



# **Southern Connecticut State University**

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

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**Prepared by:**

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**A Report on SCSU Student Teaching Performance  
*An Analysis of Student Teaching Evaluation Responses*  
Submitted by Cooperating Teachers  
Fall 2008**

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***An Analysis of Student Teaching Evaluation Responses***  
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The 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 SCSU teacher candidates during their student teaching placement.

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 candidates' competencies throughout the student teaching experience. The *ESTP* survey addresses candidates' 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 Fall 2008 *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 five *ESTP* surveys were collected and analyzed for this study. These surveys represent the evaluation of teacher candidates who were student teaching during the fall of 2008 in (1) a second eight-week student teaching placement, or (2) a ten-week student teaching placement. Candidates evaluated represented a variety of majors and programs and were seeking certification in Elementary, Secondary, or K-12 Education. The distribution of programs leading to certification can be viewed in Table 1.

**Table 1 - Program of Study/Certification Area Fall 2008**

Program of Study	Level of Certification		
	Elementary	Secondary	K-12
Early Childhood	8		
Elementary Education	34		
Elementary/ Special Education Collaborative	7		
Biology		1	
Chemistry		2	
English		2	
Foreign Language		1	
General Science		5	

Math		7	
Physics		2	
Social Studies		8	
Spanish		2	
Art			5
Physical Education			14
Special Education			6
<b>Total</b>	<b>49</b>	<b>30</b>	<b>25</b>

\* (n=105) 1 survey did not indicate an area of certification

### ***Apparatus***

The *ESTP* survey is an evaluation instrument developed and used by the School of Education. Part one (Section A) of the survey requests demographic information, and the second part (Sections B - K) 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. Space is provided after each competency area for additional comments. There is a section at the end of the survey for ‘*Summary Statements*,’ three overall scores for ‘planning, teaching, and impact on student learning’, and the assignment of a final grade of pass or fail. Cooperating Teachers evaluate student teacher candidates using the following 3-point scale:

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

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

- I.**        Knowledge of Subject Matter, items 1.1-1.6 (Section B);
- II.**       Knowledge of Human Development and Learning, 2.1-2.4 (Section C);
- III.**      Instruction is Adapted to Meet Diverse Learners, 3.1-3.4 (Section D);
- IV.**      Use of Multiple Instructional Strategies and Resources, 4.1-4.10 (Section E);
- V.**        An Effective Learning Environment is Created, 5.1-5.11 (Section F);
- VI.**      Effective Communication to Foster Inquiry & Collaboration, 6.1-6.6 (Section G);
- VII.**     Lesson Planning, 7.1-7.11 (Section H);
- VIII.**    Assessment of Student Learning to Improve Teaching, 8.1-8. 4(Section I);
- IX.**      Reflection and Professional Development, 9.1-9.5 (Section J);
- X.**        Partnerships with School and Community, 10.1-10.5 (Section K)

Internal consistency reliabilities were calculated for the survey as well as for each INTASC standard. The internal consistency reliability for the instrument was an alpha (Cronbach’s) of

.949 and the estimates of internal consistency reliability for the ten INTASC standards ranged from .835 to .934 (Cronbach's alpha).

### ***Procedure***

The SOE Office of Student Teaching provided CCSAR with the *Evaluation of Student Teaching Performance (ESTP)* surveys collected during the fall 2008 semester. Data collection for this study ended in December 2008.

CCSAR reviewed each survey to ensure that it was for the correct period (fall 2008, second eight-week or ten-week placements only) and completed on the appropriate evaluation sheet. Surveys that did not meet both of these requirements were discarded. A coding frame was developed and each survey was assigned a unique identification number.

Data were then entered into SPSS Statistical Software using the following scale: 1=Unacceptable or Met-; 2=Acceptable or Met; 3=Target or Met+; and 9=N/A. Next, researchers recoded all responses of N/A to 'system missing' to address only those behaviors that were assessed by the Cooperating Teachers. Ten new variables were created to measure candidates' performance in the INTASC standard areas. This was accomplished by summing items that collectively defined each standard, and then calculating the mean and standard deviation score for that standard. Statistical indices were also calculated for each survey item to provide a quick, yet comprehensive, view of the distribution of data.

### **Results**

Descriptive statistics summarizing the distribution of item and INTASC scores were developed using graphical representation and computing descriptive statistical indices, e.g., mean, standard deviations, etc. The results from the descriptive analyses indicated that the mean item scores ranged from  $M = 2.62$ ,  $SD = 0.533$  for item 4.4 '*Engages students in selecting their own learning objectives and activities*' to  $M = 2.91$ ,  $SD = 0.28$  for item 7.7 '*Demonstrates sensitivity to and for the needs and feelings of all students*' and item 6.3 '*Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication.*'

The ten INTASC standard mean scores ranged from  $M = 2.70$ ,  $SD = 0.429$  for *Standard 10: 'Partnerships with School and Community'* to  $M = 2.83$ ,  $SD = 0.310$  for *Standard 7: 'Lesson Planning'*. The mean and standard deviations scores for each item and the INTASC Standards, and frequency bar charts for each item, are located in the Appendix.

It is noteworthy that INTASC Standard 10 (Section K) '*Partnerships with School and Community*,' items received a large number of N/A's or non responses. Thirty-three percent of cooperating teachers did not respond to item k1; 50% did not respond to k2; 44% to k3, and 42% did not respond to k5. Also, 42% of the cooperating teachers did not respond to item f9 in INTASC Standard 5.

Overall scores for planning, teaching, and impact on student learning were provided using the same 3 point scale as the survey items. Approximately 38% of the student teachers received these overall scores.

**Table 2 - Overall Mean Scores and Standard Deviation (for 38% of candidates)**

	<b>Mean Score</b>	<b>Standard Deviation</b>
Overall score on planning	2.88	0.335
Overall score on teaching	2.88	0.335
Overall score/impact on student learning	2.90	0.304

### **Qualitative Analysis**

The majority of cooperating teachers had positive comments about their student teachers. They praised the student teachers' knowledge of their content area, and their ability to create and change lesson plans based on students' needs. The cooperating teachers felt the teacher candidates had developed good rapport with the students, dealt with discipline fairly, acted professionally, and had a positive attitude towards the student teaching experience.

All of the teacher candidates reviewed by cooperating teachers received passing scores, although a few were passed with noted concerns. Most often cited was the need for candidates to continue practicing classroom and time management skills (a skill that cooperating teachers acknowledged improves with experience). Other areas noted as potential weaknesses were: the ability to diversify lessons to meet the needs of all students, long-term planning (planning ahead), and the ability to ask questions that would stimulate higher-order critical thinking skills. All of these concerns were addressed with the individual teacher candidates.

### **Discussion**

SCSU teacher candidates were well prepared for their student teaching experiences. Overall the cooperating teachers rated SCSU's student teachers as above the "acceptable" category on each of the individual items, with mean scores ranging from 2.62 to 2.91, as well as on the ten INTASC Standards with mean scores ranging from 2.70 to 2.83. The qualitative responses provided by the cooperating teachers support these mean scores and affirm the professional nature of SCSU student teaching candidates.

## APPENDIX

**Table 1 - The Ten INTASC Standards and the Items that Define Each Standard**

Scale: 1 = Met- or unacceptable; 2 = Met or acceptable; 3 = Met+ or target

	Mean Score	Standard Deviation
<b>INTASC Standard I -Knowledge of Subject Matter</b> Section B (b1 – b6)	<b>2.82</b>	<b>.332</b>
1.1 Demonstrates proficiency in reading, writing, and mathematics	2.83	.406
1.2 Knows and understands the major principles and concepts of the material to be taught	2.84	.395
1.3 Possesses accurate and up-to-date principles of the material taught	2.80	.402
1.4 Understands the purpose and value of the material taught	2.89	.348
1.5 Is able to formulate meaningful questions about the subject matter	2.75	.496
1.6 Knows appropriate sources of additional information about the materials to be taught	2.79	.432
<b>INTASC Standard 2 -Knowledge of Human Development and Learning</b> Section C (c1- c4)	<b>2.73</b>	<b>.379</b>
2.1 Understands how the following areas of development relate to planning and organization: physical, social, emotional, and intellectual	2.74	.442
2.2 Uses student strengths as a basis of growth and plans instruction accordingly	2.76	.431
2.3 Understands how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind	2.73	.469
2.4 Uses basic principles of learning and human development to enhance learning of students from diverse backgrounds	2.71	.457
<b>INTASC Standard 3- Instruction is Adapted to Meet Diverse Learners</b> Section D ( d1-d4)	<b>2.77</b>	<b>.823</b>
3.1 Plans instructional activities which provide for individual differences	2.72	.470
3.2 Matches teaching styles and methods with the learning situation and the learning style of students	2.73	.507
3.3 Effectively implements instructional plans and uses appropriate instructional techniques	2.82	.434
3.4 Demonstrates sensitivity to community and cultural norms and adapts instruction accordingly	2.82	.433
<b>INTASC Standard 4 -Use of Multiple Instructional Strategies and Resources</b> Section E (e1-e10)	<b>2.76</b>	<b>.356</b>
4.1 Uses a variety of instructional methods and media to address the needs of all students	2.76	.428
4.2 Uses a balance of individual, small, and large group instructional arrangements	2.83	.375
4.3 Provides instructional activities that foster student involvement	2.82	.414
4.4 Engages students in selecting their own learning objectives and activities	2.62	.533
4.5 Poses probing questions to stimulate students to recall, analyze, synthesize, and evaluate	2.74	.525
4.6 Presents opportunities that foster critical thinking and problem solving skills	2.76	.470
4.7 Presents material at levels appropriate to the needs, interests, abilities, and backgrounds of students	2.79	.406
4.8 Recognizes the conditions and needs of special education students	2.80	.450
4.9 Meets the needs of exceptional students	2.74	.506

