern Connecticut State University student teachers.

The purpose of the *ESTP* survey is to determine how well the SOE has prepared teacher candidates to student teach and to meet the competency requirements stipulated by the accrediting agencies for SCSU's various programs. Cooperating Teachers are also encouraged to use the *ESTP* survey as a basis for discussing students' competencies throughout the student teaching experience. The *ESTP* survey addresses students' behavior and performance relative to the Interstate New Teachers Assessment and Support Consortium (INTASC) standards and the requirements listed in Connecticut's *Common Core of Teaching*.

The specific goals of collecting and analyzing the spring 2006 *Evaluation of Student Teaching Performance (ESTP)* surveys are:

- to determine Cooperating Teachers' perceptions of SCSU student teachers and their level of competency;
- to obtain ideas and suggestions for improving the quality of the field experience that SCSU provides its student teachers; and
- to meet the needs of Connecticut schools for highly trained and well-prepared classroom teachers.

Method

Participants

One hundred sixty-eight *ESTP* surveys were collected and analyzed for this study. These surveys represent the evaluation of students who were student teaching during the spring of 2006 in (1) a second eight-week student teaching placement, or (2) a ten-week student teaching placement.

Students evaluated represented a variety of majors and programs and were seeking certification in Elementary, Secondary, or K-12 Education. The distribution of majors and programs are listed in Table 1.

Table 1- Program and Certification Areas

Program of Study	Level of Certification		
	Elementary	Secondary	K-12
Early Childhood/Special Education	6		
Elementary Education	27		
Elementary/Bilingual	1		
Elementary/Special Education	3		
English		9	
Biology		4	
General Science		2	
History/Social Studies		15	
Italian		1	
Math		1	
Spanish		4	
Art			5
Library Science			3
Special Education			20
Physical Education			14
School Health			4
Total (N=119)	37	36	46

** 44 surveys did not indicate a major or certification area, and 5 duplicates of surveys were omitted

Apparatus

The *ESTP* survey is an evaluation instrument developed and used by the School of Education. Part one of the survey asks students to provide demographic information and Part II of the survey consists of 66 items, divided into the ten INTASC competency areas. The ten competency areas are listed below, along with the individual items that define each competency standard.

- I.** Knowledge of Subject Matter, items 1.1-1.6;
- II.** Knowledge of Human Development and Learning, 2.1-2.4;
- III.** Instruction is Adapted to Meet Diverse Learners, 3.1-3.4;
- IV.** Use of Multiple Instructional Strategies and Resources, 4.1-4.10;
- V.** An Effective Learning Environment is Created, 5.1-5.11;
- VI.** Effective Communication to Foster Inquiry & Collaboration, 6.1-6.6;
- VII.** Lesson Planning, 7.1-7.11;
- VIII.** Assessment of Student Learning to Improve Teaching, 8.1-8.4;
- IX.** Reflection and Professional Development, 9.1-9.5;
- X.** Partnerships with School and Community, 10.1-10.5

These 10 competency areas also align with the Interstate New Teachers Assessment and Support Consortium: *Model Standards for the Beginning Teacher Licensing and Development (INTASC)* and the standards set by the accrediting agencies for SCSU's various programs, e.g., CSDE, NCATE, etc.

Cooperating Teachers evaluate student teachers using the following 3-point scale:

1 = <i>Unacceptable/Met-</i>	Demonstrates minimal progress toward objective
2 = <i>Acceptable/Met</i>	Demonstrates consistent achievement
3 = <i>Target/Met+</i>	Demonstrates exemplary achievement of objective.
N/A	No opportunity or not applicable.

Space is provided after each competency area for additional comments. There is also a section at the end of the survey for '*Summary Statements*' and the assignment of a final grade: pass or fail.

Procedure

The School of Education, Office of Student Teaching, provided CCSAR with copies of the *Evaluation of Student Teaching Performance* surveys for students who student taught during the spring 2006.

CCSAR first reviewed each survey to ensure that it was for the appropriate time-period (spring 2006) and completed on the appropriate evaluation sheet. Surveys that did not meet both of these requirements were discarded. Five duplicates of surveys were also omitted. A coding frame was then developed and each survey assigned a unique identification number.

CCSAR staff then entered all data into SPSS and conducted frequency analyses: mean score, standard deviation and frequency distribution. The following scale was used: target/met+=3, acceptable/met=2, unacceptable/met-=1, and N/A. Responses of N/A were recoded as 'system missing' in the calculation of mean and standard deviation scores for individual survey items, and in the calculation of a mean score for each INTASC standard. The mean score for each INTASC area was determined by summing together the individual items within each standard and then calculating the average.

Results

The mean scores for individual survey items ranged from **2.58**, '*Encourages and maintains the cooperative involvement and support of parents and community*' (item 10.2) to a high of **2.92**, '*Demonstrates ethical behavior*' (item 5.8). The range of mean scores for the 10 INTASC standards/competency areas was **2.66**, Standard 10: '*Partnerships with School and Community*', to a high of **2.82**, Standard 1: '*Knowledge of Subject Matter*'. Individual mean scores and their standard deviations as well as the ten INTASC/competency mean scores can be viewed in Table 2.

Several survey items frequently received a response of N/A (no opportunity or not applicable) and are presented below.

- **Item 5.9** Conducts effective parent/teacher conference (N/A=90, 55.9%)
- **Item 9.3** Identifies students who require the assistance of a specialist (N/A=38, 23.6%)

- **Item 10.1** Encourages and maintains the cooperative involvement and support of parents and community (N/A=40, 26.7%)
- **Item 10.2** Provides opportunities for parents and community involvement (N/A=63, 41.7%)
- **Item 10.3** Using community resources in instruction (N/A=52, 35.1%)
- **Item 10.5** Engages parents in the learning process (N/A=58, 38.7%)

Table 2 - Mean scores for INTASC Standards and Accompanying Survey Items

<u>INTASC Standards and Accompanying Survey Items</u>	<u>Mean Score</u>	<u>Standard Deviation</u>
INTASC Standard 1: Knowledge of Subject Matter	M=2.82	SD=.317
1.1 Demonstrates proficiency in reading, writing, and mathematics	M=2.84	SD=.366
1.2 Knows and understands the major principles and concepts of the material to be taught	M=2.83	SD=.374
1.3 Possesses accurate and up-to-date principles of the material taught	M=2.81	SD=.392
1.4 Understands the purpose and value of the material taught	M=2.86	SD=.351
1.5 Is able to formulate meaningful questions about the subject matter	M=2.78	SD=.429
1.6 Knows appropriate sources of additional information about the materials to be taught	M=2.83	SD=.380
INTASC Standard 2: Knowledge of Human Development and Learning	M=2.77	SD=.367
2.1 Understands how the following areas of development relate to planning and organization: physical, social, emotional, and intellectual	M=2.83	SD=.378
2.2 Uses student strengths as a basis of growth and plans instruction accordingly	M=2.77	SD=.424
2.3 Understands how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind	M=2.76	SD=.426
2.4 Uses basic principles of learning and human development to enhance learning of students from diverse backgrounds	M=2.73	SD=.443
INTASC Standard 3: Instruction is Adapted to Meet Diverse Learners	M=2.75	SD=.366
3.1 Plans instructional activities which provide for individual differences	M=2.73	SD=.448
3.2 Matches teaching styles and methods with the learning situation and the learning style of students	M=2.73	SD=.475
3.3 Effectively implements instructional plans and uses appropriate instructional techniques	M=2.80	SD=.399
3.4 Demonstrates sensitivity to community and cultural norms and adapts instruction accordingly	M=2.76	SD=.428
INTASC Standard 4: Use of Multiple Instructional Strategies and Resources	M=2.78	SD=.296
4.1 Uses a variety of instructional methods and media to address the needs of all students	M=2.81	SD=.391
4.2 Uses a balance of individual, small, and large group instructional arrangements	M=2.83	SD=.376
4.3 Provides instructional activities that foster student involvement	M=2.86	SD=.348

4.4 Engages students in selecting their own learning objectives and activities	M=2.65	SD=.478
4.5 Poses probing questions to stimulate students to recall, analyze, synthesize, and evaluate	M=2.77	SD=.421
4.6 Presents opportunities that foster critical thinking and problem solving skills	M=2.76	SD=.443
4.7 Presents material at levels appropriate to the needs, interest, abilities, and backgrounds of students	M=2.81	SD=.391
4.8 Recognizes the conditions and needs of special education students	M=2.77	SD=.438
4.9 Meets the needs of exceptional students	M=2.74	SD=.442
4.10 Values the development of students' critical thinking, independent problem solving, and performance capabilities	M=2.83	SD=.391
INTASC Standard 5: An Effective Learning Environment is Created	M=2.80	SD=.305
5.1 Maintains classroom routines and procedures	M=2.81	SD=.394
5.2 Uses instructional time effectively, paces instructional activities appropriately, and maximizes students' time on task	M=2.66	SD=.500
5.3 Provides and maintains an attractive and orderly learning environment	M=2.77	SD=.423
5.4 Maintains appropriate behavior standards for students in the learning environment	M=2.73	SD=.459
5.5 Develops an atmosphere which fosters self-discipline	M=2.73	SD=.446
5.6 Works cooperatively with colleagues and administrators	M=2.88	SD=.326
5.7 Follows the policies, procedures, and curricula of the school district	M=2.88	SD=.349
5.8 Demonstrates ethical behavior	M=2.92	SD=.273
5.9 Conducts effective parent/teacher conference	M=2.80	SD=.401
5.10 Promotes positive interpersonal relations based upon mutual respect	M=2.86	SD=.350
5.11 Creates a positive learning environment that fosters curiosity and intrinsic motivation	M=2.81	SD=.397
INTASC Standard 6: Effective Communication to Foster Inquiry and Collaboration	M=2.80	SD=.328
6.1 Provides directions and explanations in a clear, coherent, logical manner	M=2.79	SD=.407
6.2 Provides for two-way communication with students	M=2.88	SD=.325
6.3 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication	M=2.85	SD=.362
6.4 Assists and encourages students to research issues and questions of concern to them	M=2.72	SD=.449
6.5 Promotes students' ability to effectively communicate ideas and questions of concern to them	M=2.80	SD=.400
6.6 Understands how cultural and general differences can affect communication in the classroom	M=2.75	SD=.453
INTASC Standard 7: Lesson Planning	M=2.81	SD=.313
7.1 Plans instruction to achieve selected objectives	M=2.85	SD=.375
7.2 Identifies and sequences goals of instruction	M=2.84	SD=.384
7.3 Identifies and sequences objectives within lessons	M=2.82	SD=.400

7.4 Identifies teaching procedures and sequences learning activities	M=2.78	SD=.433
7.5 Revises instruction on the basis of student comments, questions, and performance	M=2.78	SD=.429
7.6 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom	M=2.86	SD=.347
7.7 Demonstrates sensitivity to and for the needs and feelings of all students	M=2.89	SD=.316
7.8 Outlines expectations for all students in a clear manner	M=2.80	SD=.415
7.9 Conducts learning activities in a logical sequence which are flexible and developmentally appropriate	M=2.81	SD=.396
7.10 Provides illustration, examples, and application of the material	M=2.81	SD=.405
7.11 Designs lessons that integrate technology into teaching	M=2.71	SD=.471
INTASC Standard 8: Assessment of Student Learning to Improve Teaching	M=2.76	SD=.365
8.1 Recognizes and encourages the special interests and abilities of individual students	M=2.82	SD=.390
8.2 Selects appropriate materials and procedures for assessing students' progress on objectives	M=2.72	SD=.449
8.3 Uses evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction	M=2.72	SD=.464
8.4 Evaluates students on the basis of criteria that are aligned with instructional objectives	M=2.77	SD=.422
INTASC Standard 9: Reflection and Professional Development	M=2.76	SD=.355
9.1 Recognizes when students are deficient in the basic skills and provides or recommends corrective action	M=2.74	SD=.441
9.2 Obtains and uses information from colleagues to assist students with special needs	M=2.80	SD=.402
9.3 Identifies students who require the assistance of a specialist	M=2.75	SD=.436
9.4 Handles discipline fairly and consistently	M=2.75	SD=.475
9.5 Demonstrates ability to think about teaching and learning as both a reflective practitioner and educational leader	M=2.81	SD=.396
INTASC Standard 10: Partnerships with School and Community	M=2.66	SD=.429
10.1 Encourages and maintains the cooperative involvement and support of parents and community	M=2.65	SD=.515
10.2 Provides opportunities for parents and community involvement	M=2.58	SD=.519
10.3 Uses community resources in instruction	M=2.64	SD=.484
10.4 Understands the rights and responsibilities of students, parents, and teachers	M=2.81	SD=.397
10.5 Engages parents in the learning process	M=2.60	SD=.493

Qualitative Findings

Comments listed in the various sections of the *Evaluation of Student Teaching Performance* surveys were reviewed, and are summarized below. The cooperating teachers found their student teachers to range from proficient to excellent in all aspects of teaching. All of the

SCSU student teachers received a passing final grade from their cooperating teacher. Those students who initially struggled with lesson planning and classroom management showed a greater competence by the end of student teaching - "...the person I met on the first day was not the same person who left at the end of the experience," and "I have enjoyed watching her develop into a confident, skilled teacher." Many of the cooperating teachers ended with suggestions to their student teachers, usually reminding them of the "importance of planning and writing daily lesson plans," and "to consistently reinforce classroom policies and procedures."

