THE UNIVERSITY OF MEMPHIS®
College of Education

TEAMS FORMATIVE EVALUATION
2024   N=32

Data from the TEAM formal Evaluation for Residency II candidates for the 2024-2025 academic year is provided with mean and standard deviations. This is the first semester pilot for the EPP with the license management system TEVERA, therefore, data is not disaggregated by programs, race, and gender. This will be provided during the next academic year. The EPP had 32 candidates who were provided feedback from supervising teachers on their performance in the classroom. Candidates are evaluated using a 3-point rubric, with 3 (above expectation) as the highest score and 1(below expectations) as the lowest score. Candidates are required to score a minimum of 2(at expectations) or higher on this evaluation. The evaluation contains 40 items to provide candidates with valid feedback.

Results from the TEAM evaluation found that the candidates' mean for each item was 2.45 and higher for all items on the instrument. Although all candidates' mean scores for each item were 2(at expectation) and higher, the EPP is committed to continuing to provide innovative measures for supporting candidates to be successful educators by providing innovative teaching methodologies in all method courses aligned with state and national standards.

Group Rubric Analysis

Program	Rubric	Dates
	TEAM Formal Evaluation (1012, 1013, 1018, 1019)	
Teacher Education	MEMPHIS-TE-1012	1/1/24-12/31/24

Total Students Being Assessed: **32**

CRITERIA LEVEL COUNTS						
Criteria	Above Expectations — 3	At Expectations — 2	Below Expectations — 1	Mean	Mode	Stdev
Goals are aligned to state content standards 1	64	10	0	2.86	3	0.34
Plan provides opportunities to accommodate 2	45	28	0	2.62	3	0.49
Allows appropriate time intervals for student work, … 3	58	14	1	2.78	3	0.45
Assignments engage students in higher level/critical… 4	46	25	2	2.60	3	0.54
All assessments have clear measurement criteria 5	45	28	0	2.62	3	0.49
Formative assessments and written tasks are included… 6	50	23	0	2.68	3	0.46
Assessments are aligned to State/Common Core standards 7	62	11	0	2.85	3	0.36
Objective(s) and standards as well as expectations 8	53	19	1	2.71	3	0.48
Teacher candidate relates objective(s) to prior know… 9	53	19	1	2.71	3	0.48
Content is personally meaningful and relevant to the… 10	52	20	1	2.70	3	0.49
Teacher candidate reinforces and rewards student eff… 11	54	18	1	2.73	3	0.48
Includes examples, illustrations, analogies 12	56	16	1	2.75	3	0.46
Logical sequencing and segmenting across the lesson 13	60	13	0	2.82	3	0.38
Feedback is high quality and focused and is done 14	38	33	2	2.49	3	0.55

Group Rubric Analysis

CRITERIA LEVEL COUNTS						
Teacher Candidate displays accurate content knowledge 15	56	17	0	2.77	3	0.42
Candidate circulates during instructional activities 16	51	19	3	2.66	3	0.55
Lesson starts promptly and has a coherent beginning,... 17	60	13	0	2.82	3	0.38
Pacing is appropriate and varied when needed 18	50	22	1	2.67	3	0.50
Materials are efficiently distributed 19	61	12	0	2.84	3	0.37
Support the lesson's objectives and sustain students... 20	55	17	1	2.74	3	0.47
Provide for student-to-student interaction 21	46	17	10	2.49	3	0.72
Provide students with authentic choices and encourage 22	37	32	4	2.45	3	0.60
Incorporates technology and resources outside 23	57	15	1	2.77	3	0.45
Activities and materials add to the lesson in meanin... 24	63	10	0	2.86	3	0.34
Group adequately enhances student understanding 25	41	27	5	2.49	3	0.62
Most students know their roles/responsibilities 26	48	20	5	2.59	3	0.62
Teacher candidate provides differentiated instructio... 27	35	35	3	2.44	2	0.57
Teacher candidate incorporates student interests 28	39	33	1	2.52	3	0.53
Teacher candidate engages students in 1 or more 29	47	25	1	2.63	3	0.51
Teacher candidate provides opportunities to generate 30	33	39	1	2.44	2	0.52
Questions are purposeful and coherent 31	49	23	1	2.66	3	0.50
Wait time is appropriate 32	44	28	1	2.59	3	0.52
The teacher candidate implements activities that tea... 33	41	31	1	2.55	3	0.52
Teacher candidate sets high expectations and creates... 34	56	17	0	2.77	3	0.42

