

**TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
ENGLISH EDUCATION – STUDENT TEACHER FINAL EVALUATION RESULTS
FALL 2015**

During the fall semester of the 2015-2016 school year, English Education students participated in student teaching experiences throughout a variety of school locations. This report presents the aggregated results of those evaluations across 16 individuals. Some of the highlighted findings are reported below:

Methodology

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the placement supervisors of all of the students (N=16) participating in teaching placements.

Key Findings

- ✓ Student frequency of making “Outstanding Progress” ratings increased over all domains relative to the midterm evaluation.
- ✓ Domain areas with the highest “outstanding progress” rates (81.25% or greater) included:
 - Plans and implements ELA instruction based on knowledge of the community context and of students as a group and as individuals.
 - Plans and implements instruction based on ELA national and state curriculum frameworks and classroom curricular goals.
 - Activates students' prior ELA knowledge and experiences.
 - Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of ELA 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 ELA learning.
 - Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.
 - Articulates using acceptable and appropriate oral and written expressions.
 - Reflects critically on his/her own practice and uses reflections to grow and change practice; is willing to ask probing questions and draw upon ELA research and theory in an effort to inform and shape practice.
- ✓ In contrast to the midterm evaluation report, all student ratings fell within the making “Outstanding” to “Satisfactory” progress ranges, thus no students received ratings of “not making satisfactory progress”.

Please indicate the program component in which the student is enrolled:

Program Campus	Count
TCPCG Hartford	14 (87.50%)
TCPCG Waterbury	2 (12.50%)

District of Student Teaching

District	Count
Hartford	3 (18.75%)
Vernon	3 (18.75%)
Clinton	1 (6.25%)
Waterbury	1 (6.25%)
Meriden	1 (6.25%)
Shelton	1 (6.25%)
Cheshire	1 (6.25%)
East Lyme	1 (6.25%)
Enfield	2 (12.50%)
Habron	1 (6.25%)

Grade Level Placement (Check all that apply)

Grade	Count
7	1 (3.33%)
8	1 (6.66%)
9	4 (13.33%)
10	7 (23.33%)
11	9 (30.00%)
12	8 (26.66%)

Performance Areas

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

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.

Item	3	2	1
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 English Language Arts (ELA). (NCT/NCATE 3.1.4, 3.1.6)	12 (75.00%)	4 (25.00%)	0 (0.00%)
2. Responds to the group or individual student's levels of ELA understanding while teaching. (NCTE/NCATE 3.1.4, 3.1.6)	11 (68.75%)	5 (31.25%)	0 (0.00%)
3. Plans and implements ELA instruction based on knowledge of the community context and of students as a group and as individuals. (NCTE/NCATE 2.5, 4.4)	13 (81.25%)	3 (18.75%)	0 (0.00%)
4. Constructs ELA lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCTE/NCATE 2.1)	12 (75.00%)	4 (25.00%)	0 (0.00%)
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems. (NCTE/NCATE 2.5, 2.6, 4.3)	9 (56.25%)	7 (43.75%)	0 (0.00%)

Item	3	2	1
6. Plans and implements instruction based on ELA national and state curriculum frameworks and classroom curricular goals. (NCTE/NCATE 3.1.2)	14 (87.50%)	2 (12.50%)	0 (0.00%)
7. Activates students' prior ELA knowledge and experiences. (NCTE/NCATE 3.3.2)	13 (81.25%)	3 (18.75%)	0 (0.00%)
8. Asks questions and implements methods that encourage students to think critically. (NCTE/NCATE 2.4)	8 (50.00%)	8 (50.00%)	0 (0.00%)
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCTE/NCATE 2.4)	9 (56.25%)	7 (43.75%)	0 (0.00%)
10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in ELA. (NCTE/NCATE 3.3.3, 4.1)	9 (56.25%)	7 (43.75%)	0 (0.00%)