The number of positive comments received is a testament to the high caliber of SCSU students and the educator preparation training they received. [She] "...possesses all of the qualities of a natural born teacher – dedication, knowledge of the curriculum, ability to relate to children, excellent organizational and time management skills."

Personal / Professional Attitudes

The exceptional personal attributes and professional behavior of the SCSU student teachers were mentioned frequently. Students approached the experience with "enthusiasm and an eagerness to jump-in." They were found to be dedicated – "[she was a] fierce advocate for students," "[She] understands the importance of showing the students that she cares about them and demonstrated that by attending their extra curricular activities." The student teachers were also "intelligent," "organized and well-prepared," able to "communicate effectively with students, parents, and staff," and had the "ability to accept criticism and engage in self assessment."

Educator Preparation Training

The SCSU student teachers were also found to be very well trained and prepared to meet the challenges of the classroom. They had a "strong base in all academic, social and developmental needs." This was demonstrated by their ability to "establish [the] positive classroom environment" that is required for effective classroom management - "...the approach was so successful that I am going to incorporate this and other aspects of her classroom management into my teaching." They "used a variety of instruction techniques and assessments," "encourage[d] critical thinking," "demonstrated an excellent ability to differentiate instruction in order to reach students on all learning levels," and had the ability to "effectively integrate technology" into the curriculum. "Knowledge of the Connecticut Teaching Competencies standards" was also present.

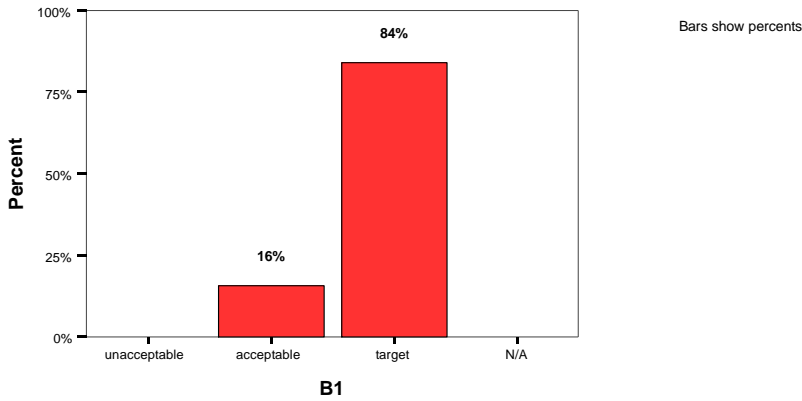
Discussion

These results indicate that Cooperating Teachers believe that SCSU student teachers are demonstrating consistent achievement above the 'acceptable/met' category as evidenced by the strong range of mean scores on individual items (2.59 - 2.96) and on the ten INTASC standards (2.69 - 2.86). Commentary offered by Cooperating Teachers supports the quantitative results and identifies many areas of strength that speak to the professional nature of SCSU students.

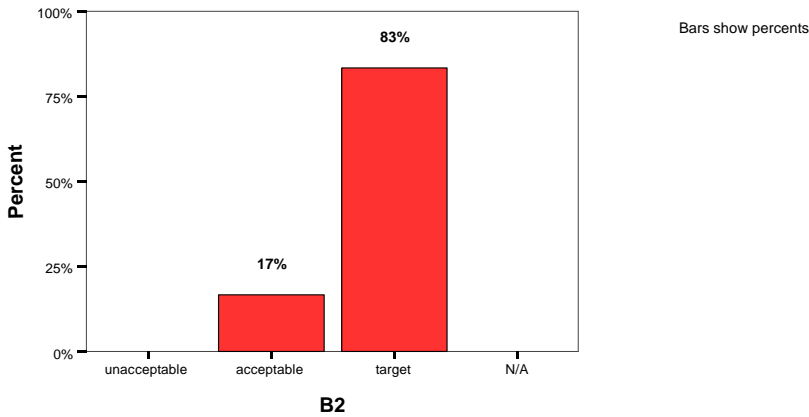
Appendix - Survey Item Response Frequencies

INTASC Standard 1: Knowledge of Subject Matter

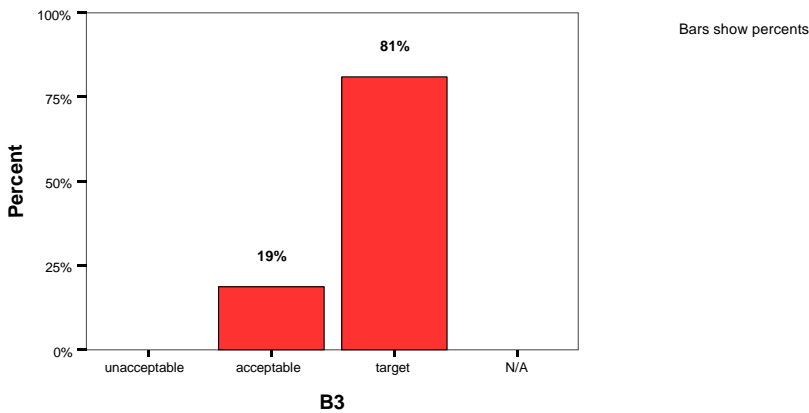
1.1 Demonstrates proficiency in reading, writing, and mathematics



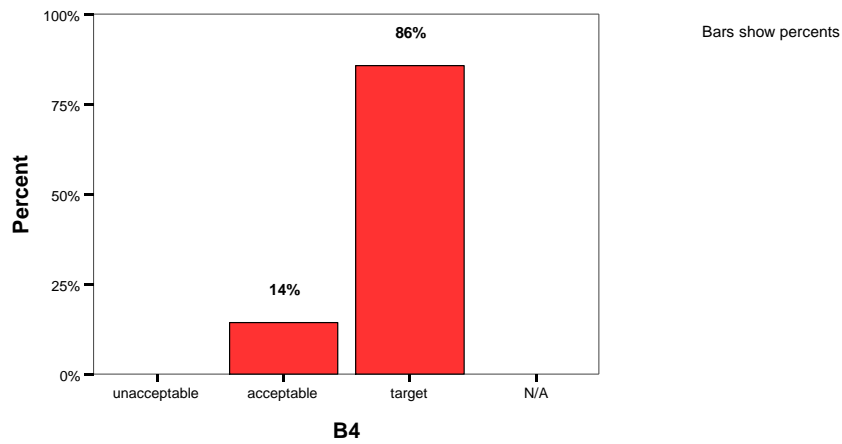
1.2 Knows and understands the major principles and concepts of the material to be taught



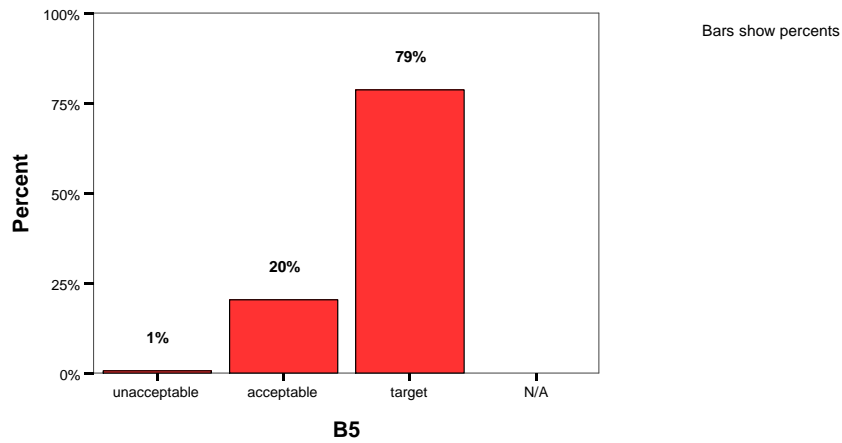
1.3 Possesses accurate and up-to-date principles of the material taught



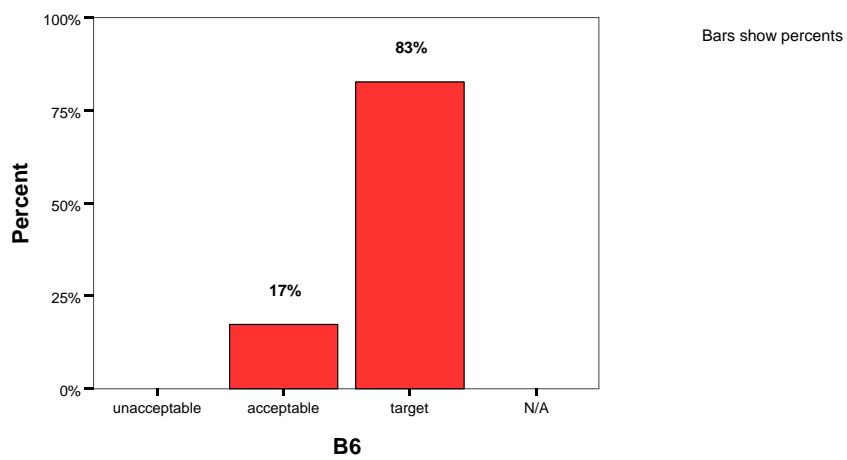
1.4 Understands the purpose and value of the material taught



1.5 Is able to formulate meaningful questions about the subject matter

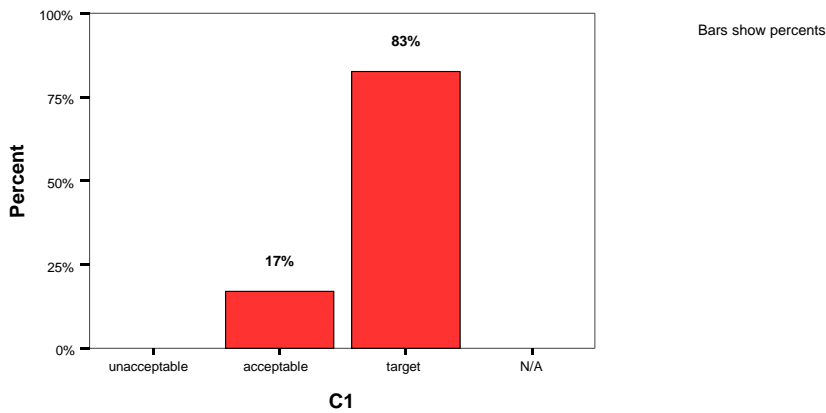


1.6 Knows appropriate sources of additional information about the materials to be taught

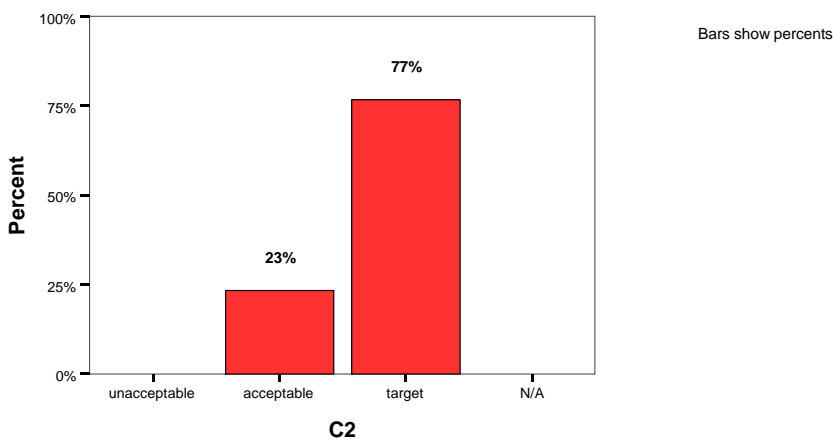


INTASC Standard 2: Knowledge of Human Development and Learning

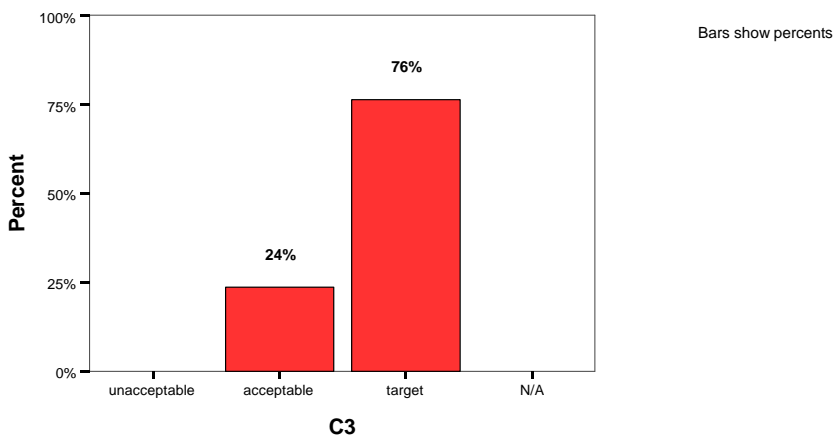
2.1 Understands how the following areas of development relate to planning and organization: physical, emotional, and intellectual