4.10 Values the development of students' critical thinking, independent problem solving, and performance capabilities	2.76	.453
<b>INTASC Standard 5 -An Effective Learning Environment is Created</b> Section F (f1-f11)	<b>2.80</b>	<b>.317</b>
5.1 Maintains classroom routines and procedures	2.81	.418
5.2 Uses instructional time effectively, paces instructional activities appropriately, and maximizes students' time on task	2.69	.506
5.3 Provides and maintains an attractive and orderly learning environment	2.80	.402
5.4 Maintains appropriate behavior standards for students in the learning environment	2.74	.461
5.5 Develops an atmosphere which fosters self-discipline	2.70	.479
5.6 Works cooperatively with colleagues and administrators	2.86	.404
5.7 Follows the policies, procedures, and curricula of the school district	2.89	.348
5.8 Demonstrates ethical behavior	2.90	.295
5.9 Conducts effective parent/teacher conference(s)	2.85	.358
5.10 Promotes positive interpersonal relations based upon mutual respect	2.87	.362
5.11 Creates a positive learning environment that fosters curiosity and intrinsic motivation	2.73	.487
<b>INTASC Standard 6- Effective Communication to Foster Inquiry and Collaboration</b> Section G (g1-g6)	<b>2.77</b>	<b>.345</b>
6.1 Provides directions and explanations in a clear, coherent, logical manner	2.71	.517
6.2 Provides for two-way communication with students	2.87	.334
6.3 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication	2.91	.285
6.4 Assists and encourages students to research issues and questions of concern to them	2.68	.492
6.5 Promotes students' ability to effectively communicate ideas and questions of concern to them	2.74	.465
6.6 Understands how cultural and general differences can affect communication in the classroom	2.71	.497
<b>INTASC Standard 7-Lesson Planning</b> Section H (h1-h11)	<b>2.83</b>	<b>.310</b>
7.1 Plans instruction to achieve selected objectives	2.83	.403
7.2 Identifies and sequences goals of instruction	2.83	.379
7.3 Identifies and sequences objectives within lessons	2.84	.395
7.4 Identifies teaching procedures and sequences learning activities	2.81	.441
7.5 Revises instruction on the basis of student comments, questions, and performance	2.80	.470
7.6 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom	2.89	.320
7.7 Demonstrates sensitivity to and for the needs and feelings of all students	2.91	.283
7.8 Outlines expectations for all students in a clear manner	2.80	.425
7.9 Conducts learning activities in a logical sequence that are flexible and developmentally appropriate	2.85	.388
7.10 Provides illustration, examples, and application of the material	2.81	.441
7.11 Designs lessons that integrate technology into teaching	2.79	.407

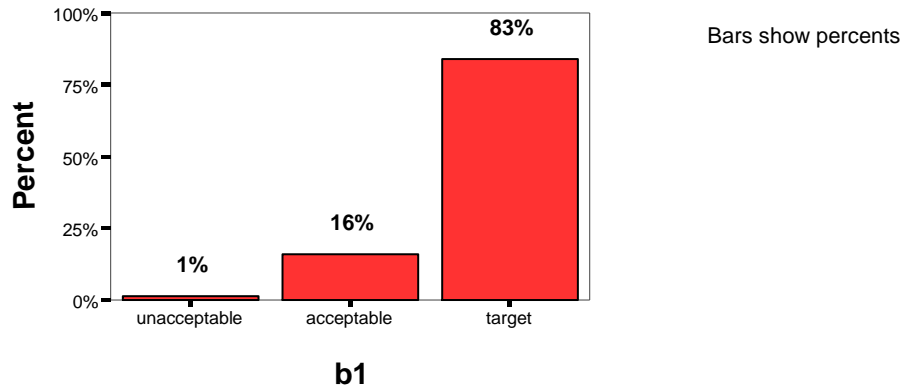
<b>INTASC Standard 8- Assessment of Student Learning to Improve Training Section I (i1-i4)</b>	<b>2.82</b>	<b>.335</b>
8.1 Recognizes and encourages the special interests and abilities of individual students	2.79	.437
8.2 Selects appropriate materials and procedures for assessing students' progress on objectives	2.85	.354
8.3 Uses evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction	2.79	.432
8.4 Evaluates students on the basis of criteria that are aligned with instructional objectives	2.84	.364
<b>INTASC Standard 9-Reflection and Professional Development Section J (j1-j5)</b>	<b>2.79</b>	<b>.373</b>
9.1 Recognizes when students are deficient in the basic skills and provides or recommends corrective action	2.77	.486
9.2 Obtains and uses information from colleagues to assist students with special needs	2.83	.402
9.3 Identifies students who require the assistance of a specialist	2.80	.403
9.4 Handles discipline fairly and consistently	2.83	.426
9.5 Demonstrates ability to think about teaching and learning as both reflective practitioner and educational leader	2.78	.482
<b>INTASC Standard 10 -(Partnerships with School and Community Section K (k1-k5)</b>	<b>2.70</b>	<b>.429</b>
10.1 Encourages and maintains the cooperative involvement and support of parents and community	2.69	.498
10.2 Provides opportunities for parents and community involvement	2.63	.525
10.3 Uses community resources in instruction	2.73	.448
10.4 Understands the rights and responsibilities of students, parents, and teachers	2.77	.423
10.5. Engages parents in the learning process	2.75	.434

## B. SURVEY ITEM RESPONSES-FREQUENCY BAR CHARTS

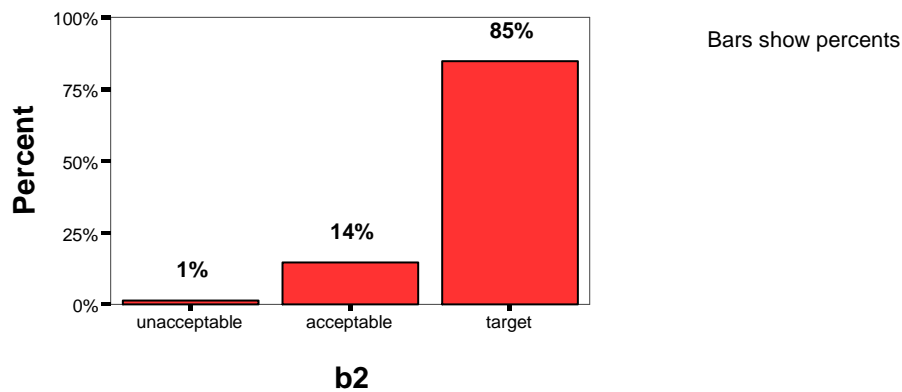
*\* percents are valid*

### INTASC Standard 1: Knowledge of Subject Matter

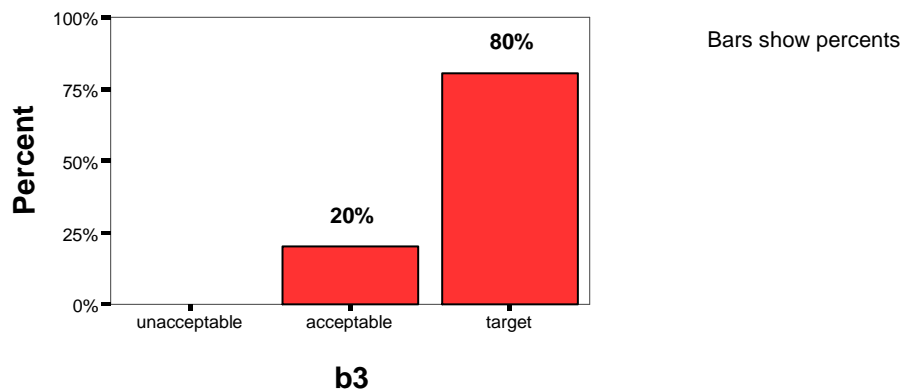
#### 1.1/b1 Demonstrates proficiency in reading, writing, and mathematics



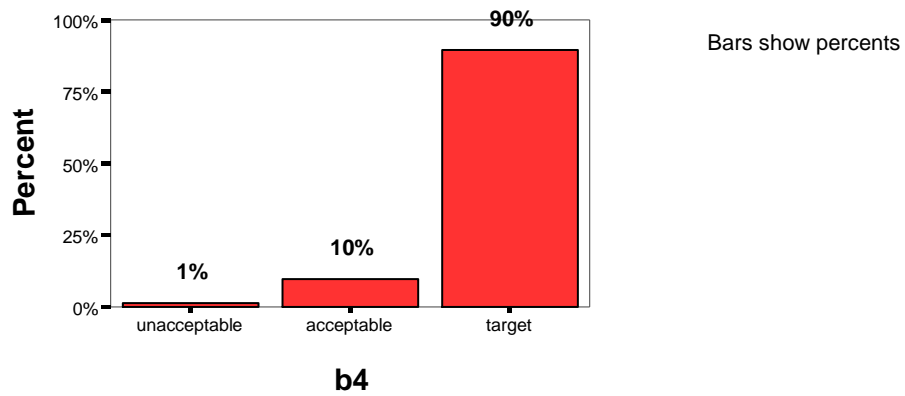
#### 1.2/b2 Knows and understands the major principles and concepts of the material to be taught



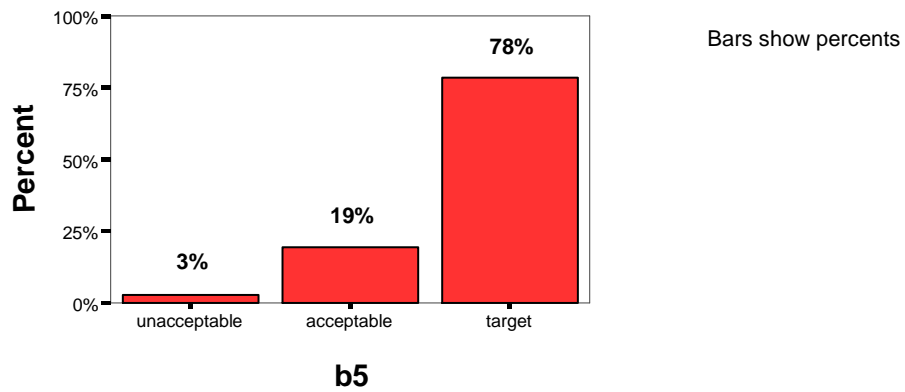
#### 1.3/b3 Possesses accurate and up-to-date principles of the material taught



