

2023-24 First & Final Classroom Observation Summary

Overview

The #TEACH program evaluates residents' instructional prowess as they progress through the program. These evaluations take the form of the First and Final Classroom Observation Assessments, which occur biannually during the fall and spring semesters. Functioning as formative and summative assessments respectively, the first assessment sets the stage for growth, while the final assessment assumes the role of a comprehensive appraisal during the residents' culminating semester.

Encompassing data from both the initial and concluding years of the program, this report encapsulates the Spring 2023, Fall 2023, and Spring 2024 data cycles, documenting resident assessments.

The primary objective of these assessments is to present the rubric data derived from scored observations, collaboratively engaging with teacher candidates during their residency. This review facilitates the identification of specific areas for growth and professional development. Moreover, this data serves as a cornerstone for the leadership team, empowering them to determine strategic program modifications.

To administer the assessments, Instructional Coaches undertake the responsibility of conducting two virtual classroom observations per year for each candidate. These observations are complemented by a comprehensive feedback system, encompassing both narrative feedback and rubric-based scores. While the narrative feedback plays a pivotal role in enhancing the residents' daily practice, it also serves as guidance, steering coaching conversations throughout the school year. However, it is the numerical, rubric-based scores that this report chiefly addresses, offering insight into the residents' instructional capabilities.

Summary of Findings

1. Gender Distribution and Performance

Across Spring 2023, Fall 2023, and Spring 2024 cycles:

- **Females consistently outperformed males** across all teaching competencies.
- In Spring 2023, **female candidates** improved from 72% meeting minimum standards at the First Assessment to 88% by the Final Assessment. **Males**, by contrast, improved from 65% to 80%.
- In Fall 2023, **female candidates** again demonstrated stronger growth, with Final Assessment proficiency around 90%, compared to males at 82%.
- **Spring 2024 early data** show female candidates starting stronger again, with higher percentages in lesson planning and student engagement.

Summary: Female candidates consistently show higher initial preparation and stronger growth by Final Assessments. However, male candidates also demonstrate steady improvement over time.

2. Race/Ethnicity Representation and Performance

- **Black/African American candidates** consistently represent a significant portion of the #TEACH cohorts.
 - In Spring 2023, they achieved about 65%–75% proficiency at First Assessments, improving to 82%–85% at Finals.
 - Fall 2023 and Spring 2024 show similar patterns, with slightly lower first assessment scores but strong final growth.
- **White candidates** tended to start and finish with slightly higher proficiency rates, averaging 75%–85% in First Assessments and reaching over 90% in Final Assessments.
- **Other racial groups** (e.g., Hispanic, Asian, Multiracial) had smaller sample sizes but generally performed strongly, often achieving 80%–100% proficiency by Final Assessments.

Summary: #TEACH maintains strong racial diversity, with candidates across racial groups showing solid improvement. Slight performance gaps exist between White and Black candidates, but overall growth rates are comparable.

3. Subject Area Distribution and Performance

- **Elementary Education** candidates consistently formed the largest group.
 - Spring 2023: 72% at First Assessment → 88% at Final.
 - Fall 2023: 76% → 90%.
 - Spring 2024 (First): early indicators at ~78%.
- **Science and PE/Health** candidates showed particularly strong final performances — often reaching 92%+ proficiency.
- **Social Studies and Foreign Language** candidates were fewer but demonstrated strong individual growth (even if sample sizes were small).

Summary: Elementary and Science candidates maintain high performance. Smaller subject areas show promising, though less statistically reliable, results.

4. Certification Track Analysis (Elementary, Secondary, Special Education)

- **Elementary Track** candidates consistently performed the strongest:
 - 74%–78% First Assessment → 90%+ Final Assessment proficiency.
- **Secondary Track** candidates:
 - Started lower (around 68%–72%) but grew to 80%–85% by Final Assessments.
- **Special Education (SPED)** candidates:
 - Demonstrated very strong results, often achieving 92%–100% of instructional benchmarks by Final Assessments across all three cycles.

Summary: Elementary and SPED candidates are consistently strong performers. Secondary candidates show growth but start slightly weaker, indicating a potential area for program focus.

Overall Narrative Summary:

From Spring 2023 to Spring 2024, #TEACH candidates consistently demonstrated improvement from First to Final Assessments across gender, race, state, subject, and certification track categories.

Female, White, Michigan-based, Elementary, and Special Education candidates showed particularly strong results. Candidates of all backgrounds generally improved instructional skills throughout the program. Continued support for male candidates, secondary-track candidates, and Black/African American candidates could help further close minor performance gaps.

The overall trend is highly positive — #TEACH is preparing a **diverse, capable, and steadily improving pool** of future educators.

Summary_of__TEACH_Candidate_Performance_by_Demographics

Category	First Assessment Proficiency (%)	Final Assessment Proficiency (%)	Performance Trend
Gender: Female	72-78%	88-90%+	Strong Improvement
Gender: Male	65-72%	80-85%	Moderate Improvement
Race: Black/African American	65-75%	82-85%	Good Growth
Race: White	75-85%	90%	Very Strong
Race: Other (Hispanic/Asian/Multiracial)	80-100%	85-100%	Very Strong
State: Michigan	70-76%	85-90%	Strong Growth
Subject: Elementary Education	72-76%	88-90%+	Strong
Subject: Science/PE/Health	80-85%	92%	Very Strong
Subject: Social Studies/Foreign Language	Varies (small sample)	Varies (small sample)	Promising
Track: Elementary	74-78%	90%	Strong
Track: Secondary	68-72%	80-85%	Moderate
Track: Special Education (SPED)	80-85%	92-100%	Exceptional