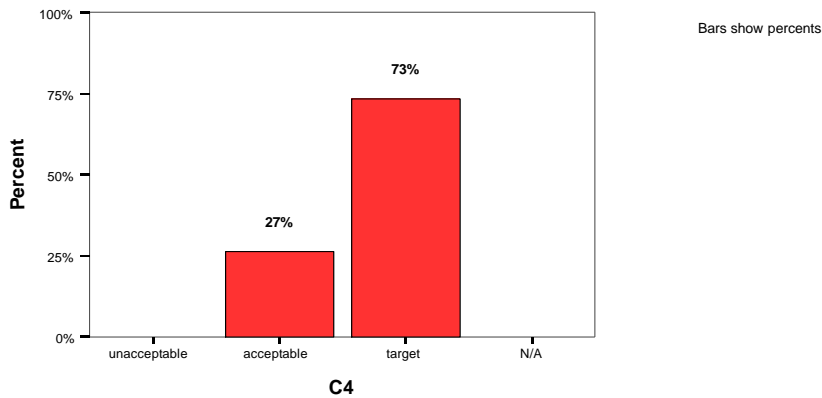
2.2 Uses student strengths as a basis of growth and plans instruction accordingly



2.3 Understands how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind

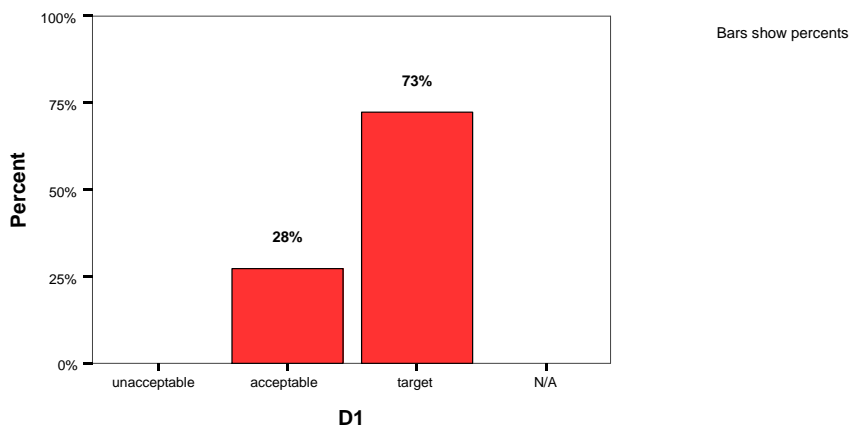


2.4 Uses basic principles of learning and human development to enhance learning of students from diverse backgrounds

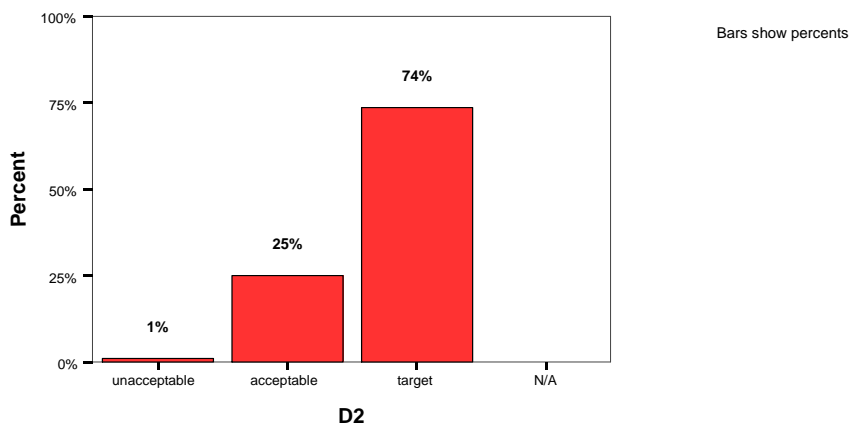


INTASC Standard 3: Instruction is Adapted to Meet Diverse Learners Knowledge of Human Development and Learning

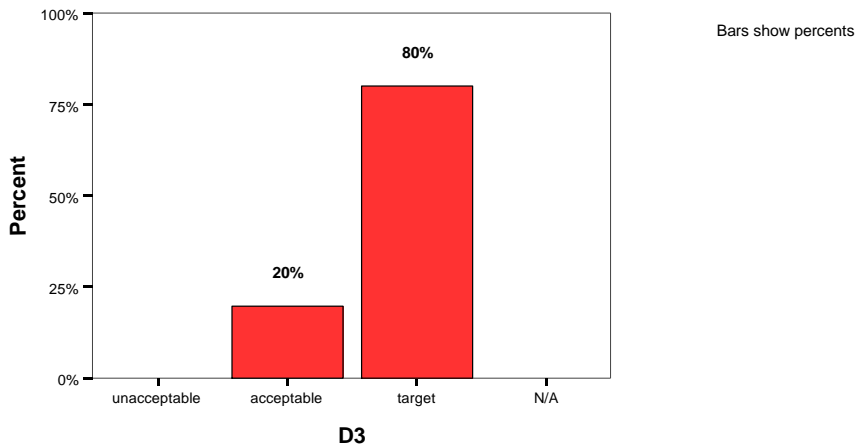
3.1 Plans instructional activities which provide for individual



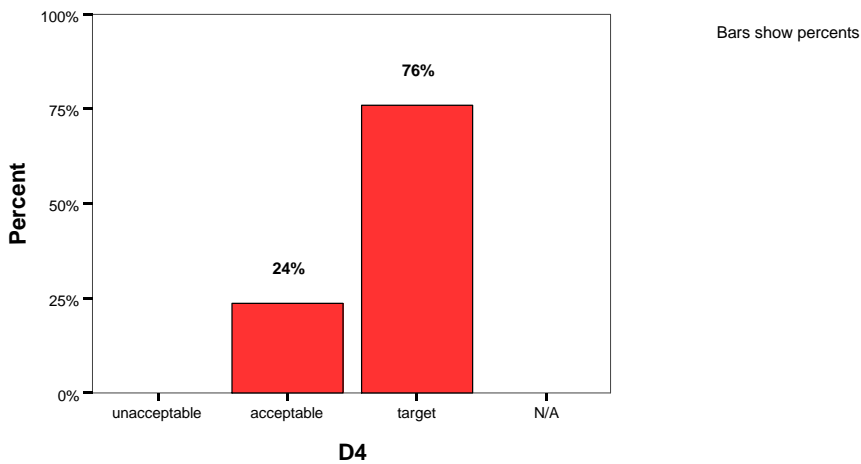
3.2 Matches teaching styles and methods with the learning situation and the learning styles of students



3.3 Effectively implements instructional plans and uses appropriate instructional techniques

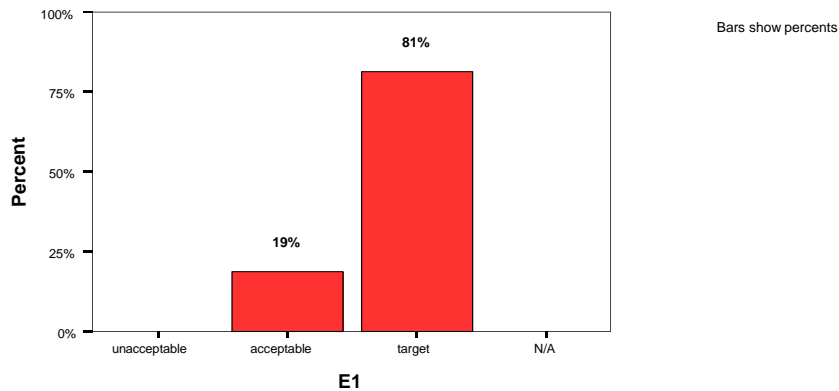


3.4 Demonstrates sensitivity to community and cultural norms and adapts instruction accordingly

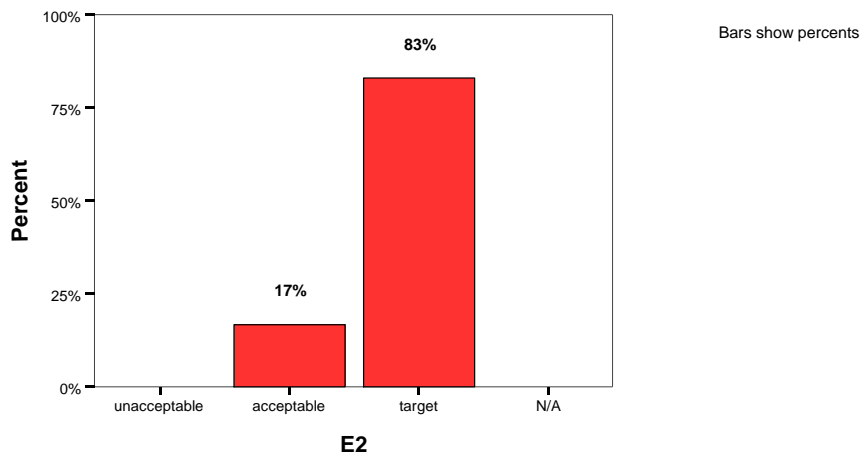


INTASC Standard 4: Use of Multiple Instructional Strategies and Resources

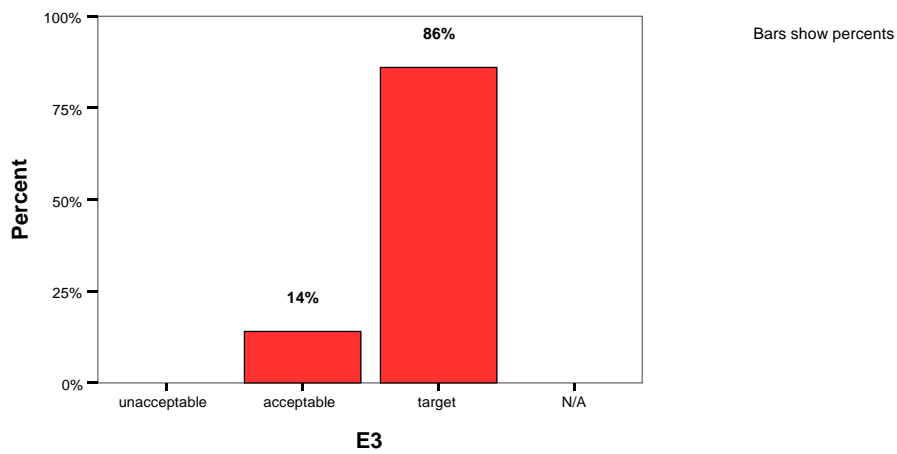
4.1 Uses a variety of instructional methods and media to address the needs of all students