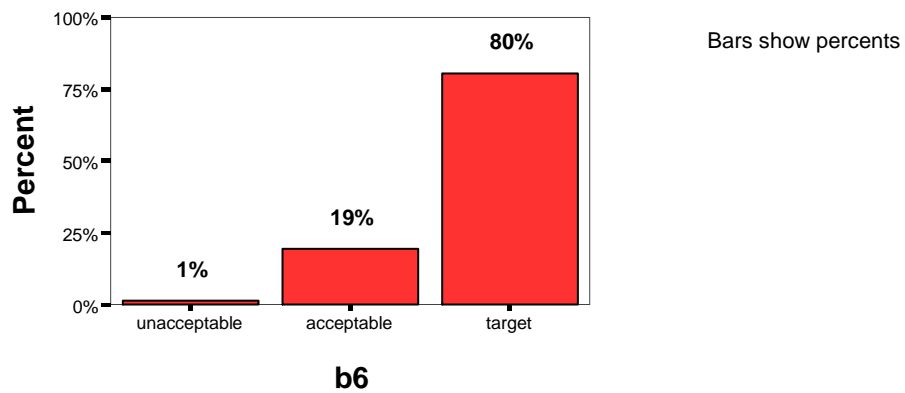
1.4 /b4 Understands the purpose and value of the material taught



1.5/b5 Is able to formulate meaningful questions about the subject matter

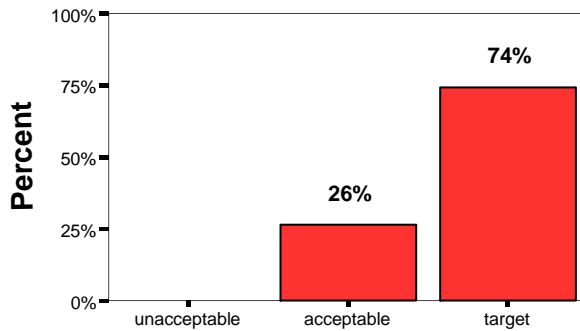


1.6 /b6 Knows appropriate sources of additional information about the materials to be taught



INTASC Standard 2: Knowledge of Human Development and Learning

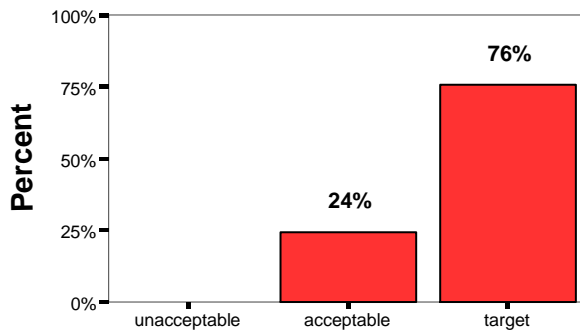
2.1/c1 Understands how the following areas of development relate to planning and organization: physical, social, emotional, and intellectual



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**c1**

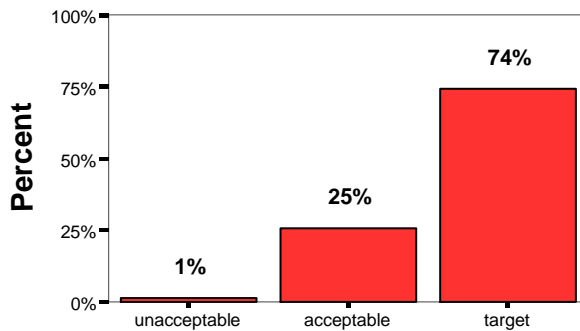
2.2/c2 Uses students' strengths as a basis of growth and plans instruction accordingly



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**c2**

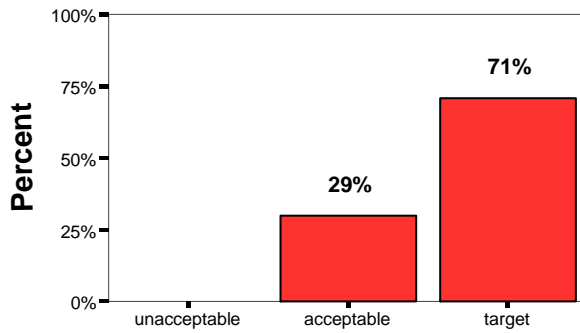
2.3/c3 Understands how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind



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**c3**

2.4/c4 Uses basic principles of learning and human development to enhance learning of students from diverse backgrounds

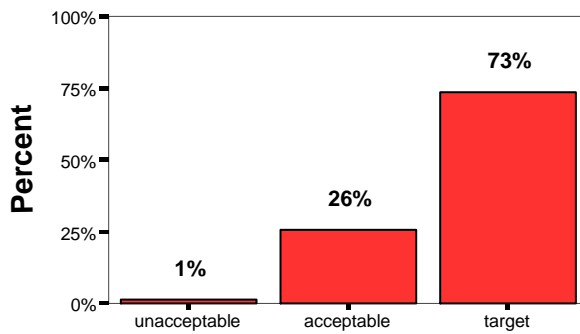


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**c4**

INTASC Standard 3: Instruction is Adapted to Meet Diverse Learners

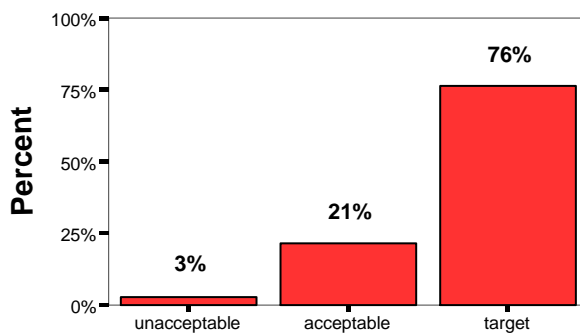
3.1/d1 Plans instructional activities that provide for individual differences



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**d1**

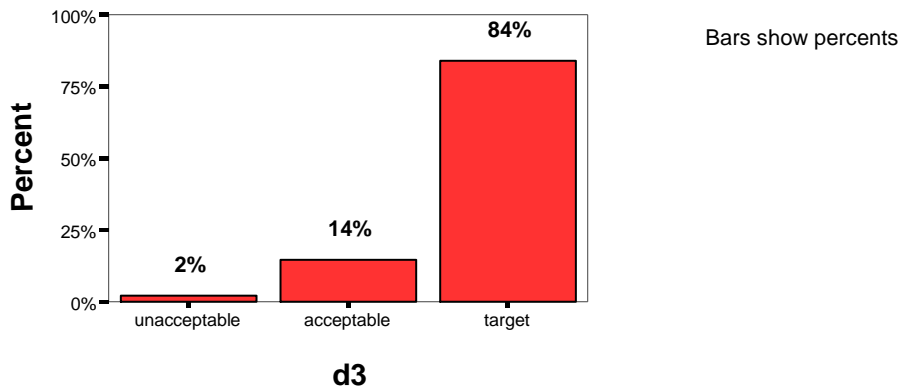
3.2/d2 Matches teaching styles and methods with the learning situation and the learning styles of students



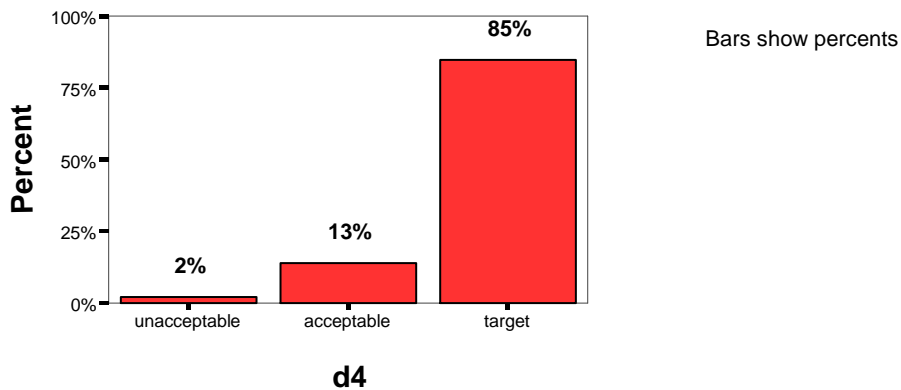
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**d2**

3.3/d3 Effectively implements instructional plans and uses appropriate instructional techniques

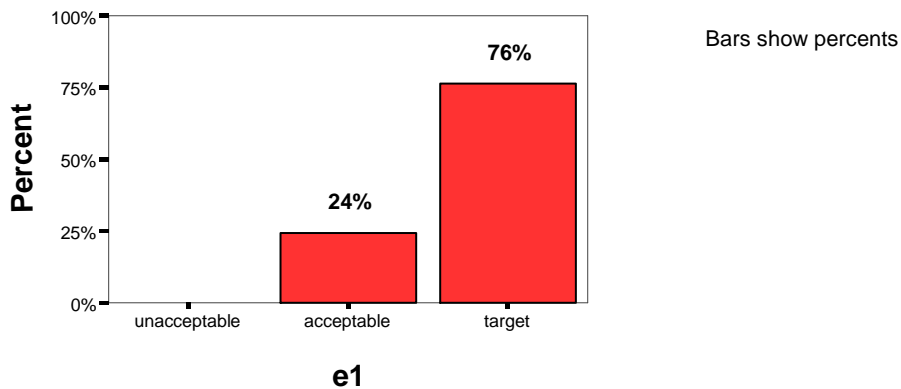


3.4/d4 Demonstrates sensitivity to community and cultural norms and adapts instruction accordingly

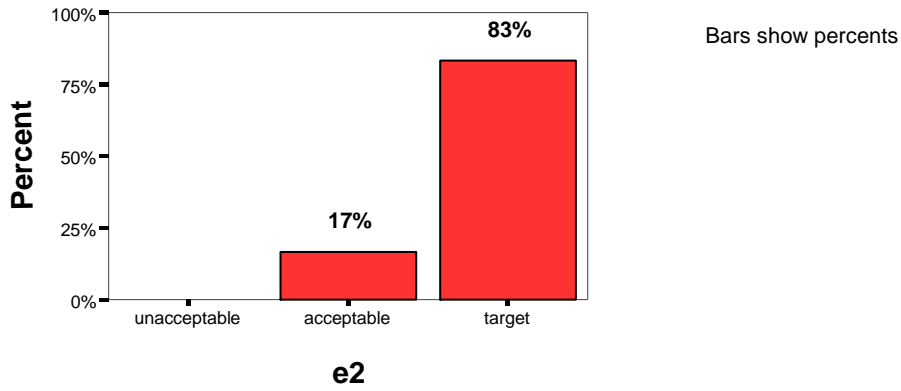


INTASC Standard 4: Use of Multiple Instructional Strategies and Resources

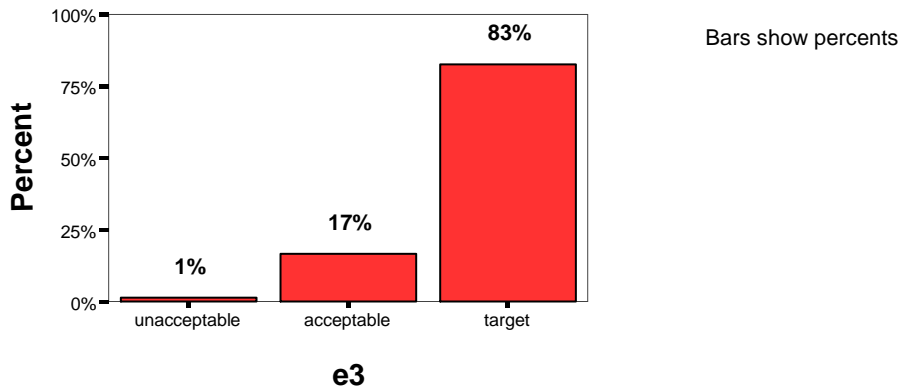
4.1/e1 Uses a variety of instructional methods and media to address the needs of all students



