UCONN
NEAG SCHOOL OF EDUCATION

TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
STUDENT TEACHING EVALUATION MIDTERM RESULTS: AGRICULTURAL EDUCATION
FALL 2015

Context
This survey is part of the set of surveys administered at key transitions points during their first year in the TCPCG program. This survey was administered to the clinic supervisors of the 6 members of the Fall 2015 TCPCG Agricultural Education cohort.

Survey Content
- Information about the clinic placement
- Professional characteristics
- General comments/feedback on the student's performance

Methodology
The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the clinic teachers of all of the students participating in internships. The data collection period was October 13th to November 2nd, 2015 (3 weeks). A total of 6 surveys were completed (response rate = 6/6 = 100%). All references to individuals/placement sites have been omitted to maintain anonymity.

The data are used for two types of reports.
- **Individual-level report**. This report was distributed to the individual student, the clinic teacher, the seminar leader, and the faculty advisor.
- **Program-level report**. This report, which contains aggregate data, was delivered to the academic program.
  - Disaggregated results are not reported across campuses, due to no or too few students enrolled in this focus area at the campus.

Key Findings
- All student teachers were rated as making at least satisfactory progress, with the majority rated as making outstanding progress, on 22 out of 24 performance standards.
- Qualitative feedback indicated that the student teachers were knowledgeable, enthusiastic, well prepared to teach their classes, and excelled at creating effective lesson plans.
- Supervisors suggested that the student teachers could work to introduce students to socially relevant issues in agriculture, and also continue to develop both formal and informal assessment strategies in order to monitor their students' understanding.

Program Component

Program	Count
IB/M Storrs	0 (0.00%)
TCPCG Avery Point	0 (0.00%)
TCPCG Hartford	4 (66.67%)
TCPCG Waterbury	2 (33.33%)
Curriculum & Instruction (Not IB/M)	0 (0.00%)
Total	6

Grade Placement (check all that apply)

Grade	Count
9	6
10	6
11	6
12	6
Ungraded	0

Performance Areas

For each of the students, the following scale will be used to evaluate the teaching candidate:

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.

2 = Student is making satisfactory progress by making deliberate attempts to address this standard.

1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

N/A = For use only in the mid-term: means "not applicable" because this standard is yet to be covered.

CT Common Core of Teaching II - Teachers Apply This Knowledge by / Planning, Instructing, Assessing.

Item	1	2	3	N/A	Mean
1. Plans and implements instruction based on knowledge and use of core academic principles, discipline-specific content, and learning concepts. (NCATE 1.a, 1.b, 1.d; CCT 1.1, 1.2)	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83
2. Plans and implements instruction based on local, state, and national	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83

curricula, frameworks, and standards. (NCATE 1.a, 1.c; CCT 1.2)					
3. Plans and implements instruction based on knowledge and consideration of school, family, and community contexts. (NCATE 1.c; CCT 2.1, 3.6)	0 (0.00%)	3 (50%)	3 (50%)	0 (0.00%)	2.5
4. Constructs lessons adapted to student needs based on different developmental levels, learning needs, and personal and career interests. (NCATE 1.b, 1.c, 1.d, 4.a; CCT 2.1, 3.1)	0 (0.00%)	4 (66.67%)	2 (33.33%)	0 (0.00%)	2.33
5. Plans and implements instruction based on awareness of students' prior knowledge and experiences in order to promote active learning. (NCATE 1.c, 1.d; CCT 2.1, 3.1)	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83
6. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning, and organizes lessons for initiation, development, and closure. (NCATE 1.b, 1.d; CCT 3.2, 4.4)	0 (0.00%)	2 (33.33%)	4 (66.67%)	0 (0.00%)	2.67
7. Monitors and questions for understanding and responds to group and individual levels of understanding by adjusting teaching strategies. (NCATE 1.d; CCT 4.6)	0 (0.00%)	3 (50%)	3 (50%)	0 (0.00%)	2.5
8. Applies concepts, procedures, and activities to build understanding and to help students connect knowledge and skills to real-world problems. (NCATE 1.c; CCT 3.6)	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83
9. Provides opportunities for students to develop and improve problem-solving skills and to think critically and creatively. (NCATE 1.c; CCT 3.5, 3.8)	0 (0.00%)	2 (33.33%)	4 (66.67%)	0 (0.00%)	2.67
10. Seeks out and uses a variety of resources and applications from multiple sources - including students, school, community, and agricultural industries - to create meaningful and interesting activities to support learning. (NCATE 1.b, 1.d; CCT 3.5)	0 (0.00%)	2 (33.33%)	4 (66.67%)	0 (0.00%)	2.67
11. Plans and implements instructions using appropriate and varied strategies and methods, including effective use of technology, to promote learning. (NCATE 1.b, 1.c; CCT 1.4, 3.5, 4.2)	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83
12. Creates a respectful, safe, and challenging classroom climate that supports a productive learning	0 (0.00%)	3 (50%)	3 (50%)	0 (0.00%)	2.5