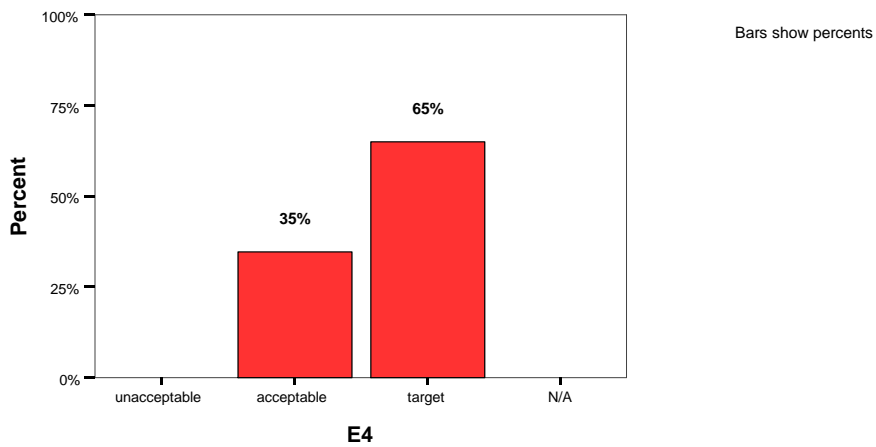
4.2 Uses a balance of individual, small, and large group instructional arrangements



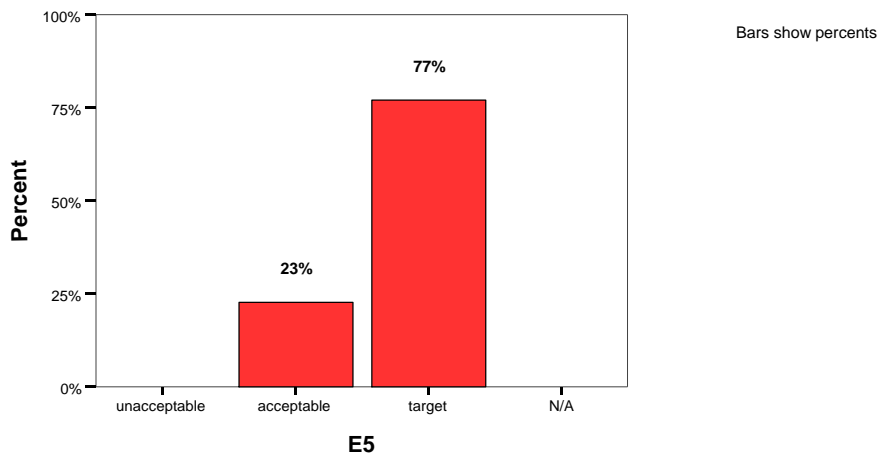
4.3 Provides instructional activities that foster student involvement



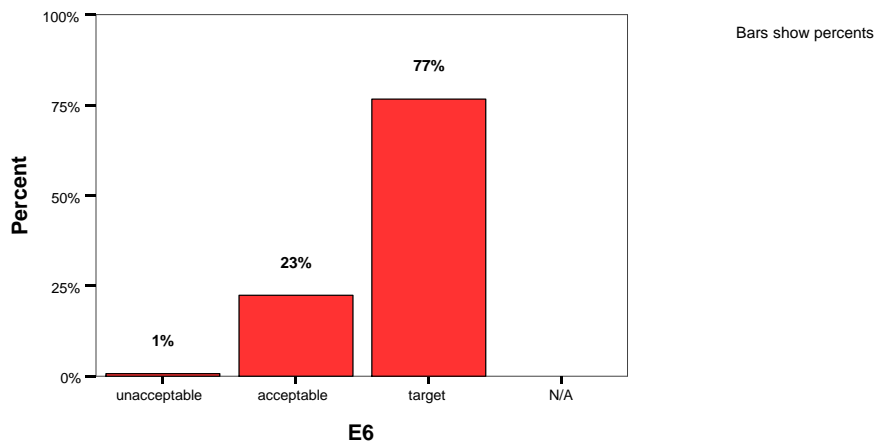
4.4 Engages students in selecting their own learning objectives and activities



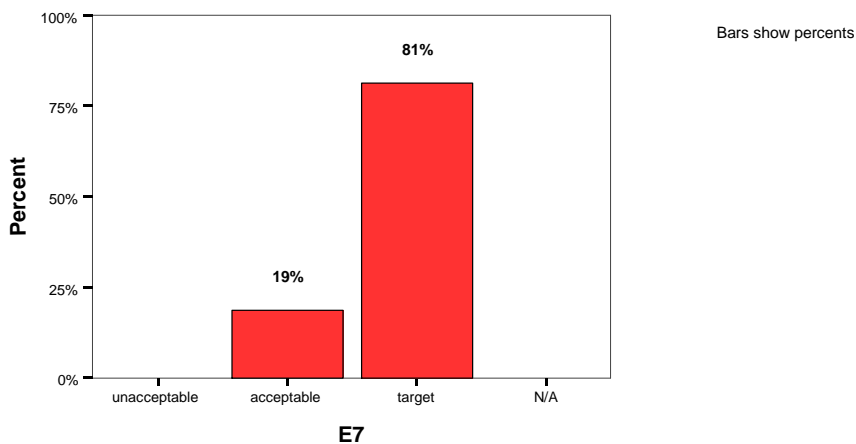
4.5 Poses probing questions to stimulate students to recall, analyze, synthesize, and evaluate



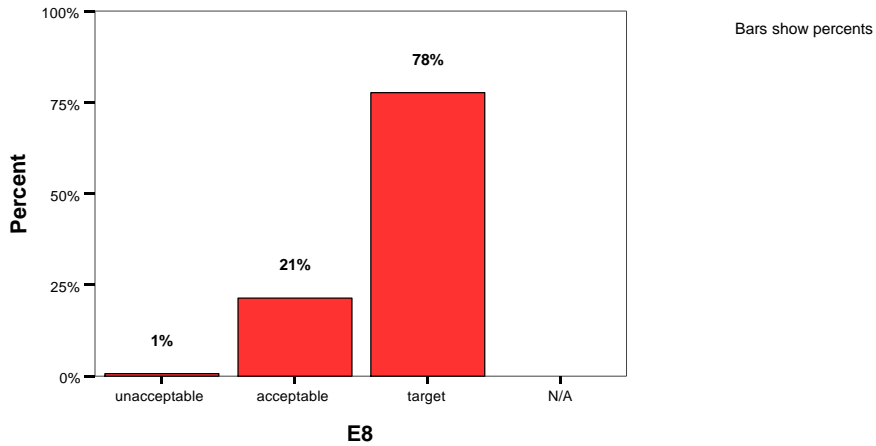
4.6 Presents opportunities that foster critical thinking and problem solving skills



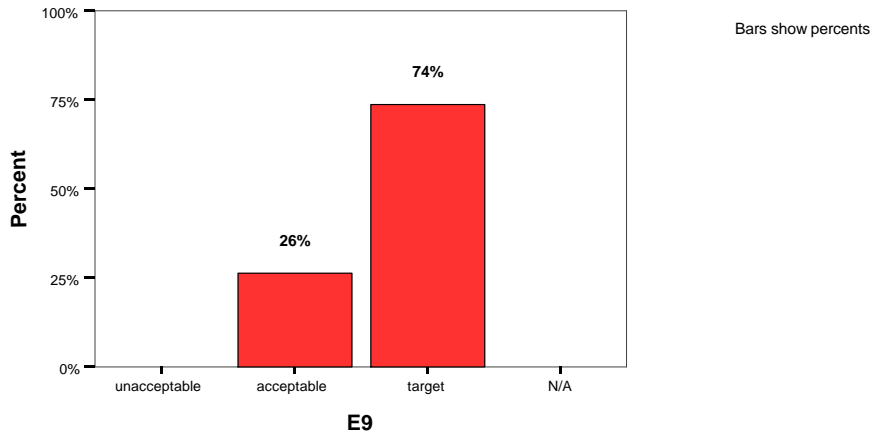
4.7 Presents material at levels appropriate to the needs, interest, abilities, and backgrounds of students



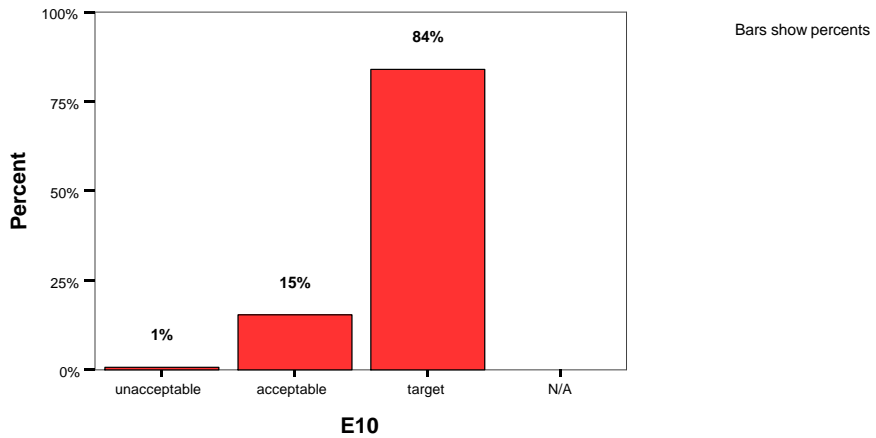
4.8 Recognizes the conditions and needs of special education students



4.9 Meets the needs of exceptional students

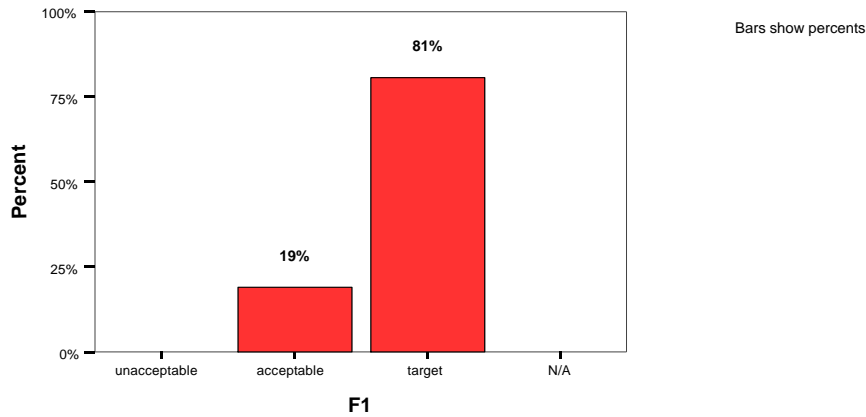


4.10 Values the development of students' critical thinking, independent problem solving, and performance capabilities

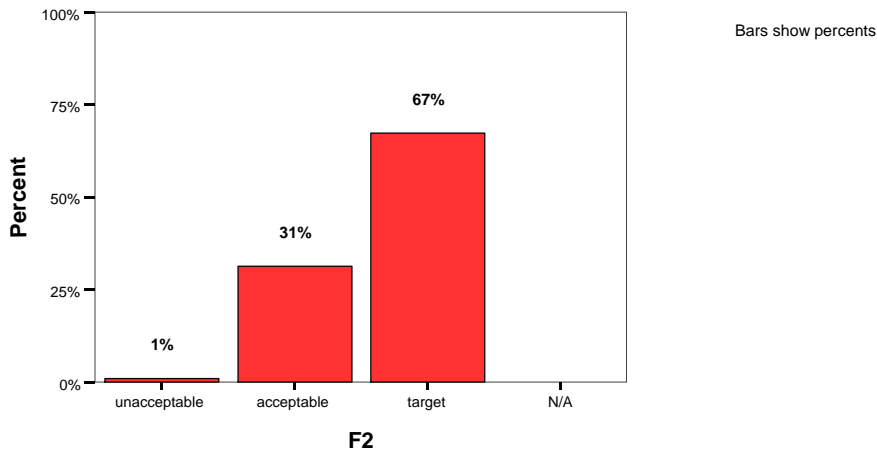


INTASC Standard 5: An Effective Learning Environment is Created

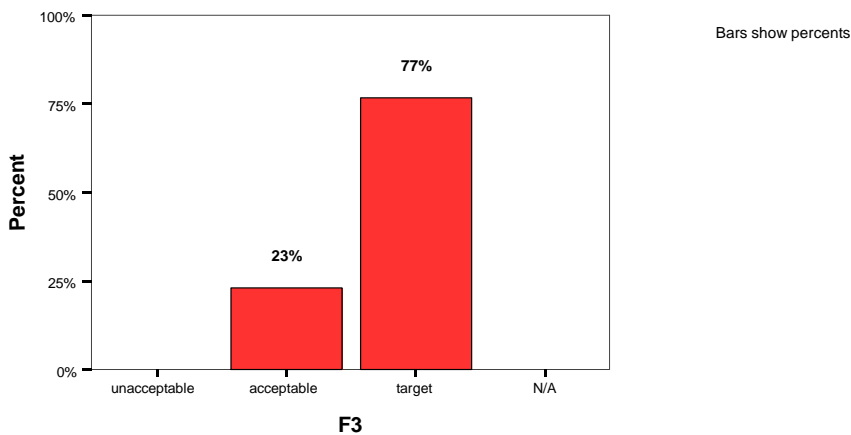
5.1 Maintains classroom routines and procedures