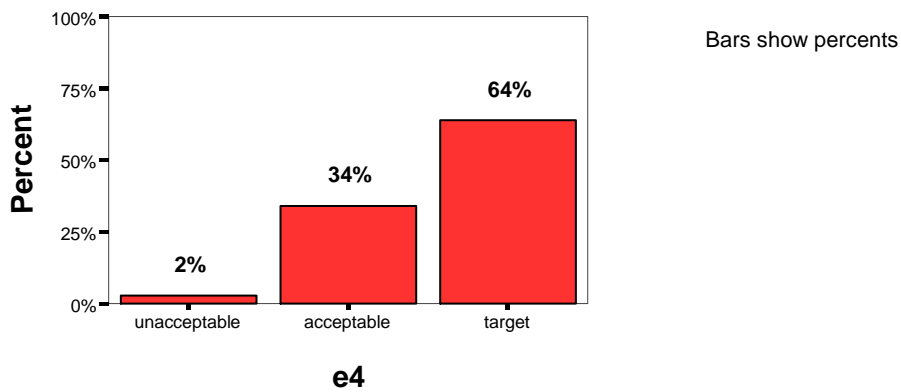
4.2/e2 Uses a balance of individual, small and large group instructional arrangements



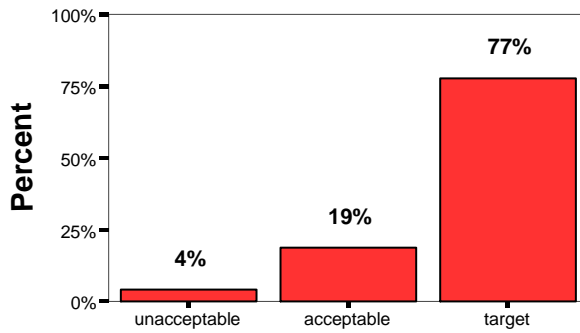
4.3/e3 Provides instructional activities that foster student involvement



4.4/e4 Engages students in selecting their own learning objectives and activities



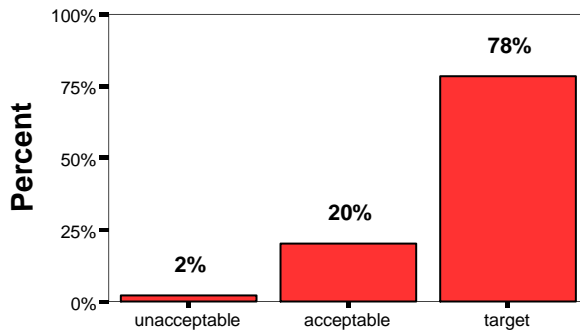
4.5/e5 Poses probing questions to stimulate students to recall, analyze, synthesize, and evaluate



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**e5**

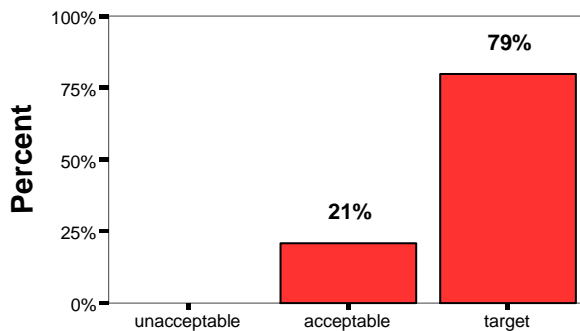
4.6/e6 Presents opportunities that foster critical thinking and problem solving skills



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**e6**

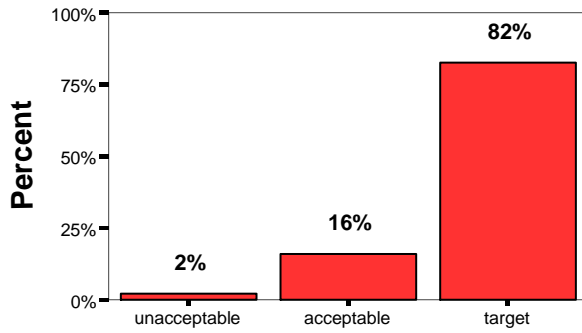
4.7/e7 Presents material at levels appropriate to the needs, interest, abilities, and backgrounds of students



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**e7**

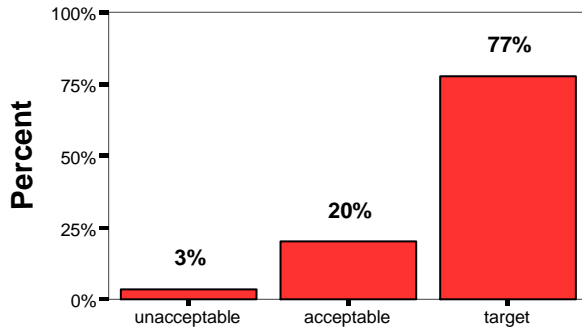
4.8/e8 Recognizes the conditions and needs of special education students



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**e8**

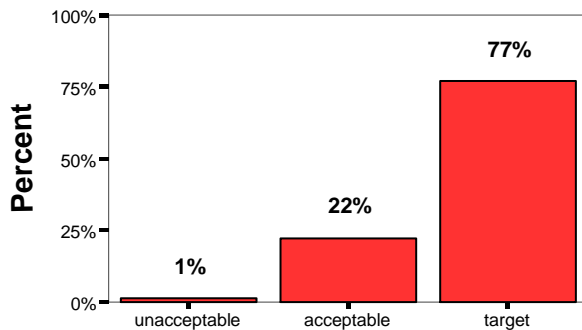
4.9/e9 Meets the needs of exceptional students



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**e9**

4.10/e10 Values the development of students' critical thinking, independent problem solving, and performance capabilities

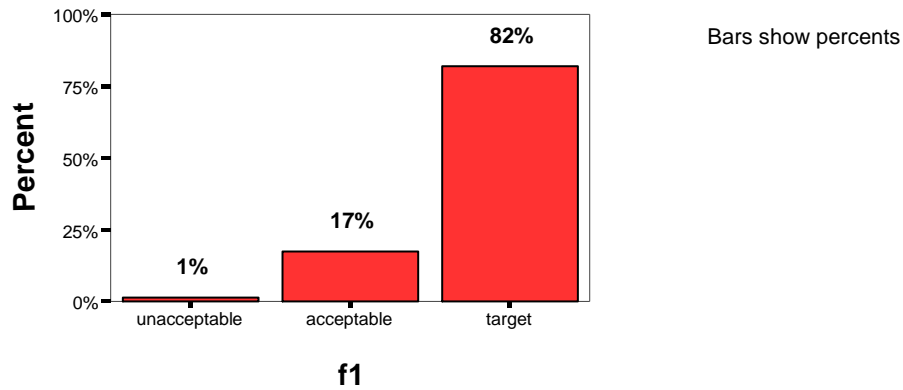


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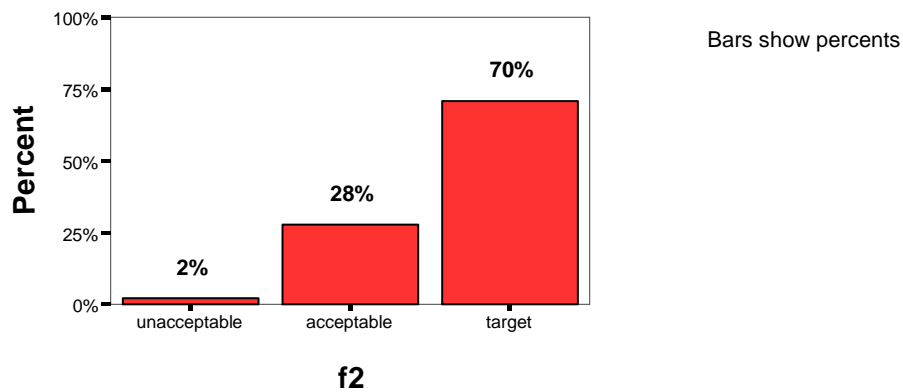
**e10**

INTASC Standard 5: An Effective Learning Environment is Created

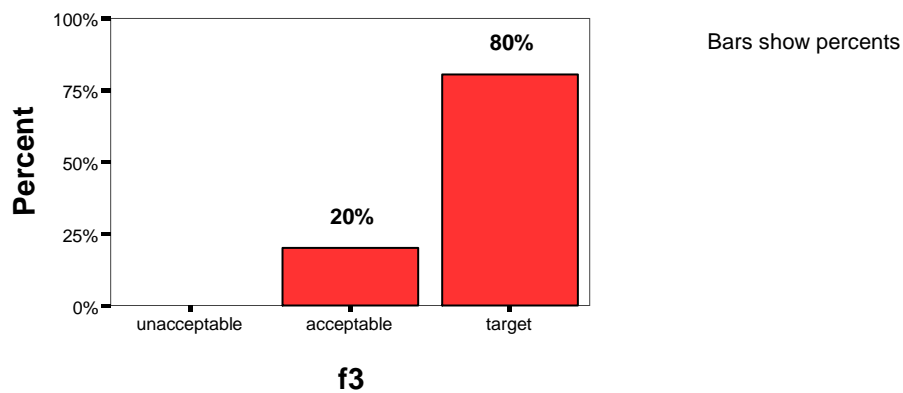
5.1/f1 Maintains classroom routines and procedures



