

IBM TEACHER EDUCATION MIDTERM EVALUATION RESULTS

HISTORY/SOCIAL STUDIES

SPRING 2017

During the spring semester of the 2016-2017 school year, teacher education students in the History/Social Studies IBM program participated in student teaching experiences. An online application system (i.e., *Qualtrics*) was used to facilitate the administration of the midterm evaluation to provide feedback to supervisors, advisors, and students. Results were aggregated across 12 individuals. The results were obtained through analyzing supervisors' responses on the student teaching midterm evaluation form. The development of this form was based on standards promoted by the National Council of Teachers of Social Studies (NCSS), InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (CAEP), and the Connecticut Common Core of Teaching (CCCT)

REPORT HIGHLIGHTS:

Key Findings

- ✓ Students were most successful (on average were rated highest) in the following domain areas:
 - Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)
 - Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals. (NCSS 3.1)
 - Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS. (NCSS 3.1)
 - Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCSS 3.1)
- ✓ Students could use improvement (on average were rated lowest) in the following domain areas:
 - Constructs H/SS lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCSS 3.1)
 - Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback. (NCSS 3.1)
 - Makes connections between social studies domains (US history, world history, government/civics/political science, geography, economics, and behavioral sciences) as well as with the other disciplines when discussing content knowledge. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)
 - Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change (NCSS 1.2)
 - Seeks out and participates in opportunities to grow professionally. (NCSS 3.1)
 - Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity (NCSS 1.1)

Grade Level Placement:

Grade	Count	Percentage
6	1	
7	1	8%
8	2	8%
9	2	13%
10	3	17%
11	8	29%
12	6	25%

Note: Overlap included due to student placement across multiple grades

CT Common Core of Teaching - Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting:

	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of History/Social Studies (H/SS). (NCSS 3.1)	0 (0.00%)	9 (81.82%)	2 (18.18%)	0 (0.00%)	2.18
2. Responds to the group or individual student's levels of H/SS understanding while teaching. (NCSS 3.1)	0 (0.00%)	8 (66.67%)	4 (33.33%)	0 (0.00%)	2.33
3. Plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals. (NCSS 3.1)	0 (0.00%)	10 (83.33%)	2 (16.67%)	0 (0.00%)	2.17
4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCSS 3.1)	0 (0.00%)	10 (90.91%)	0 (0.00%)	1 (9.09%)	2.00
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems. (NCSS 3.1)	0 (0.00%)	8 (66.67%)	4 (33.33%)	0 (0.00%)	2.33

	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals. (NCSS 3.1)	0 (0.00%)	3 (27.27%)	8 (72.73%)	0 (0.00%)	2.73
7. Activates students' prior H/SS knowledge and experience. (NCSS 3.1)	0 (0.00%)	7 (58.33%)	5 (41.67%)	0 (0.00%)	2.42
8. Asks questions and implements methods that encourage students to think critically. (NCSS 3.1)	0 (0.00%)	10 (83.33%)	2 (16.67%)	0 (0.00%)	2.17
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCSS 3.1)	0 (0.00%)	10 (83.33%)	2 (16.67%)	0 (0.00%)	2.17
10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS. (NCSS 3.1)	0 (0.00%)	3 (25.00%)	9 (75.00%)	0 (0.00%)	2.75
11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning. (NCSS 3.1)	0 (0.00%)	7 (63.64%)	4 (36.36%)	0 (0.00%)	2.36
12. Uses informal and formal assessment data to modify H/SS instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCSS 3.1)	0 (0.00%)	8 (66.67%)	3 (25.00%)	1 (8.33%)	2.27
13. Sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning. (NCSS 3.1)	0 (0.00%)	4 (36.36%)	7 (63.64%)	0 (0.00%)	2.64
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCSS 3.1)	0 (0.00%)	3 (25.00%)	9 (75.00%)	0 (0.00%)	2.75
15. Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback. (NCSS 3.1)	1 (8.33%)	9 (75.00%)	2 (16.67%)	0 (0.00%)	2.08

