# UCONN
## NEAG SCHOOL OF EDUCATION

### TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
#### HISTORY/SOCIAL STUDIES EDUCATION – FINAL EVALUATION RESULTS
#### FALL 2016

**Context**

This instrument may be used for formative purposes involving a regular observation/feedback cycle. 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).This survey was administered to the cooperating teacher supervisors of the 11 student teaching candidates within the fall History/Social Studies education cohort.

**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=11) participating in teaching placements.

**Key Findings**

✓ In general, students improved in all domain areas regarding increased *Outstanding* or *Satisfactory Progress* scores relative to the midterm evaluation.
✓ In the final evaluation, overall, students were rated as most successful in regards to *Activating students' prior H/SS knowledge and experience* and *creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.*
✓ The domain area in which students struggled most overall based on final evaluation results was in *possessing 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).*

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

| Program Campus | Count |
|---|---|
| TCPCG Hartford | 9 (81.00%) |
| TCPCG Waterbury | 2 (19.00%) |

**District of Student Teaching**

| District | Count |
|---|---|
| Old Saybrook | 1 |
| New Haven | 1 |
| East Hartford | 1 |
| Hartford | 1 |
| Tolland | 2 |
| Rocky Hill | 1 |
| New Britain | 1 |
| Cheshire | 1 |
| New Haven | 1 |
| Waterbury | 1 |

**Grade Level Placement (Check all that apply)**

| Grade | Count |
|---|---|
| 6 | 1 (7.69%) |
| 7 | 1 (7.69%) |
| 8 | 1 (7.69%) |
| 9 | 6 (46.15%) |
| 10 | 1 (7.69%) |
| 11 | 3 (23.07%) |

## 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 midterm: means "not applicable" because this standard is yet to be covered.

CT COMMON CORE OF TEACHING: Planning, instructing, assessing, and adjusting

| Item | 3 | 2 | 1 | N/A | Average Score |
|---|---|---|---|---|---|
| 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). | 54.55% | 45.45% | 0.00% | 0.00% | 2.55 |
| 2. Responds to the group or individual student's levels of H/SS understanding while teaching. | 72.73% | 18.18% | 9.09% | 0.00% | 2.64 |
| 3. Plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals. | 45.45% | 54.55% | 0.00% | 0.00% | 2.45 |
| 4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. | 63.64% | 27.27% | 9.09% | 0.00% | 2.55 |
| 5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems. | 36.36% | 63.64% | 0.00% | 0.00% | 2.36 |
| 6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals. | 63.64% | 36.36% | 0.00% | 0.00% | 2.64 |
| 7. Activates students' prior H/SS knowledge and experience. | 72.73% | 27.27% | 0.00% | 0.00% | 2.73 |
| 8. Asks questions and implements methods that encourage students to think critically. | 63.64% | 36.36% | 0.00% | 0.00% | 2.64 |
| 9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. | 45.45% | 54.55% | 0.00% | 0.00% | 2.45 |

| | | | | | |
|---|---|---|---|---|---|
| 10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS. | 45.45% | 54.55% | 0.00% | 0.00% | 2.45 |
| 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. | 63.64% | 36.36% | 0.00% | 0.00% | 2.64 |
| 12. Uses informal and formal assessment data to modify H/SS instruction and to plan appropriate lessons, including purposeful choices regarding group formations. | 45.45% | 54.55% | 0.00% | 0.00% | 2.45 |
| 13. Sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning. | 45.45% | 45.45% | 9.09% | 0.00% | 2.36 |
| 14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. | 72.73% | 27.27% | 0.00% | 0.00% | 2.73 |
| 15. Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback. | 63.64% | 36.36% | 0.00% | 0.00% | 2.64 |
| 16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. | 36.36% | 63.64% | 0.00% | 0.00% | 2.36 |
| 17. Uses technology to enhance students' learning of H/SS. | 63.64% | 36.36% | 0.00% | 0.00% | 2.64 |
| 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. | 54.55% | 45.45% | 0.00% | 0.00% | 2.55 |
| 19. Develops students' ability to effectively analyze primary and secondary sources. | 36.36% | 63.64% | 0.00% | 0.00% | 2.36 |

CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration:

| Item | 3 | 2 | 1 | N/A | Average Score |
|---|---|---|---|---|---|
| 1. 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. | 27.27% | 72.73% | 0.00% | 0.00% | 2.27 |
| 2. Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being. | 54.55% | 45.45% | 0.00% | 0.00% | 2.55 |
| 3. 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. | 72.73% | 18.18% | 9.09% | 0.00% | 2.64 |
| 4. Seeks out and participates in opportunities to grow professionally. | 54.55% | 45.45% | 0.00% | 0.00% | 2.55 |

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

| Item | 3 | 2 | 1 | N/A | Average Score |
|---|---|---|---|---|---|
| 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). | 45.45% | 54.55% | 0.00% | 0.00% | 2.45 |
| 2. 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). | 54.55% | 45.45% | 0.00% | 0.00% | 2.55 |
| 3. 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). | 54.55% | 45.45% | 0.00% | 0.00% | 2.55 |
| 4. Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for | 27.27% | 72.73% | 0.00% | 0.00% | 2.27 |

| | | | | | |
|---|---|---|---|---|---|
| the study of Individual Development and Identity (NCSS 1.4). | | | | | |
| 5. 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). | 36.36% | 63.64% | 0.00% | 0.00% | 2.36 |
| 6. 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). | 54.55% | 45.45% | 0.00% | 0.00% | 2.55 |
| 7. 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). | 27.27% | 63.64% | 0.00% | 9.09% | 2.30 |
| 8. 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). | 18.18% | 81.82% | 0.00% | 0.00% | 2.18 |
| 9. Possesses the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence (NCSS 1.9). | 36.36% | 63.64% | 0.00% | 0.00% | 2.36 |
| 10. 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). | 54.55% | 45.45% | 0.00% | 0.00% | 2.55 |

| Grade | A | B+ |
|---|---|---|
| | 11 | 1 |
| **Final Grade** | (90.90%) | (9.09%) |

## 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 |

Additional Comments:

| Answer |
| --- |
| Statements contained personal information and were redacted |

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| Answer |
| --- |
| Statements contained personal information and were redacted |