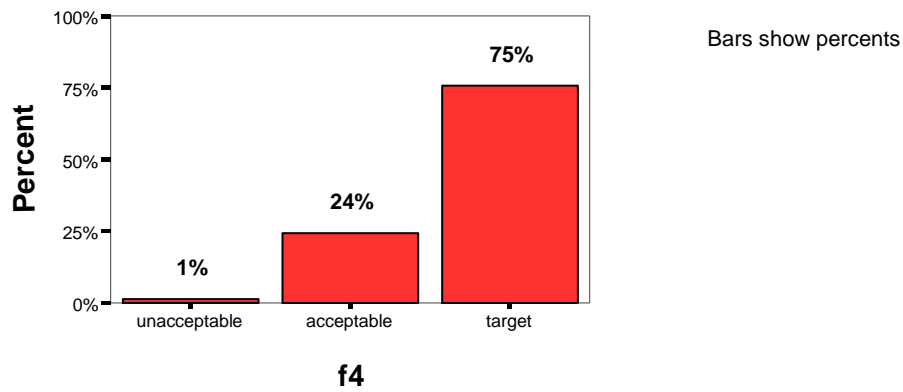
5.2/f2 Uses instructional time effectively, paces instructional activities appropriately, and maximizes students' time on task



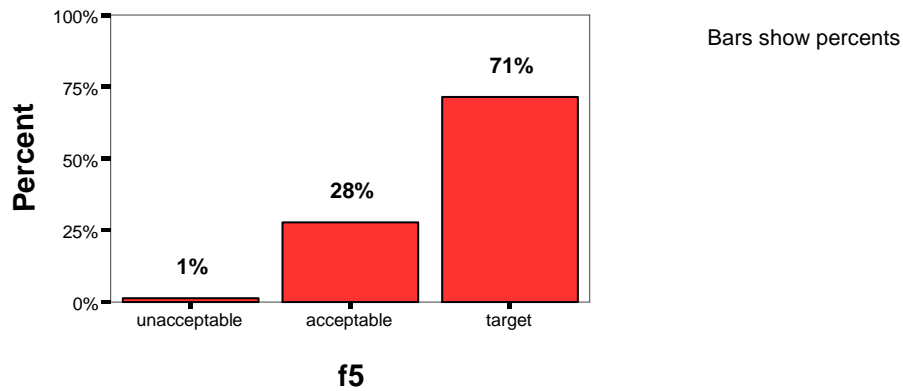
5.3/f3 Provides and maintains an attractive and orderly learning environment



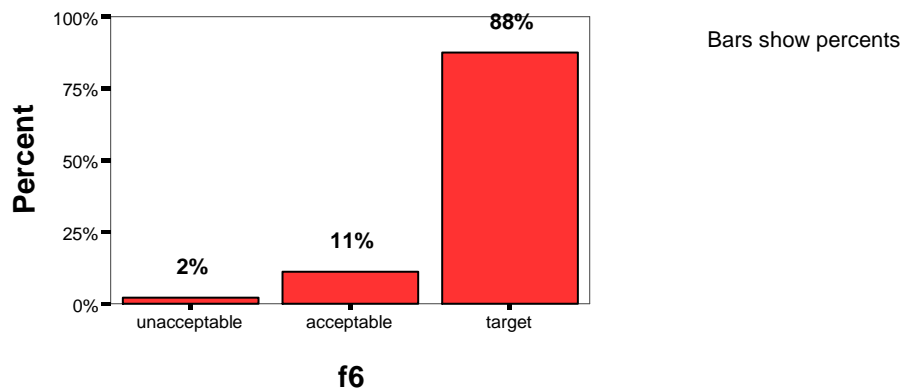
5.4/f4 Maintains appropriate behavior standards for students in the learning environment



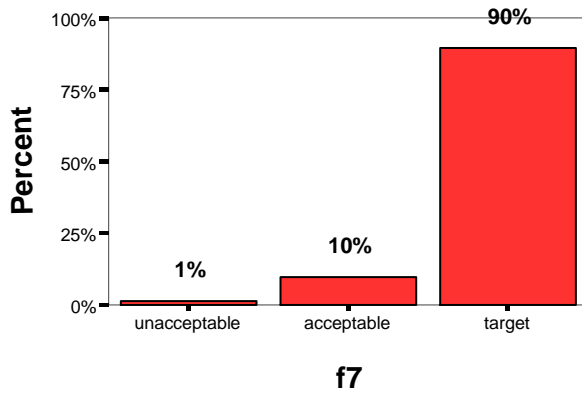
5.5/f5 Develops an atmosphere which fosters self-discipline



5.6/f6 Works cooperatively with colleagues and administrators

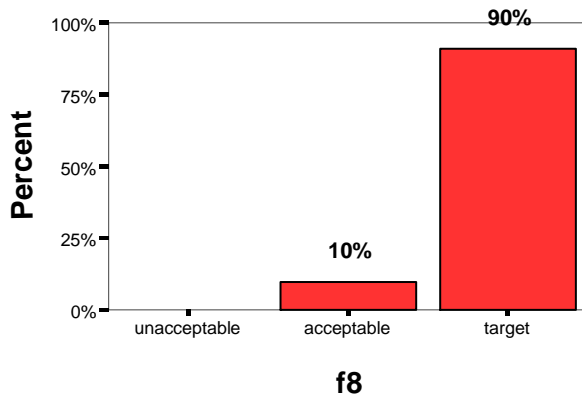


5.7 /f7 Follows the policies, procedures, and curricula of the school district



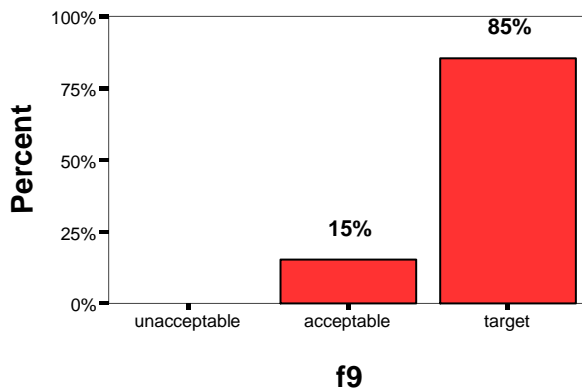
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5.8/f8 Demonstrates ethical behavior



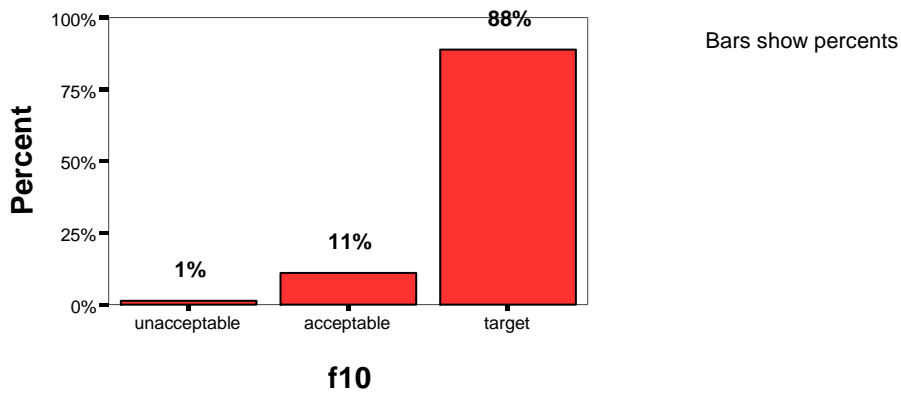
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5.9/f9 Conducts effective parent/teacher conference

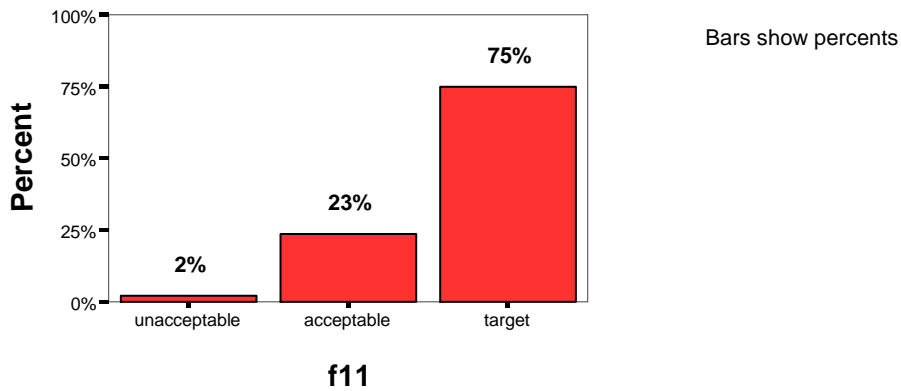


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5.10/f10 Promotes positive interpersonal relations based upon mutual respect

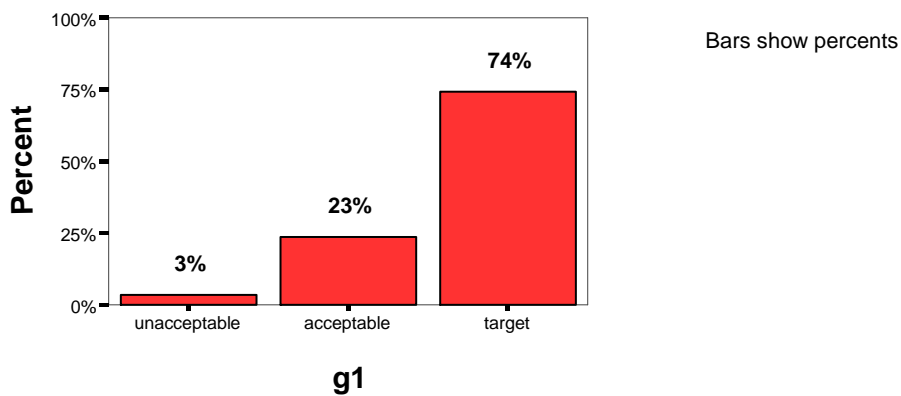


5.11/f11 Creates a positive learning environment that fosters curiosity and intrinsic motivation