	Not Making Satisfactor	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
--	------------------------	----------------------------------	---------------------------------	-----	---------

	y Progress (1)				
16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)	0 (0.00%)	8 (72.73%)	3 (27.27%)	0 (0.00%)	2.27
17. Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)	0 (0.00%)	2 (16.67%)	9 (75.00%)	1 (8.33%)	2.82
18. Makes connections between social studies domains (US history, world history, government/civics/political science, geography, economics, and behavioral sciences) as well as with the other disciplines when discussing content knowledge. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	0 (0.00%)	1 (91.67%)	1 (8.33%)	0 (0.00%)	2.08
19. Develops students' ability to effectively analyze primary and secondary sources. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	0 (0.00%)	8 (66.67%)	3 (25.00%)	1 (8.33%)	2.27

CT Common Core of Teaching -Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration:

	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
20. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' H/SS learning. (NCSS 3.1)	0 (0.00%)	8 (72.73%)	1 (9.09%)	2 (18.18%)	2.11
21. Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being. (NCSS 3.1, 3.2)	0 (0.00%)	9 (75.00%)	2 (16.67%)	1 (8.33%)	2.18
22. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice. (NCSS 3.1)	0 (0.00%)	5 (45.45%)	6 (54.55%)	0 (0.00%)	2.55
23. Seeks out and participates in opportunities to grow professionally. (NCSS 3.1)	0 (0.00%)	10 (83.33%)	1 (8.33%)	1 (8.33%)	2.09
24. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity (NCSS 1.1)	0 (0.00%)	10 (90.91%)	1 (9.09%)	0 (0.00%)	2.09
25. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change (NCSS 1.2)	1 (8.33%)	9 (75.00%)	2 (16.67%)	0 (0.00%)	2.08

26. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments (NCSS 1.3)	0 (0.00%)	5 (41.67%)	4 (33.33%)	3 (25.00%)	2.44
27. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity (NCSS 1.4)	0 (0.00%)	8 (66.67%)	3 (25.00%)	1 (8.33%)	2.27
28. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions (NCSS 1.5)	0 (0.00%)	10 (83.33%)	2 (16.67%)	0 (0.00%)	2.17

NCSS THEMATIC STANDARDS: Pedagogical and Professional Knowledge, Skills and Dispositions -

	Not Making Satisfactory Progress (1)	Making Satisfactory Progress (2)	Making Outstanding Progress (3)	N/A	Average
29. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance (NCSS 1.6)	0 (0.00%)	5 (41.67%)	5 (41.67%)	2 (16.67%)	2.50
30. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of goods and services (NCSS 1.7)	0 (0.00%)	5 (45.45%)	2 (18.18%)	4 (36.36%)	2.29
31. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and Society (NCSS 1.8)	0 (0.00%)	6 (50.00%)	4 (33.33%)	2 (16.67%)	2.40
32. Possesses the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global	0 (0.00%)	7 (63.64%)	3 (27.27%)	1 (9.09%)	2.30
33. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices (NCSS 1.10)	0 (0.00%)	6 (50.00%)	4 (33.33%)	2 (16.67%)	2.40

Summary Comments

Teachers have knowledge of students, content and pedagogy regarding the planning, instructing, assessing and adjusting:

What 2-4 strengths did the student teacher candidate possess?

Statements contained personal information and were redacted

What are 2-4 areas for improvement for the student teacher candidate?

Statements contained personal information and were redacted

Teachers have knowledge of students, content and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership and collaboration:

What 2-4 strengths did the student teacher candidate possess?

Statements contained personal information and were redacted

What are 2-4 areas for improvement for the student teacher candidate?

Statements contained personal information and were redacted

If there is something else that you would like to share?

Statements contained personal information and were redacted

For more information regarding student specific reports, please contact Jamison Judd, Interim Director of Assessment (jamison.judd@uconn.edu). This report is available online - <http://assessment.education.uconn.edu/>