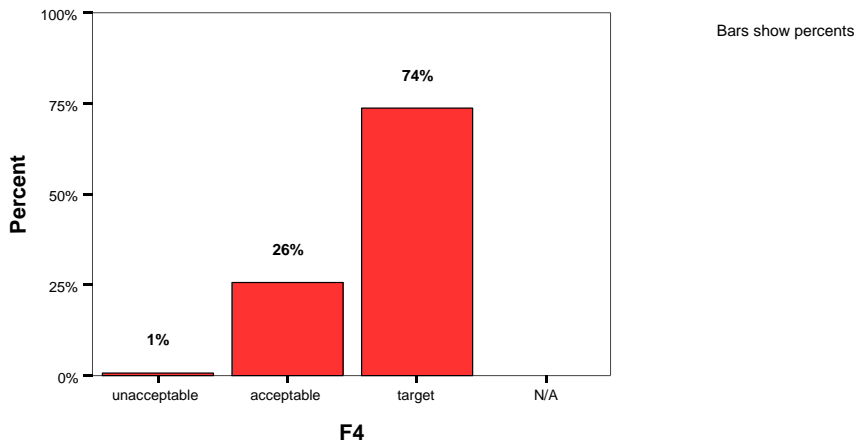
5.2 Uses instructional time effectively paces instructional activities appropriately, and maximizes students' time on task



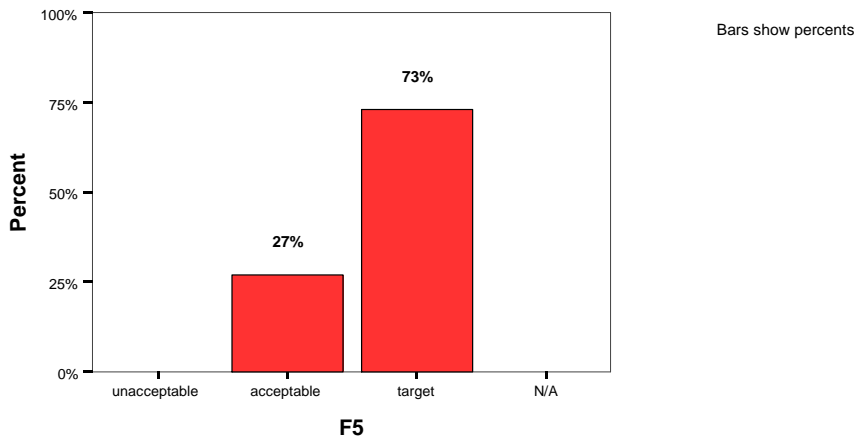
5.3 Provides and maintains an attractive and orderly learning environment



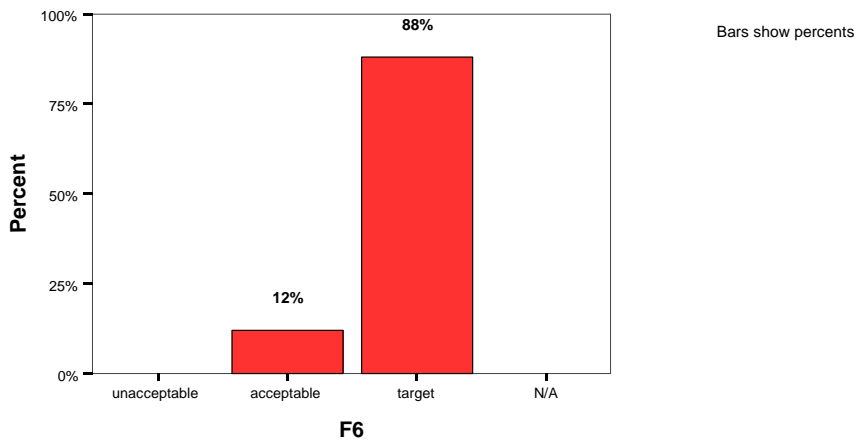
5.4 Maintains appropriate behavior standards for students in the learning environment



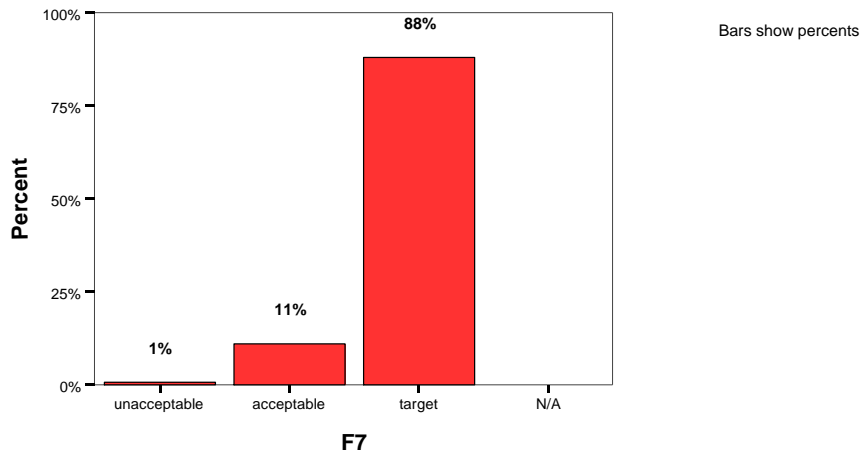
5.5 Develops an atmosphere which fosters self-discipline



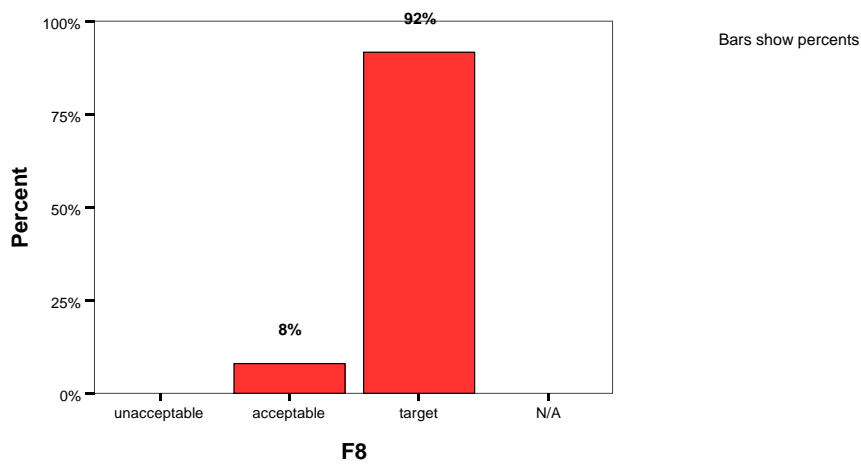
5.6 Works cooperatively with colleagues and administrators



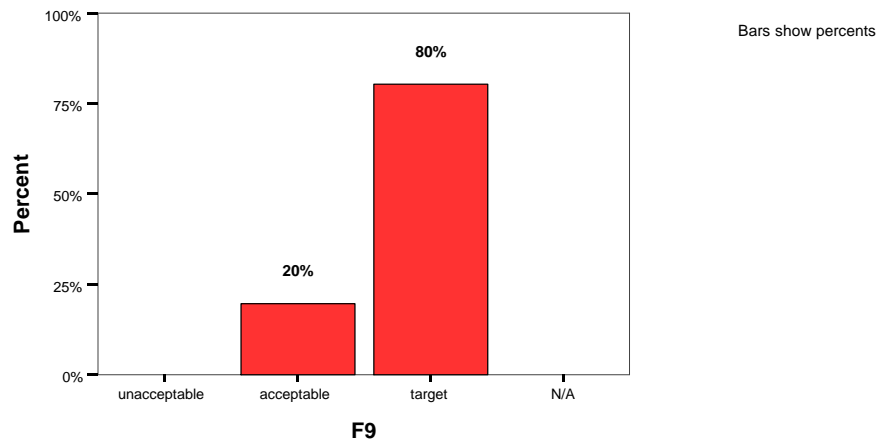
5.7 Follows the policies, procedures, and curricula of the school district



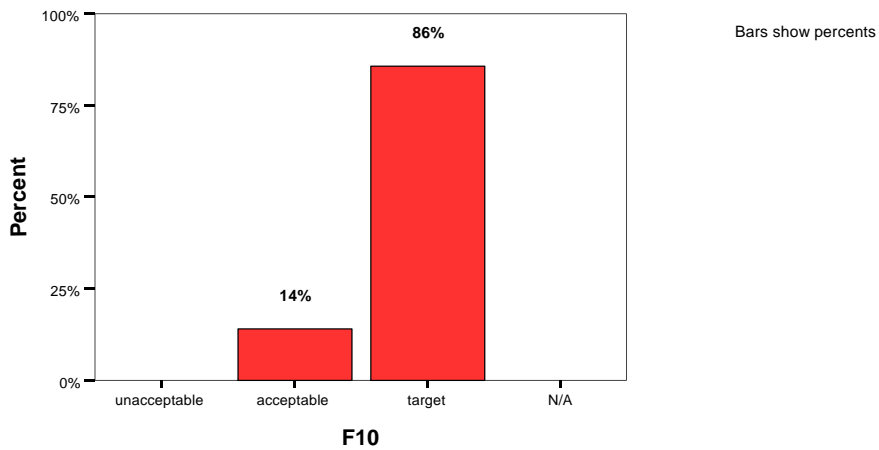
5.8 Demonstrates ethical behavior



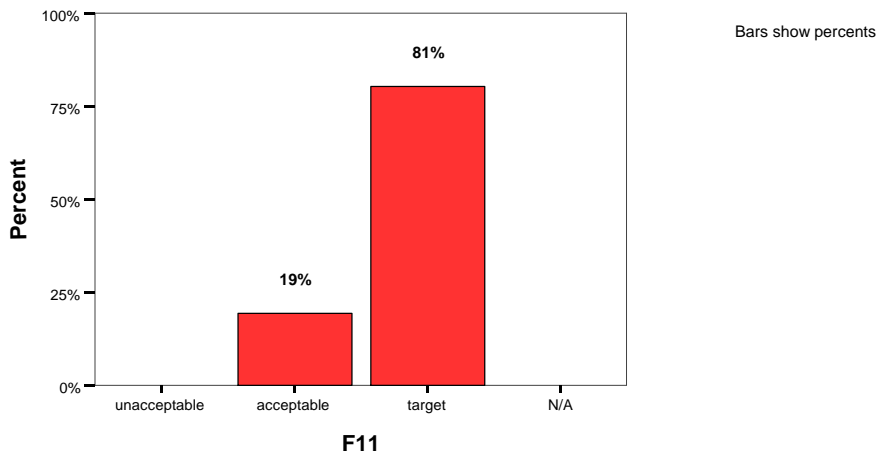
5.9 Conducts effective parent/teacher conference