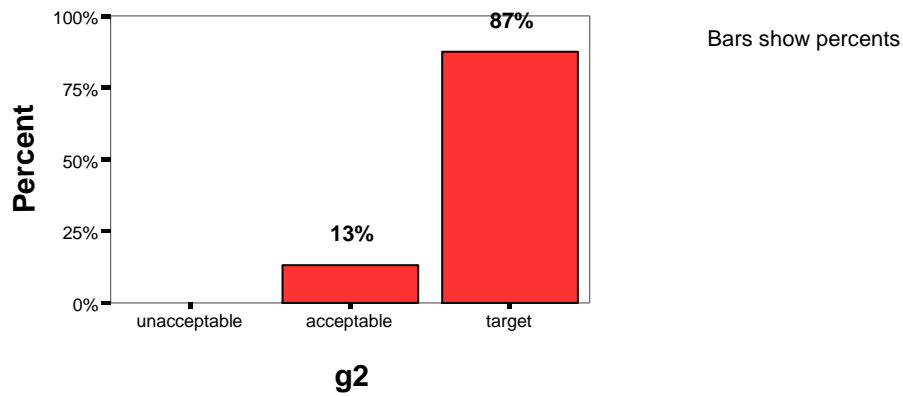


INTASC Standard 6: Effective Communication to Foster Inquiry and Collaboration

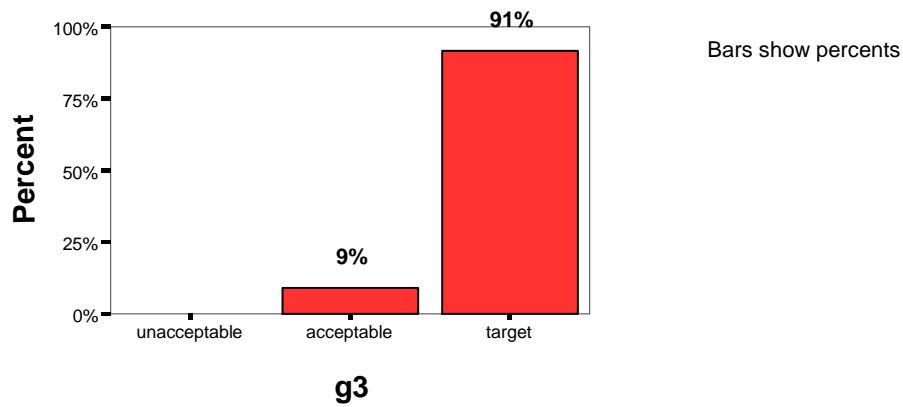
6.1/g1 Provides directions and explanations in a clear, coherent, logical manner



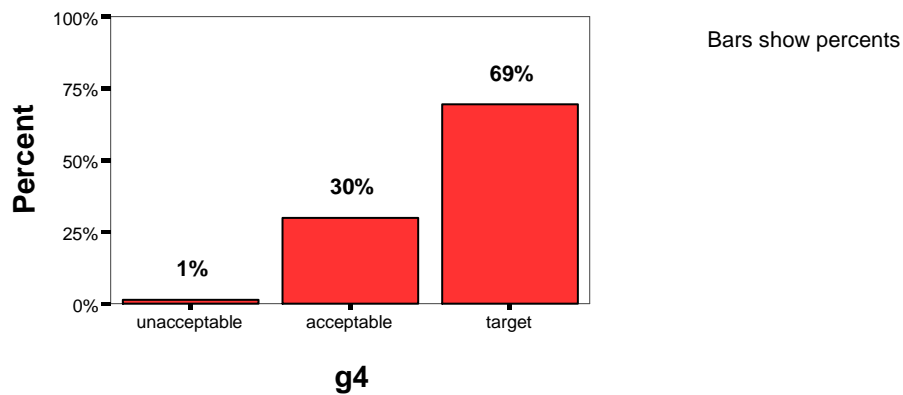
6.2/g2 Provides for two-way communication with students



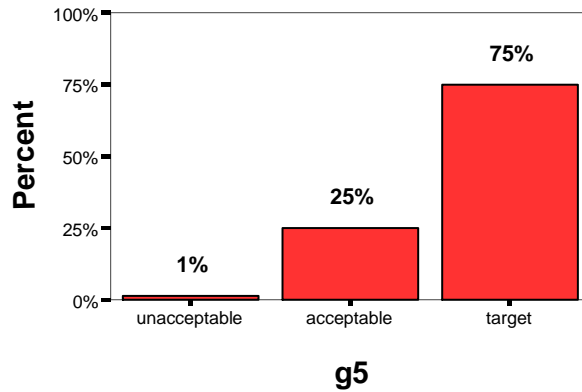
6.3/g3 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication



6.4/g4 Assists and encourages students to research issues and questions of concern to them

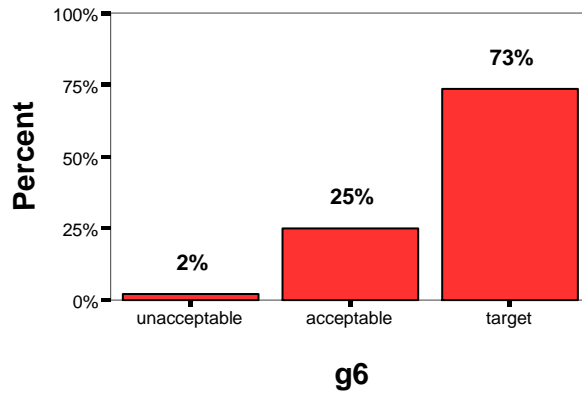


6.5/g5 Promotes students' ability to effectively communicate ideas and questions of concern to them



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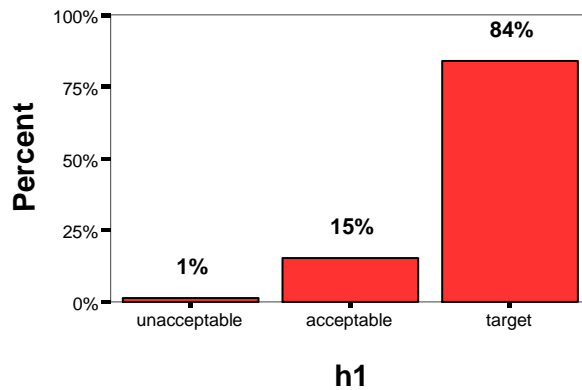
6.6/g6 Understands how cultural and general differences can affect communication in the classroom



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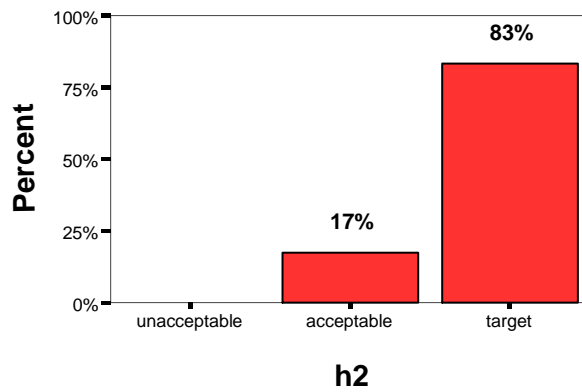
INTASC Standard 7: Lesson Planning

7.1/h1 Plans instruction to achieve selected objectives



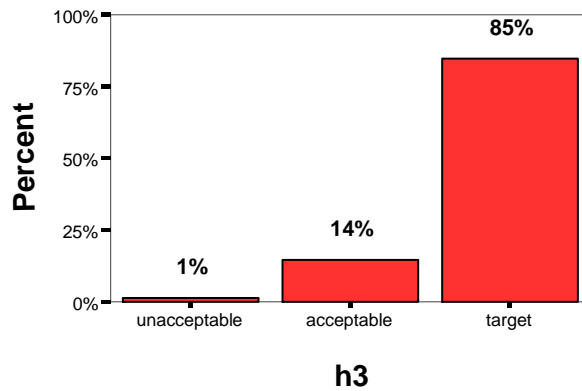
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## 7.2/h2 Identifies and sequences goals of instruction



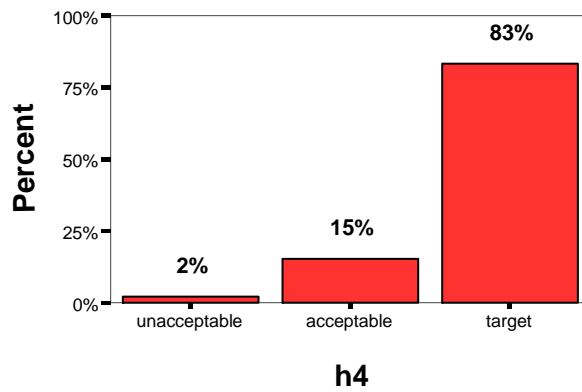
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## 7.3/h3 Identifies and sequences objectives within lessons



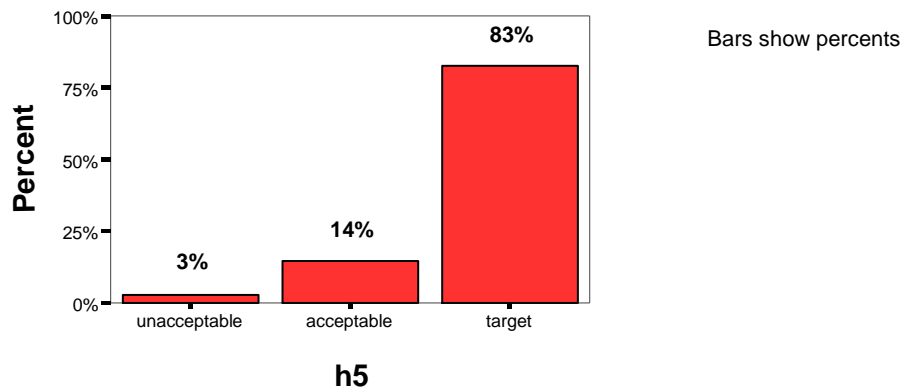
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## 7.4/h4 Identifies teaching procedures and sequences learning activities