environment for all students. (NCATE 1.c, 1.g, 4.a; CCT 2.1, 2.4)					
13. Maximizes the amount of time spent on learning by effectively managing transitions, routines, student engagement, and behavior. (NCATE 1.c; CCT 2.4, 2.5)	0 (0.00%)	4 (66.67%)	2 (33.33%)	0 (0.00%)	2.33
14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCATE 1.b, 1.c; CCT 1.2, 2.1)	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83
15. Uses a variety of informal and formal assessment data to plan, implement, and adjust instruction and learning activities based on expectations and monitoring of student learning. (NCATE 1.b, 1.c; CCT 1.3, 2.1)	0 (0.00%)	2 (33.33%)	4 (66.67%)	0 (0.00%)	2.67
16. Plans and implements instruction and chooses learning activities that reflect current practices and anticipated needs in relevant agricultural fields. (NCATE 1.a, 1.b, 1.c; CCT 3.2, 3.6)	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83
17. Conveys to students the breadth, relevance, and importance of agriculture for all individuals and society, not just people directly involved in agriculture. (NCATE 1.a, 1.c; CCT 3.6, 4.3)	1 (16.67%)	2 (33.33%)	3 (50%)	0 (0.00%)	2.33
18. Exhibits an understanding of historical and cultural aspects of agricultural content and practices. (NCATE 1.a, 1.c; CCT 3.6)	1 (16.67%)	3 (50%)	2 (33.33%)	0 (0.00%)	2.17
19. Introduces students to socially relevant issues in agriculture, and provides opportunities for respectful and critical analysis of various perspectives regarding such issues. (NCATE 1.a, 1.c, 4.a; CCT 2.1, 3.6, 3.8)	0 (0.00%)	5 (83.33%)	1 (16.67%)	0 (0.00%)	2.17
20. Demonstrates and promotes knowledge about legal and ethical issues, safe procedures and materials use, and respect for living things. (NCATE 1.c; CCT 1.2, 2.4)	0 (0.00%)	2 (33.33%)	4 (66.67%)	0 (0.00%)	2.67

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

Item	1	2	3	N/A	Mean
1. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction. (NCATE 1.c, 1.g; CCT 6.1)	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83
2. Creates opportunities to communicate with families, establishes respectful and collaborative relationships with families, and involves families in students' learning. (NCATE 1.c; CCT 5.6, 6.6)	0 (0.00%)	5 (83.33%)	1 (16.67%)	0 (0.00%)	2.17
3. Conducts self in a professional manner and collaborates with colleagues, administrators, students, and families to sustain a positive school climate. (NCATE 1.c, 1.g; CCT 6.3, 6.11)	0 (0.00%)	2 (33.33%)	4 (66.67%)	0 (0.00%)	2.67
4. Seeks professional development opportunities to improve knowledge, skills, and effectiveness for teaching all students. (NCATE 1.c, 4.a; CCT 6.1, 6.2)	0 (0.00%)	1 (16.67%)	5 (83.33%)	0 (0.00%)	2.83