5.10 Promotes positive interpersonal relations based upon mutual respect

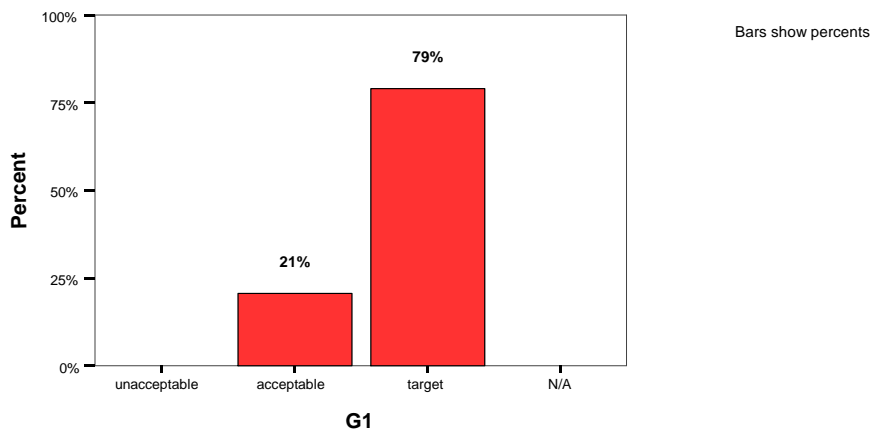


5.11 Creates a positive learning environment that fosters curiosity and intrinsic motivation

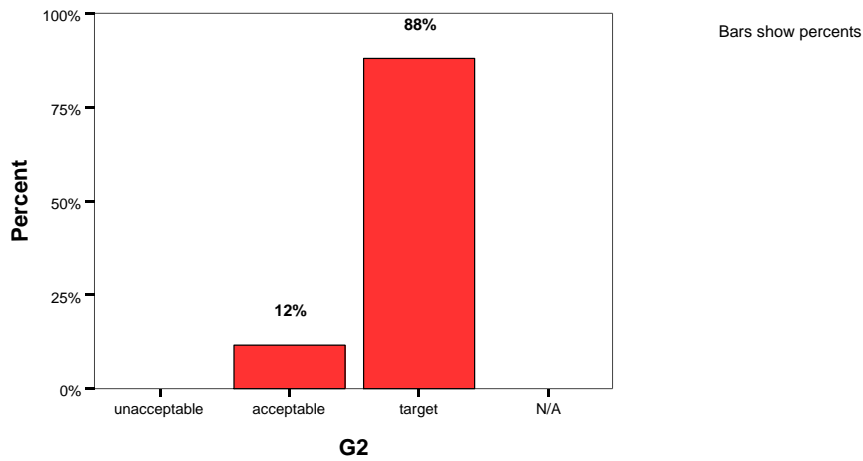


INTASC Standard 6: Effective Communication to Foster Inquiry and Collaboration

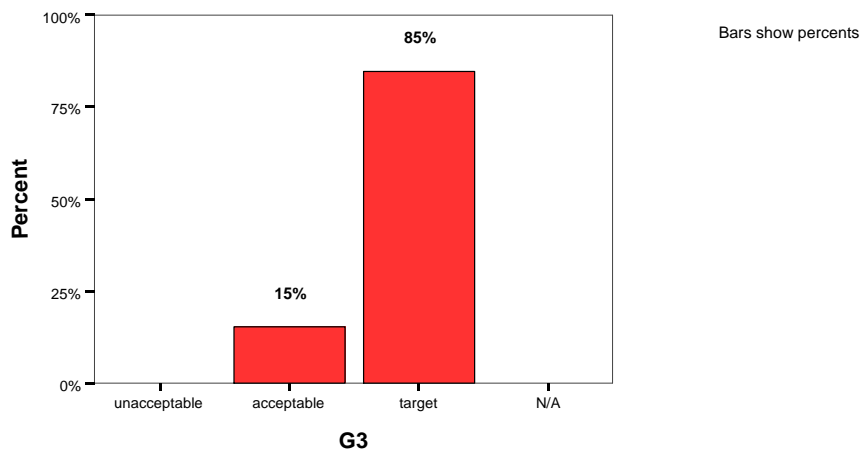
6.1 Provides directions and explanations in a clear, coherent, logical manner



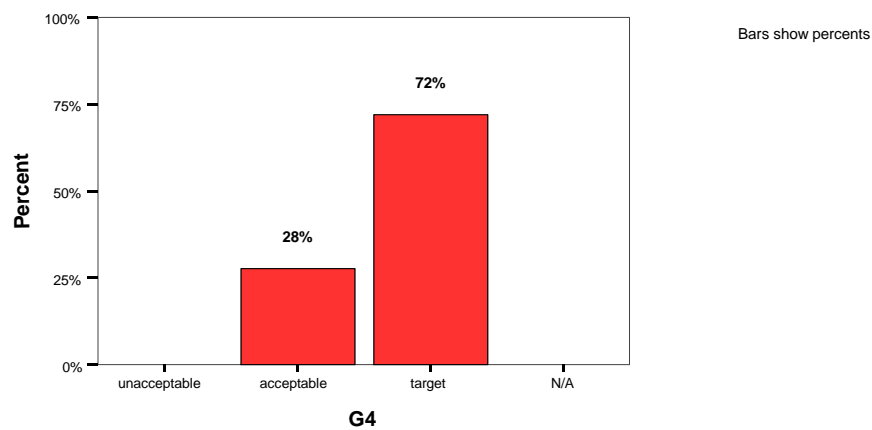
6.2 Provides for two-way communication with students



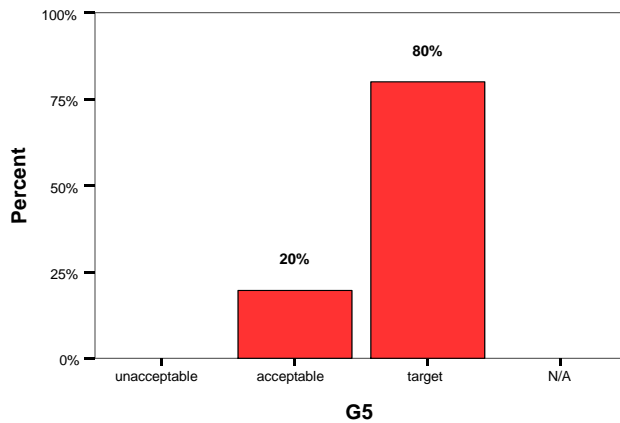
6.3 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication



6.4 Assists and encourages students to research issues and questions of concern to them

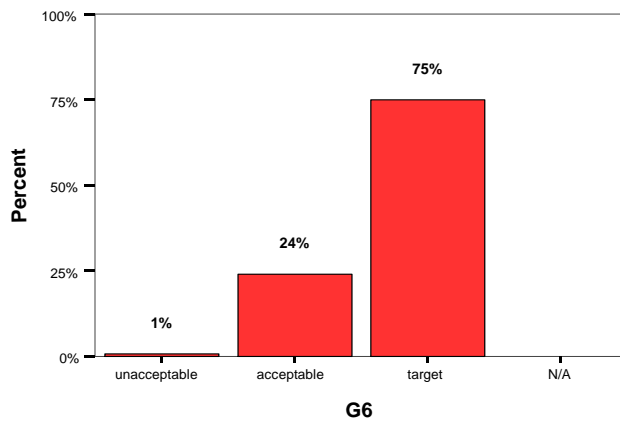


6.5 Promotes students' ability to effectively communicate ideas and questions of concern to them



Bars show percents

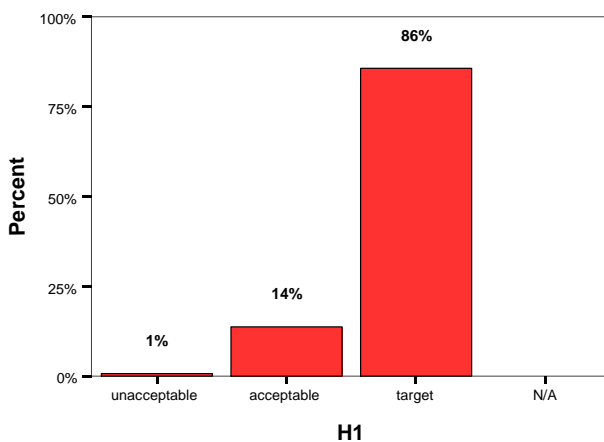
6.6 Understands how cultural and general differences can affect communication in the classroom



Bars show percents

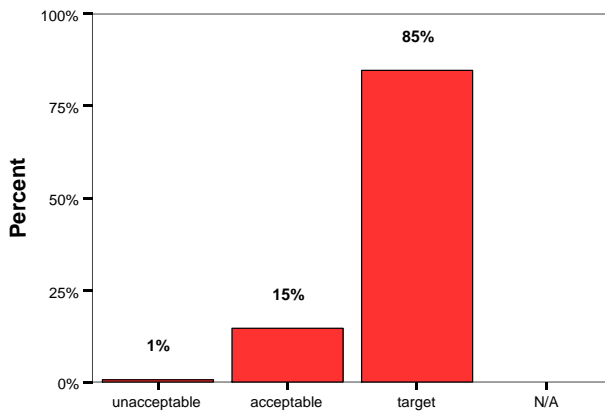
INTASC Standard 7: Lesson Planning

7.1 Plans instruction to achieve selected objectives



Bars show percents

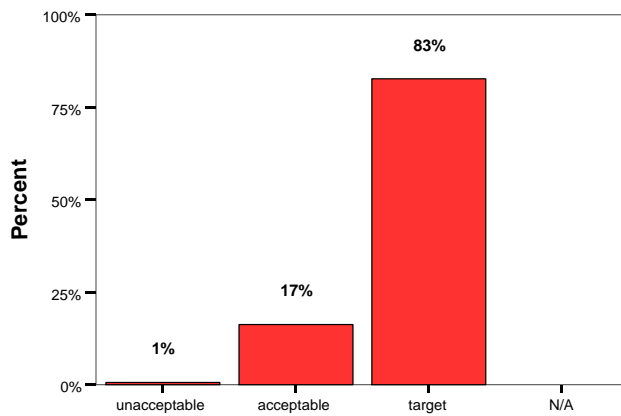
7.2 Identifies and sequences goals of instruction



Bars show percents

H2

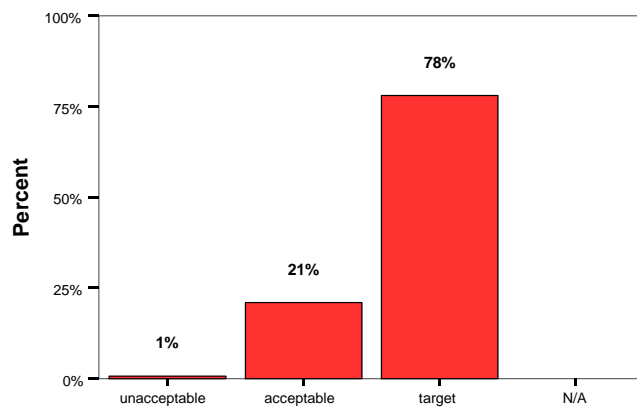
7.3 Identifies and sequences objectives within lessons



Bars show percents

H3

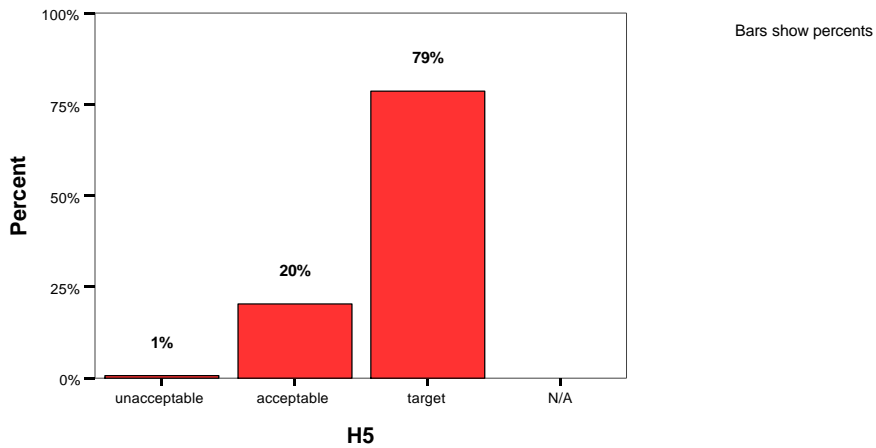
7.4 Identifies teaching procedures and sequences learning activities