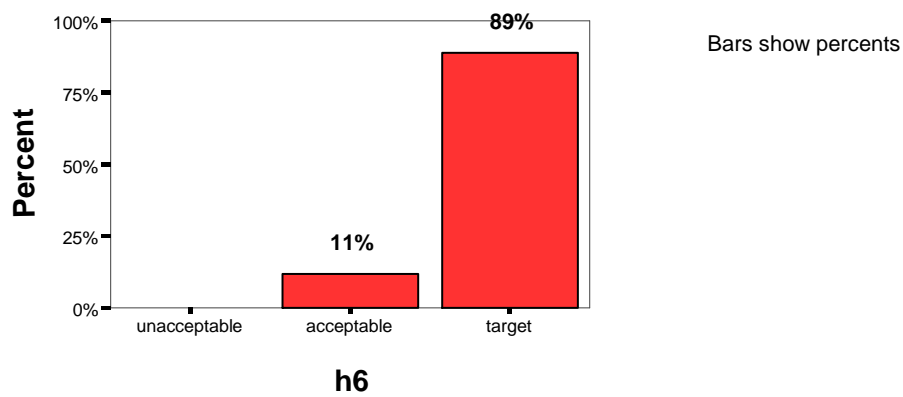


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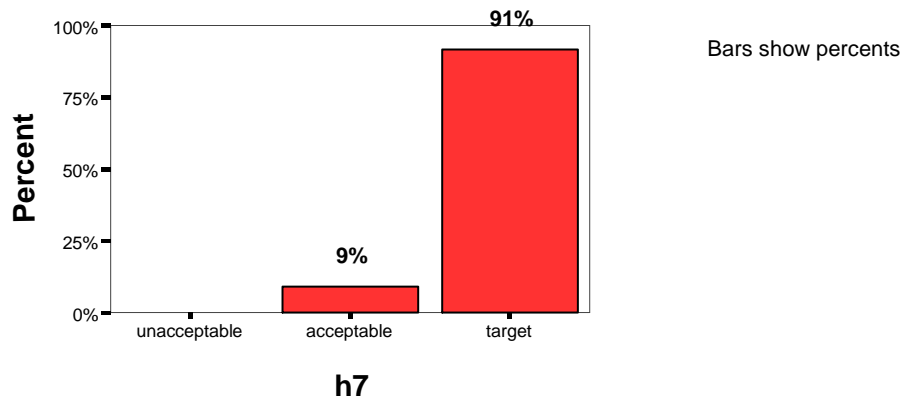
7.5/h5 Revises instruction on the basis of student comments, questions, and performance



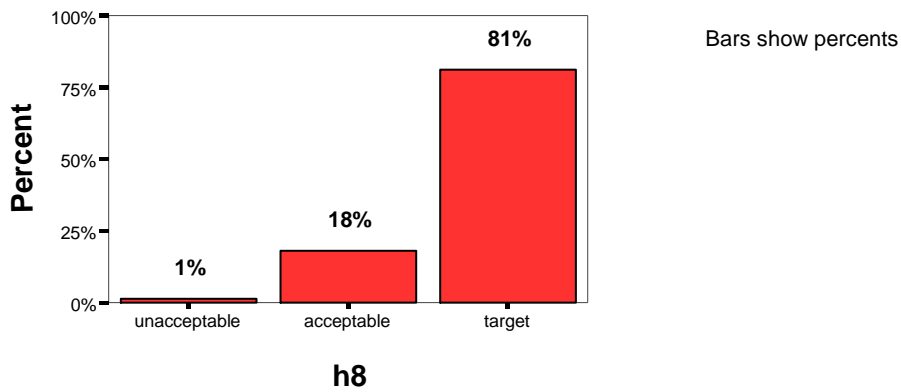
7.6/h6 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom



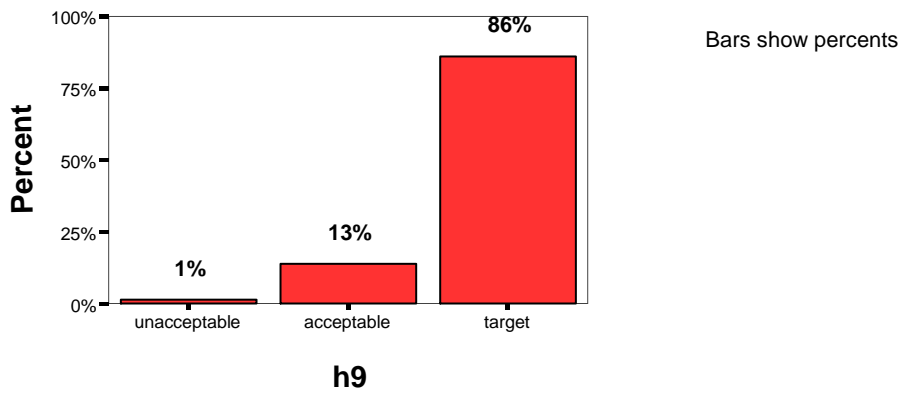
7.7/h7 Demonstrates sensitivity to and for the needs and feelings of all students



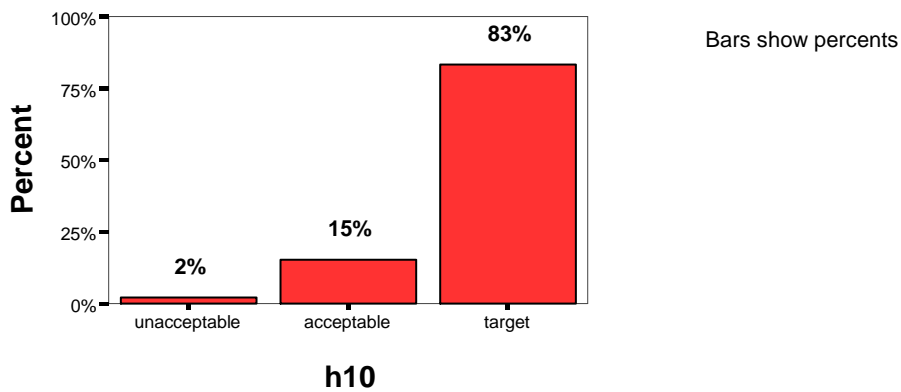
7.8 /h8 Outlines expectations for all students in a clear manner



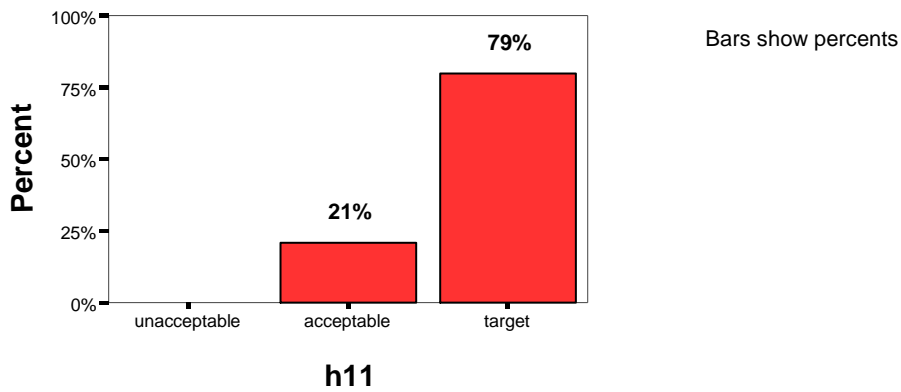
7.9/h9 Conducts learning activities in a logical sequence which are flexible and developmentally appropriate



7.10/h10 Provides illustration, examples, and application of the material

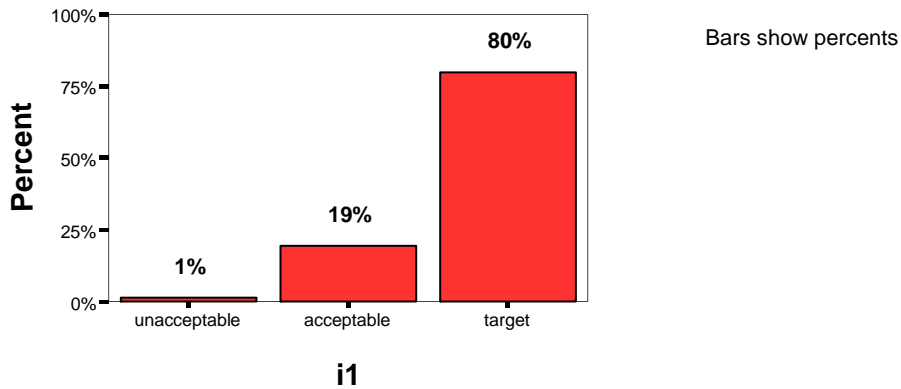


7.11/h11 Designs lessons that integrate technology into teaching

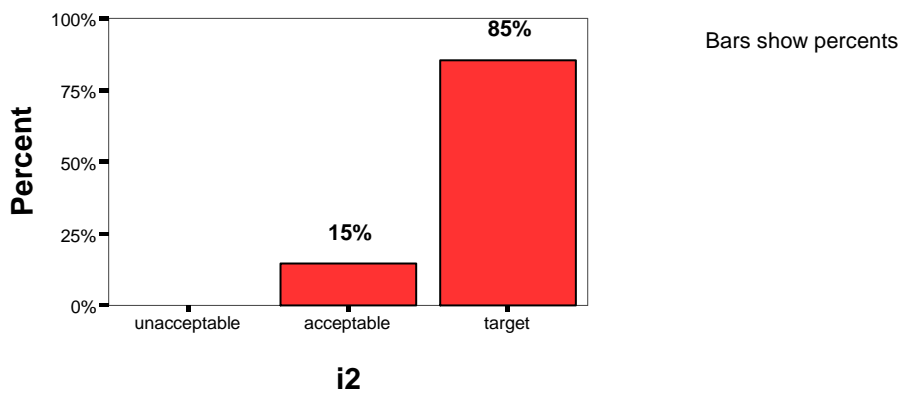


INTASC Standard 8: Assessment of Student Learning to Improve Teaching

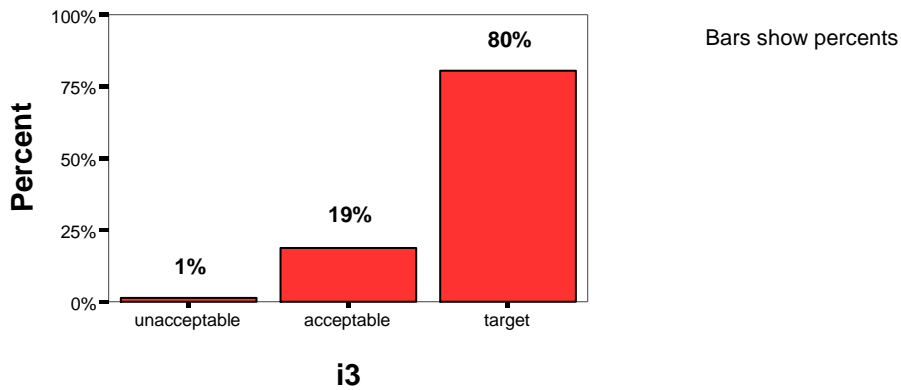
8.1/i1 Recognizes and encourages the special interests and abilities of individual students