Group Rubric Analysis

CRITERIA LEVEL COUNTS

Students complete work according to teacher candidat... 35	55	18	0	2.75	3	0.43
Teacher candidate implements effective management 36	49	23	1	2.66	3	0.50
Students are well-behaved and on task with minor lea... 37	52	21	0	2.71	3	0.45
Teacher candidate-student interactions are friendly 38	71	2	0	2.97	3	0.16
Teacher candidate is receptive to interests and opin... 39	69	4	0	2.95	3	0.23
Candidate incorporates all suggestions and critiques 40	65	8	0	2.89	3	0.31

CRITERIA LEVEL DISTRIBUTION CHARTS

Goals are aligned to state content standards 1	64 (86%)	10 (14%)
Plan provides opportunities to accommodate 2	45 (62%)	28 (38%)
Allows appropriate time intervals for student work, ... 3	58 (79%)	14 (19%) · 1
Assignments engage students in higher level/critical... 4	46 (63%)	25 (34%) · 2
All assessments have clear measurement criteria 5	45 (62%)	28 (38%)
Formative assessments and written tasks are included... 6	50 (68%)	23 (32%)
Assessments are aligned to State/Common Core standards 7	62 (85%)	11 (15%)
Objective(s) and standards as well as expectations 8	53 (73%)	19 (26%) · 1
Teacher candidate relates objective(s) to prior know... 9	53 (73%)	19 (26%) · 1
Content is personally meaningful and relevant to the... 10	52 (71%)	20 (27%) · 1
Teacher candidate reinforces	54 (74%)	18 (25%) · 1

Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS

Criteria	Distribution
Includes examples, illustrations, analogies 12	56 (77%) · 16 (22%) · 1
Logical sequencing and segmenting across the lesson 13	60 (82%) · 13 (18%)
Feedback is high quality and focused and is done 14	38 (52%) · 33 (45%) · 2
Teacher Candidate displays accurate content knowledge 15	56 (77%) · 17 (23%)
Candidate circulates during instructional activities 16	51 (70%) · 19 (26%) · 3
Lesson starts promptly and has a coherent beginning,... 17	60 (82%) · 13 (18%)
Pacing is appropriate and varied when needed 18	50 (68%) · 22 (30%) · 1
Materials are efficiently distributed 19	61 (84%) · 12 (16%)
Support the lesson's objectives and sustain students... 20	55 (75%) · 17 (23%) · 1
Provide for student-to-student interaction 21	46 (63%) · 17 (23%) · 10 (14%)
Provide students with authentic choices and encourage 22	37 (51%) · 32 (44%) · 4 (5%)
Incorporates technology and resources outside 23	57 (78%) · 15 (21%) · 1
Activities and materials add to the lesson in meanin... 24	63 (86%) · 10 (14%)
Group adequately enhances student understanding 25	41 (56%) · 27 (37%) · 5 (7%)
Most students know their roles/responsibilities 26	48 (66%) · 20 (27%) · 5 (7%)
Teacher candidate provides differentiated instructio... 27	35 (48%) · 35 (48%) · 3
Teacher candidate incorporates student interests 28	39 (53%) · 33 (45%) · 1

Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS			
Teacher candidate engages students in 1 or more 29	47 (64%)	25 (34%)	1
Teacher candidate provides opportunities to generate 30	33 (45%)	39 (53%)	1
Questions are purposeful and coherent 31	49 (67%)	23 (32%)	1
Wait time is appropriate 32	44 (60%)	28 (38%)	1
The teacher candidate implements activities that tea... 33	41 (56%)	31 (42%)	1
Teacher candidate sets high expectations and creates... 34	56 (77%)	17 (23%)	
Students complete work according to teacher candidat... 35	55 (75%)	18 (25%)	
Teacher candidate implements effective management 36	49 (67%)	23 (32%)	1
Students are well-behaved and on task with minor lea... 37	52 (71%)	21 (29%)	
Teacher candidate-student interactions are friendly 38	71 (97%)	2	
Teacher candidate is receptive to interests and opin... 39	69 (95%)	4 (5%)	
Candidate incorporates all suggestions and critiques 40	65 (89%)	8 (11%)	