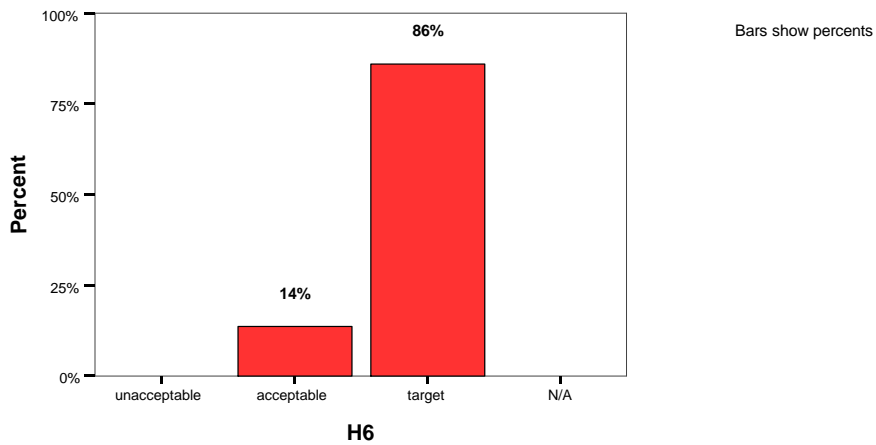
Bars show percents

H4

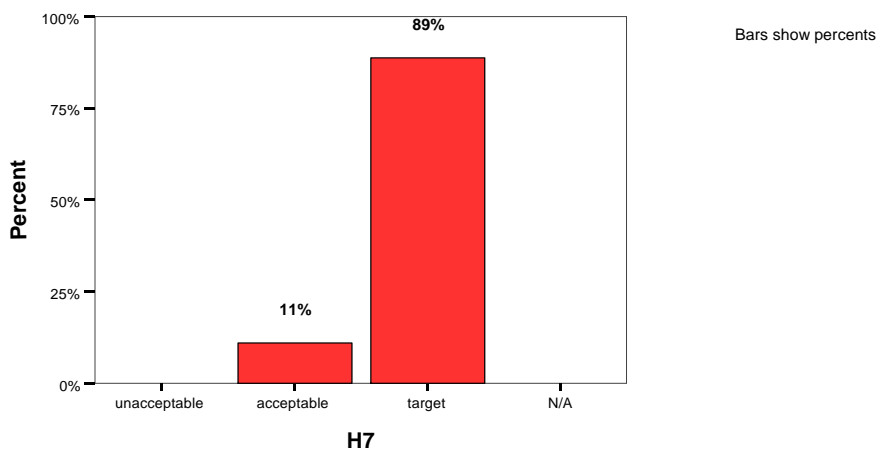
7.5 Revises instruction on the basis of student comments, questions, and performance



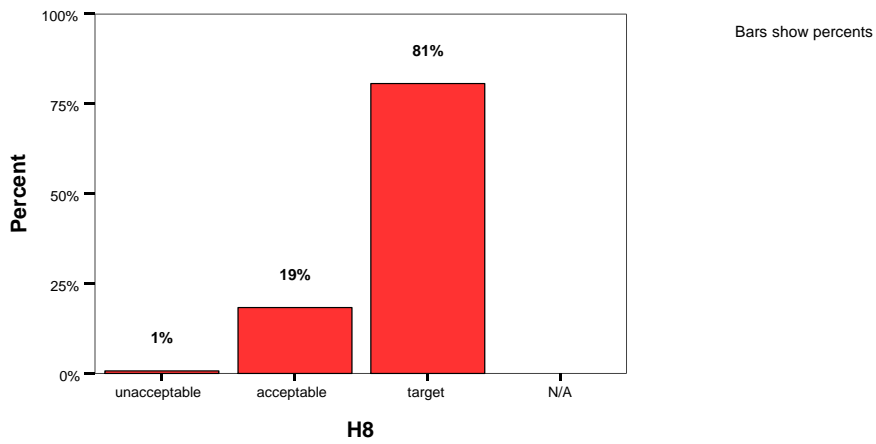
7.6 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom



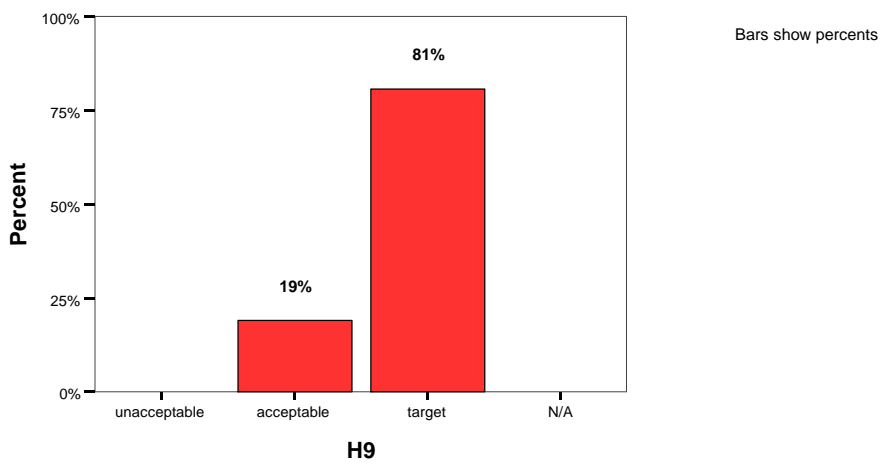
7.7 Demonstrates sensitivity to and for the needs and feelings of all students



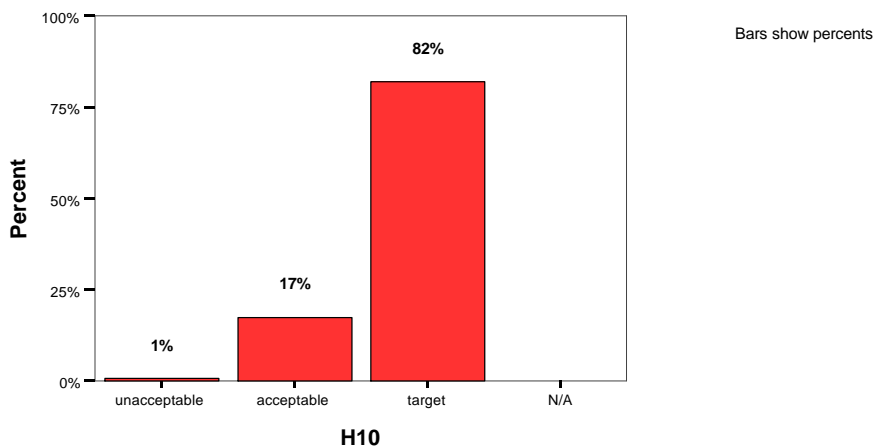
7.8 Outlines expectations for all students in a clear manner



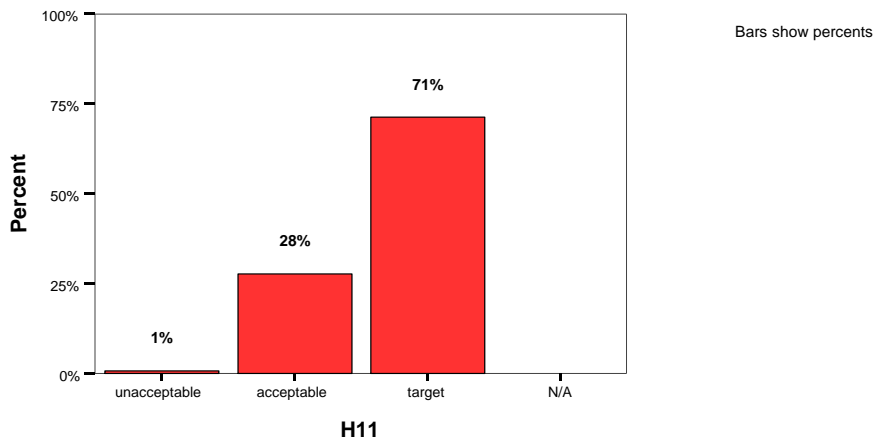
7.9 Conducts learning activities in a logical sequence which are flexible and developmentally appropriate



7.10 Provides illustration, examples, and application of the material

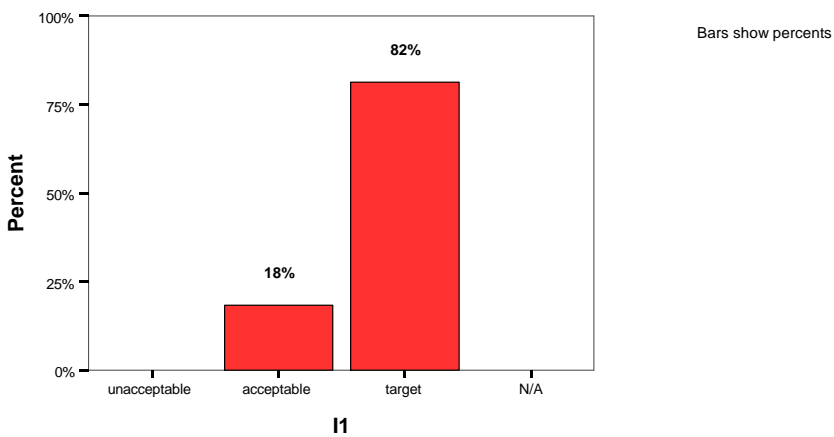


7.11 Designs lessons that integrate technology into teaching

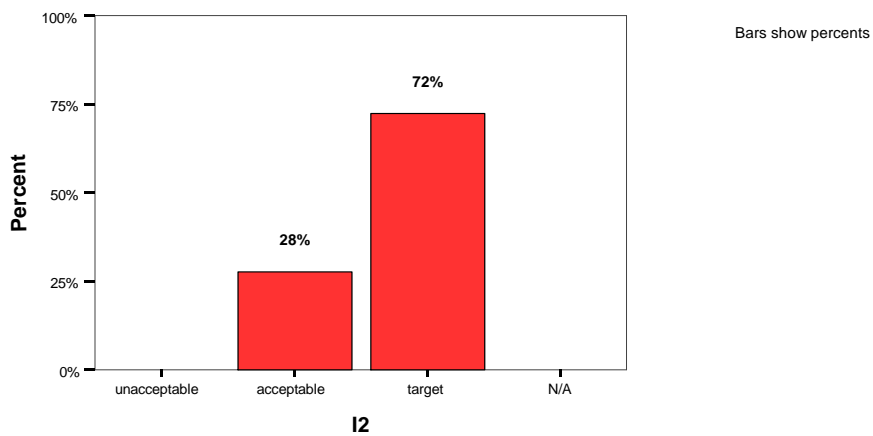


INTASC Standard 8: Assessment of Student Learning to Improve Teaching

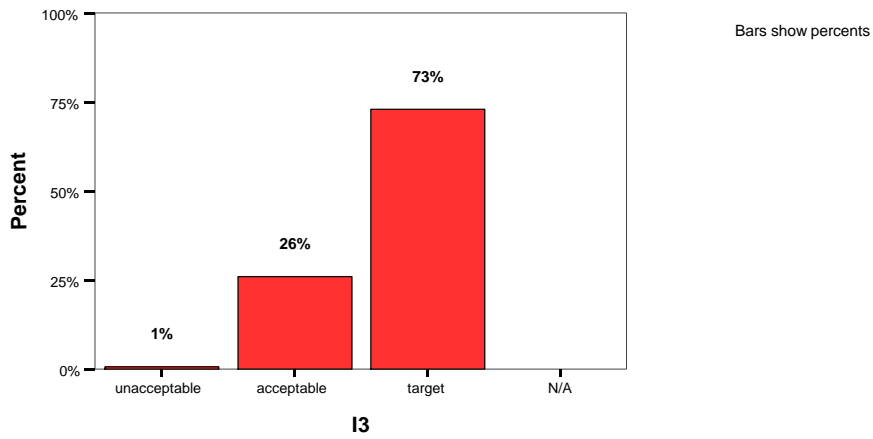
8.1 Recognizes and encourages the special interests and abilities of individual students



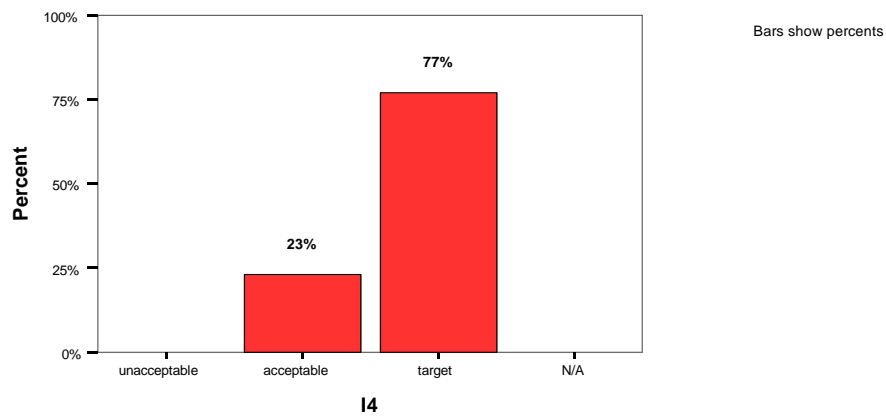
8.2 Selects appropriate materials and procedures for assessing students' progress on objectives