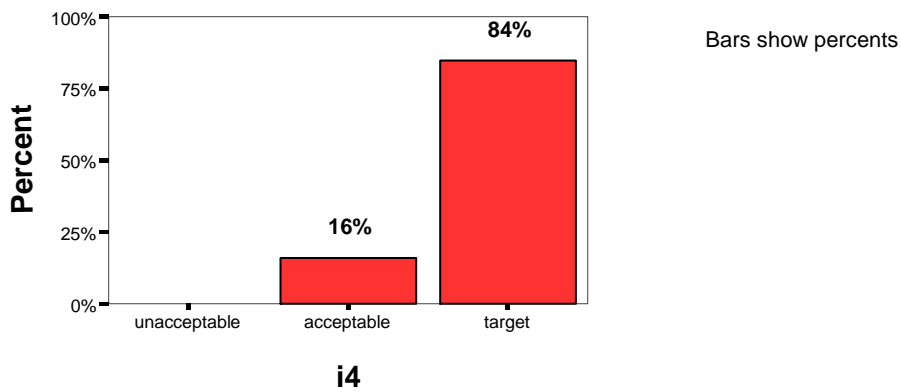
8.2/i2 Selects appropriate materials and procedures for assessing students' progress on objectives



8.3/i3 Uses evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction

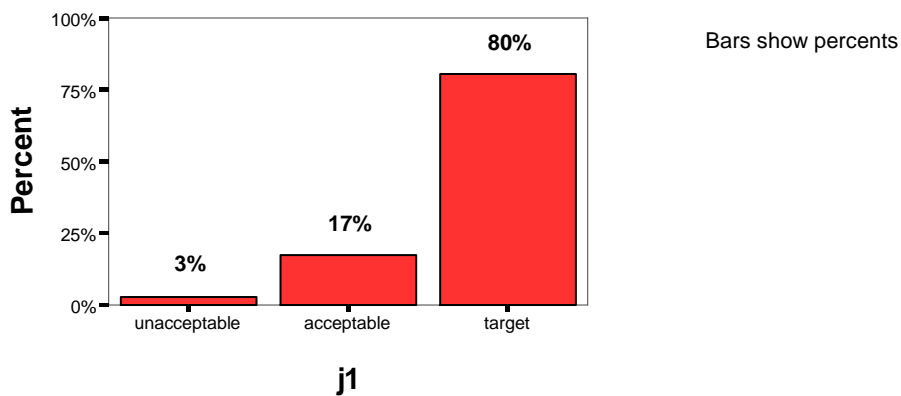


8.4/i4 Evaluates students on the basis of criteria that are aligned with instructional objectives

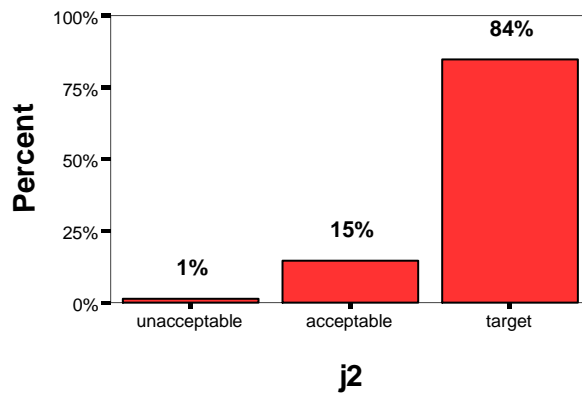


INTASC Standard 9: Reflection and Professional Development

9.1/j1 Recognizes when students are deficient in the basic skills and provides or recommends corrective action

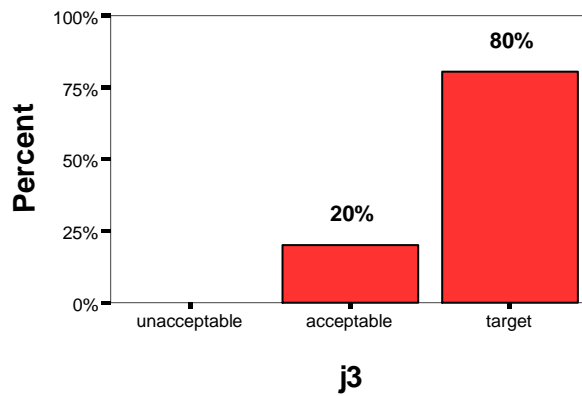


9.2/j2 Obtains and uses information from colleagues to assist students with special needs



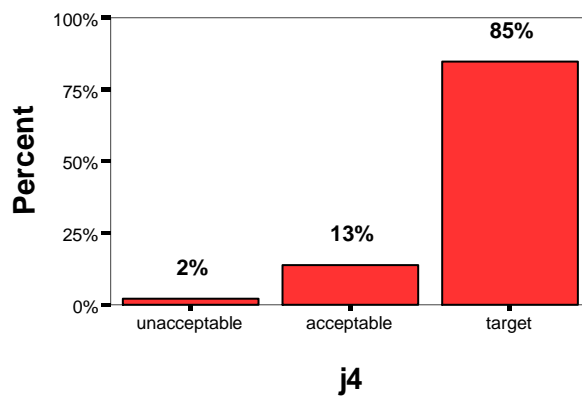
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9.3/j3 Identifies students who require the assistance of a specialist



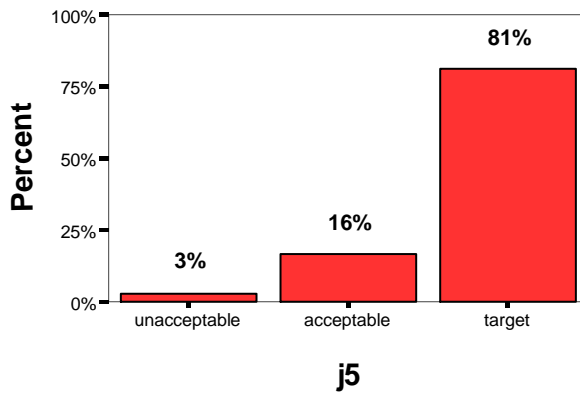
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9.4/j4 Handles discipline fairly and consistently



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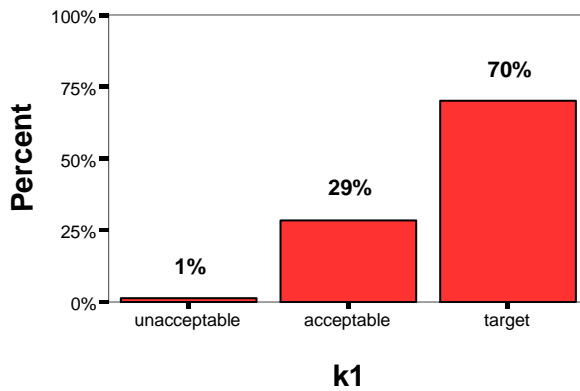
9.5/j5 Demonstrates ability to think about teaching and learning as both a reflective practitioner and educational leader



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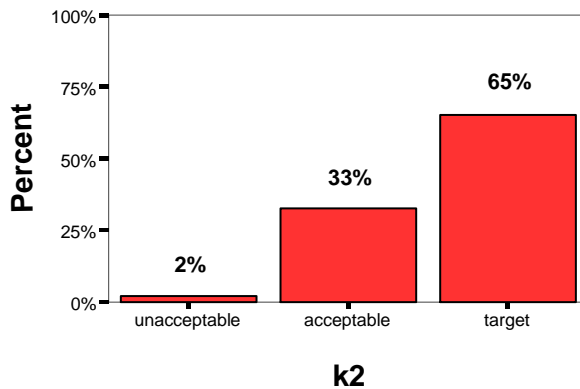
INTASC Standard 10: Partnerships with School and Community

10.1/k1 Encourages and maintains the cooperative involvement and support of parents and community



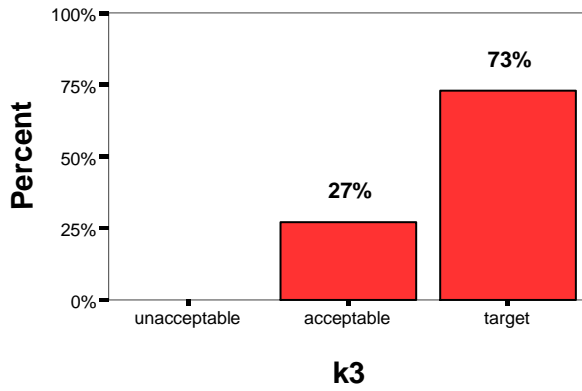
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10.2/k2 Provides opportunities for parents and community involvement



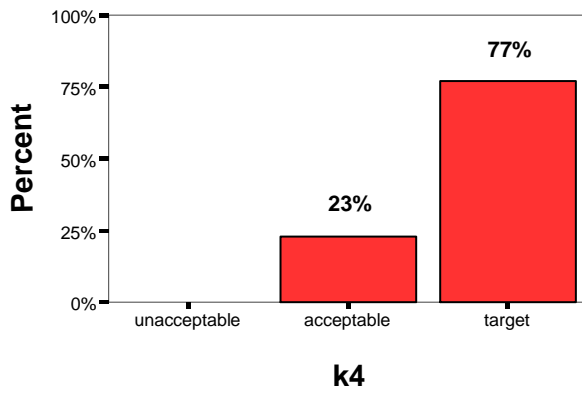
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10.3/k3 Uses community resources in instruction



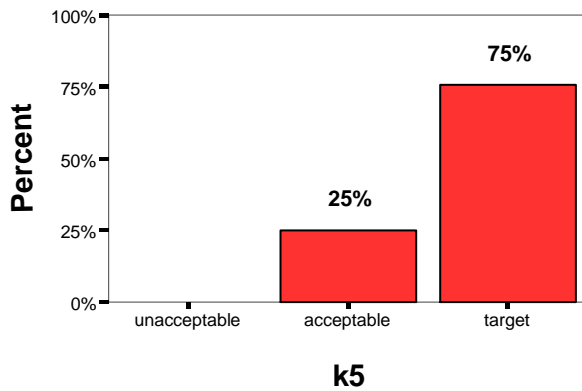
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10.4/k4 Understands the rights and responsibilities of students, parents, and teachers



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10.5/k5 Engages parents in the learning process



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