Item	3	2	1
11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of ELA 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 ELA learning. (NCTE/NCATE 2.1)	13 (81.25%)	3 (18.75%)	0 (0.00%)
12. Uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCTE/NCATE 3.1.2, 3.7.4.10)	10 (62.50%)	6 (37.50%)	0 (0.00%)
13. Sequences learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning. (NCATE/NCATE 2.4)	12 (75.00%)	4 (25.00%)	0 (0.00%)
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCTE/NCATE 2.1, 4.2)	15 (93.75%)	1 (6.25%)	0 (0.00%)
15. Documents student ELA learning in both ongoing and summative ways, and provides students with this feedback. (NCTE/NCATE 4.2, 4.10)	10 (62.50%)	6 (37.50%)	0 (0.00%)

Item	3	2	1
16. Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration amongst students, and responses to varied forms of media, print, and non-print text. (NCTE/NCATE 3.6.1, 3.6.2, 3.6.3, 4.6)	10 (62.50%)	6 (37.50%)	0 (0.00%)
17. Uses literary works representing a broad spectrum of historical and contemporary US, British, World, and young adult literature. (NCTE/NCATE 2.2, 3.1.5, 3.5.1, 3.5.2, 3.5.3)	10 (62.50%)	6 (37.50%)	0 (0.00%)
18. Draws upon a range of works and literary criticism to enhance students' understanding and appreciation of print and non-print text, the relationship between symbols and meaning, and their effects on reading. (NCTE/NCATE 3.1.3, 3.2.5, 3.3.1, 3.5.4)	7 (43.75%)	9 (56.25%)	0 (0.00%)
19. Articulates using acceptable and appropriate oral and written expressions. (NCTE/NCATE 3.1.7)	14 (87.50%)	2 (12.50%)	0 (0.00%)
20. Draws on composing processes to enable students to create various forms of oral, visual, and written literacy for a variety of audiences and purposes. (NCTE/NCATE 3.2.3, 3.2.4, 3.4.1, 3.4.2)	9 (56.25%)	7 (43.75%)	0 (0.00%)

Item	3	2	1
21. Teaches students a variety of strategies to comprehend, interpret, appreciate, and respond to written and visual texts, including personal response. (NCTE/NCATE 3.1.2, 3.3.3, 4.9)	9 (56.25%)	7 (43.75%)	0 (0.00%)
22. Demonstrates the interrelation of reading, writing, speaking, listening, viewing, and thinking in learning ELA. (NCTE/NCATE 3.1.2, 3.2.2, 4.7)	11 (68.75%)	5 (31.25%)	0 (0.00%)
23. Exhibits an understanding of the influence of language and visual images on thinking and composing. (NCTE/NCATE 3.2.1, 4.8)	11 (68.75%)	5 (31.25%)	0 (0.00%)

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

Item	3	2	1
1. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' ELA learning. (NCTE/NCATE 4.10)	9 (56.25%)	7 (43.75%)	0 (0.00%)
2. Collaborates with a variety of faculty members in the school community to support students' ELA learning and well-being. (NCTE/NCATE 3.7.2, 4.5)	11 (68.75%)	5 (31.25%)	0 (0.00%)
3. Reflects critically on his/her own practice and uses reflections to grow and change practice; is willing to ask probing questions and draw upon ELA research and theory in an effort to inform and shape practice. (NCTE/NCATE 2.3, 3.7.1)	13 (81.25%)	3 (18.75%)	0 (0.00%)
4. Seeks out and participates in opportunities to grow professionally. (NCTE/NCATE 2.3, 3.7.2)	7 (43.75%)	9 (56.25%)	0 (0.00%)

Final Comments

I. Teacher candidate has knowledge of student's content and pedagogy regarding the planning, instructing, assessing and adjusting.

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

Answer

Statements contained personal information and were redacted

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

Answer

Statements contained personal information and were redacted

II. 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?

Answer

Statements contained personal information and were redacted

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

Answer

Statements contained personal information and were redacted

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