8.3 Uses evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction

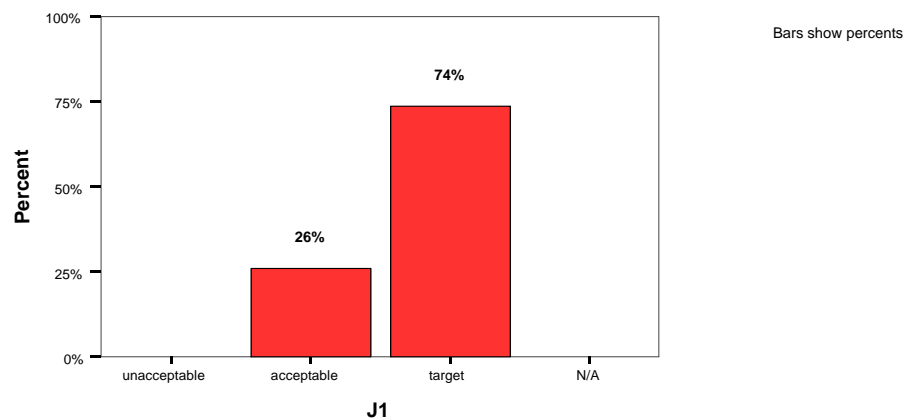


8.4 Evaluates students on the basis of criteria that are aligned with instructional objectives

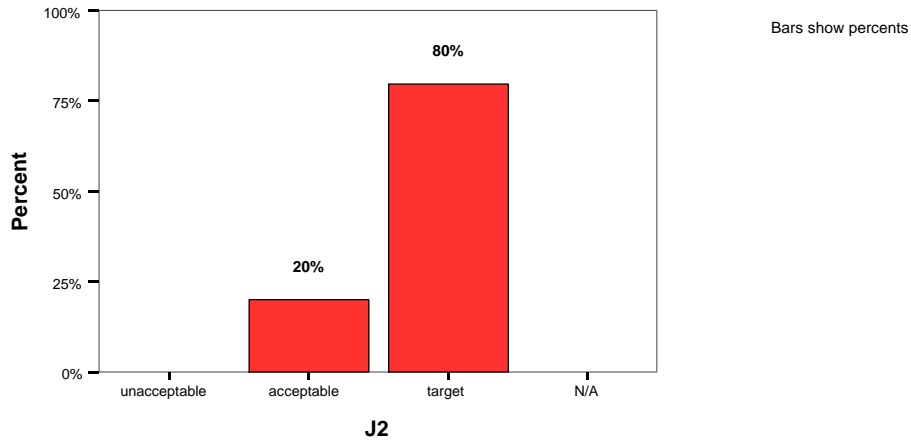


INTASC Standard 9: Reflection and Professional Development

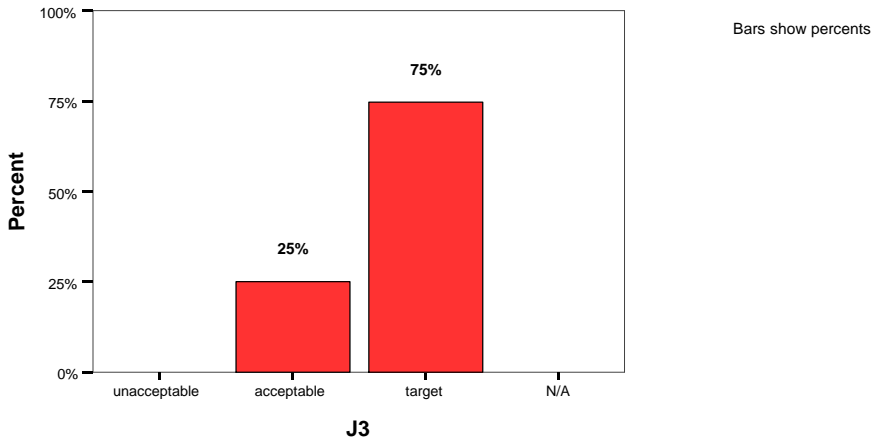
9.1 Recognizes when students are deficient in the basic skills and provides or recommends corrective action



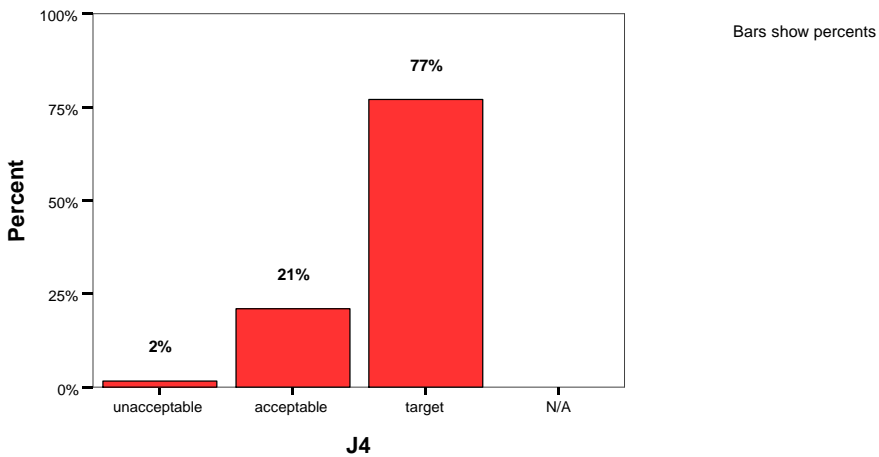
9.2 Obtains and uses information from colleagues to assist students with special needs



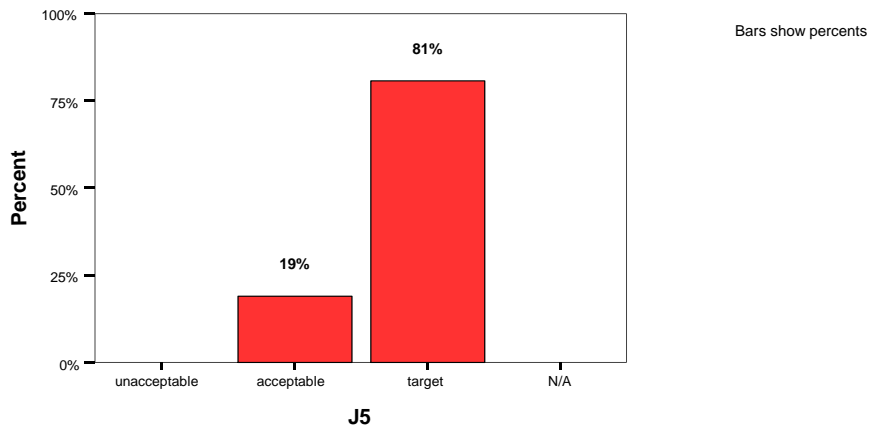
9.3 Identifies students who require the assistance of a specialist



9.4 Handles discipline fairly and consistently

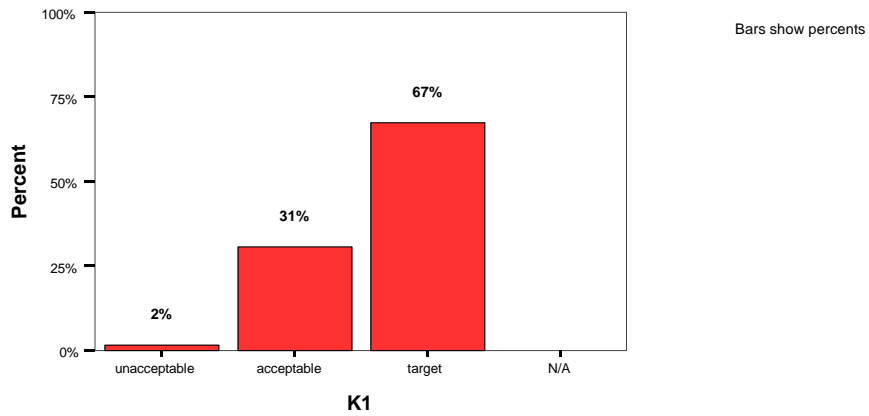


9.5 Demonstrates ability to think about teaching and learning as both a reflective practitioner and educational leader

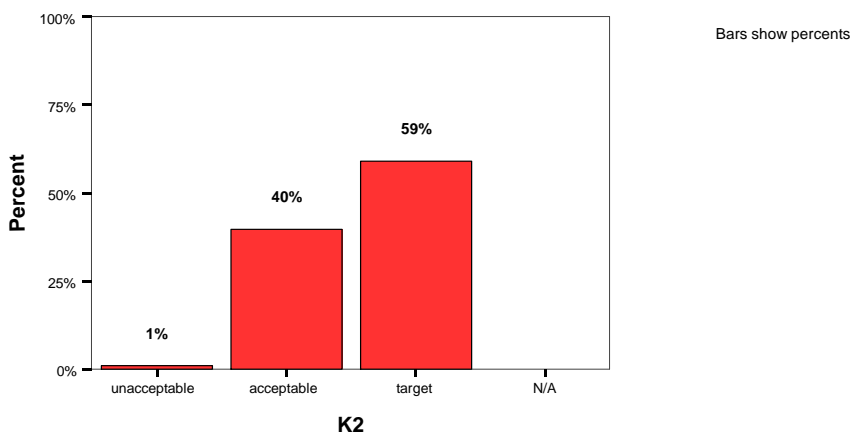


INTASC Standard 10: Partnerships with School and Community

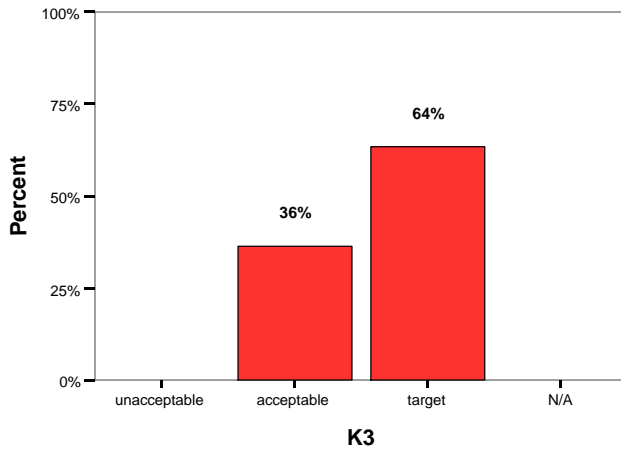
10.1 Encourages and maintains the cooperative involvement and support of parents and community



10.2 Provides opportunities for parents and community involvement

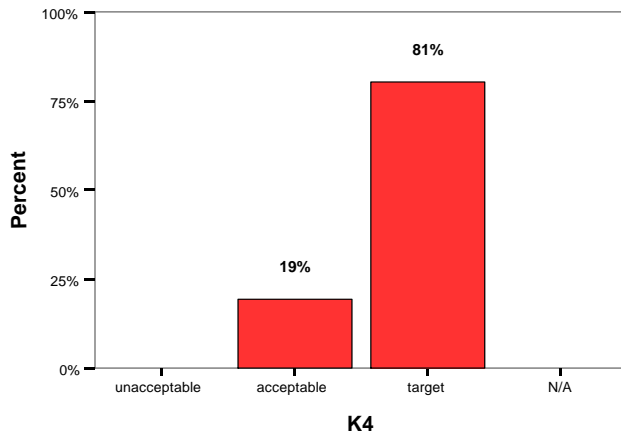


10.3 Uses community resources in instruction



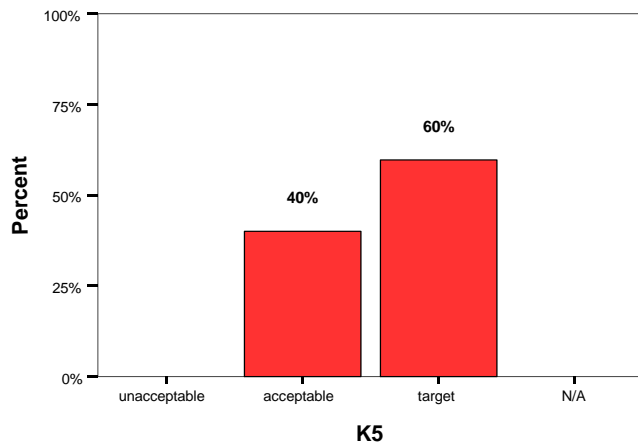
Bars show percents

10.4 Understands the rights and responsibilities of students, parents, and teachers



Bars show percents

10.5 Engages parents in the learning process



Bars show percents