

TEACHER EDUCATION MIDTERM EVALUATION RESULTS- HISTORY/SOCIAL STUDIES

APRIL 2016

During the spring semester of the 2015-2016 school year, teacher education students in the History/Social Studies program participated in their student teaching clinic 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 10 individuals. The results were obtained through analyzing supervisors' responses on the student teaching midterm evaluation form for teacher education students in the History/Social Studies program. The purpose of this report is to display the overall results.

REPORT HIGHLIGHTS:

Key Findings

- ✓ The Average student rating score across all standards was a 2.20 (1 = “not making satisfactory progress”; 3 = “outstanding progress”).
- ✓ Students were most successful (received a rating of “outstanding progress” at a rate of 40.00% or above) in the following domain areas:
 - o 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)
 - o 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)
 - o Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCSS 3.1)
 - o Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction (NSTA/NCATE 10.b)
 - o Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)
- ✓ Students could use improvement (received at least 1 rating of “not making satisfactory progress” and an average score of 1.9 or below) in the following domain areas:
 - o Responds to the group or individual student's levels of H/SS understanding while teaching. (NCSS 3.1)
 - o 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).
- ✓ In regards to the Thematic Standards by the (NCSS) on average students scored highest in the “Power, Authority, and Governance” and the “Time, Continuity, and Change” domains and could use improvement in the “Culture and Cultural Diversity”, “Production, Distribution, and Consumption” and “Global Connections” domains.

Grade Level Placement:

Grade	Count	Percentage
7	2	8%
8	2	8%
9	3	13%
10	4	17%
11	7	29%
12	6	25%

Note: Overlap included due to student placement across multiple grades

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

	Outstanding Progress	Satisfactory Progress	Not Making Progress	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)	1 (10.00%)	9 (90.00%)	0 (0.00%)	0 (0%)	2.1
2. Responds to the group or individual student's levels of H/SS understanding while teaching. (NCSS 3.1)	0 (0.00%)	9 (90.00%)	1 (10.00%)	0 (0%)	1.9
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%)	9 (90.00%)	1 (10.00%)	0 (0%)	1.9
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)	1 (10.00%)	9 (90.00%)	0 (0.00%)	0 (0%)	2.1
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%)	7 (77.78%)	2 (22.22%)	1 (10%)	2

	Outstanding Progress	Satisfactory Progress	Not Making Progress	N/A	Average
6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals. (NCSS 3.1)	3 (30.00%)	7 (70.00%)	0 (0.00%)	0 (0%)	2.3

7. Activates students' prior H/SS knowledge and experience. (NCSS 3.1)	2 (20.00%)	8 (80.00%)	0 (0.00%)	0 (0%)	2.2
8. Asks questions and implements methods that encourage students to think critically. (NCSS 3.1)	0 (0.00%)	10 (100.00%)	0 (0.00%)	0 (0%)	2
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCSS 3.1)	0 (0.00%)	9 (100.00%)	0 (0.00%)	1 (10%)	2.2
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)	4 (40.00%)	6 (60.00%)	0 (0.00%)	0 (0%)	2.4
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)	4 (40.00%)	6 (60.00%)	0 (0.00%)	0 (0%)	2.4
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)	1 (10.00%)	8 (80.00%)	1 (10.00%)	0 (0%)	2
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)	2 (20.00%)	8 (80.00%)	0 (0.00%)	0 (0%)	2.2
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCSS 3.1)	8 (80.00%)	2 (20.00%)	0 (0.00%)	0 (0%)	2.8
15. Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback. (NCSS 3.1)	3 (30.00%)	5 (50.00%)	2 (20.00%)	0 (0%)	2.1

	Outstandin g Progress	Satisfactory Progress	Not Making Progress	N/A	Average
16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)	1 (10.00%)	9 (90.00%)	0 (0.00%)	0 (0%)	2.1
17. Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)	4 (40.00%)	6 (60.00%)	0 (0.00%)	0 (0%)	2.4
18. Makes connections between social studies domains (US history, world history,	0 (0.00%)	10 (100.00%)	0 (0.00%)	0 (0%)	2

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)

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)	1 (10.00%)	9 (90.00%)	0 (0.00%)	0 (0%)	2.1
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CT Common Core of Teaching III-Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration:

	Outstandin g Progress	Satisfactory Progress	Not Making Progress	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%)	6 (85.71%)	1 (14.29%)	3 (30%)	2.5
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)	1 (11.11%)	8 (88.89%)	0 (0.00%)	1 (10%)	2.3
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)	2 (20.00%)	8 (80.00%)	0 (0.00%)	0 (0%)	2.2
23. Seeks out and participates in opportunities to grow professionally. (NCSS 3.1)	3 (33.33%)	6 (66.67%)	0 (0.00%)	1 (10%)	2.5

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

National Council for Social Studies (NCSS) Thematic Standards

Student teachers were assessed based on the following standards and results were averaged across standard items for all participants. Items were ranked on various scales ranging from (1) Basic, (2) Developing, (3) Proficient, and (4) Distinguished. Raters were told that most student teachers are typically at the Developing or Proficient level for most standards. **NOTE:** Items that contained NA responses were not factored into average standard scores and standards that consisted of all NA responses were left as NA for the average.

Standard	Average Student Rating
1. Culture and Cultural Diversity	1.69
2. Time, Continuity, and Change	2.23
3. People, Places and Environment	1.81
4. Individual Development and Identity	1.88
5. Individuals, Groups, and Institutions	2.13
6. Power, Authority, and Governance	2.49
7. Production, Distribution, and Consumption	1.69
8. Science, Technology, and Society	1.88
9. Global Connections	1.39
10. Civic Ideals and Practices	2.00

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/>