

**TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
SPECIAL EDUCATION – MIDTERM 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 Council for Exceptional Children (CEC), 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 24 student teaching candidates within the fall Special 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=24) participating in teaching placements.

Key Findings

- ✓ Overall students were rated as most successful in regards to *Using professional Ethical Principles and Professional Practice Standards to guide their practice. CEC 6.1 and understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. CEC 6.3*
- ✓ The domain area where students struggled most overall was in *Using knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. CEC 4.2*
- ✓ In general, a vast majority of students in all domain areas were reported to be making *Outstanding or Satisfactory Progress* or as not yet having the standard addressed (*Not Applicable*).

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

Program Campus	Count
TCPCG Hartford	17 (77.27%)
TCPCG Waterbury	5 (22.72%)

District of Student Teaching

District	Count
LEARN	5
Torrington	1
Windsor	1
Hartford	2
West Hartford	3
East Hartford	1
Ellington	1
Vernon	1
Farmington	3
Bloomfield	1
Stafford	1
Waterbury	1
East Windsor	1
Avon	1
Glastonbury	1

Grade Level Placement (Check all that apply)

Grade	Count
K	3 (5.56%)
1	6 (11.11%)
2	7 (12.96%)
3	4 (7.41%)
4	4 (7.41%)
5	2 (3.70%)

6	7 (12.96%)
7	5 (9.26%)
8	3 (5.56%)
9	4 (7.41%)
10	4 (7.41%)
11	3 (5.56%)
12	2 (3.70%)

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. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. CEC 1.1	41.67%	54.17%	0.00%	4.17%	2.43
2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. CEC 1.2	37.50%	62.50%	0.00%	0.00%	2.38
3. Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. CEC 2.1	54.17%	45.83%	0.00%	0.00%	2.54
4. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. CEC2.2	25.00%	70.83%	4.17%	0.00%	2.21
5. Beginning special education professionals know how to intervene safely and	20.83%	70.83%	4.17%	4.17%	2.17

appropriately with individuals with exceptionalities in crisis. CEC 2.3					
6. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. CEC 3.1	29.17%	66.67%	4.17%	0.00%	2.25
7. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. CEC 3.2	37.50%	62.50%	0.00%	0.00%	2.38
8. Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. CEC 3.3	37.50%	58.33%	0.00%	4.17%	2.39
9. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. CEC 4.1	8.33%	66.67%	0.00%	25.00%	2.11
10. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. CEC 4.2	4.17%	62.50%	0.00%	33.33%	2.06
11. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. CEC 4.3	16.67%	66.67%	4.17%	12.50%	2.14
12. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. CEC 4.4	41.67%	50.00%	8.33%	0.00%	2.33
13. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. CEC 5.1	45.83%	45.83%	0.00%	8.33%	2.50
14. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. CEC 5.2	25.00%	58.33%	0.00%	16.67%	2.30

15. Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. CEC 5.3	20.83%	54.17%	0.00%	25.00%	2.28
16. Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. CEC 5.4	33.33%	50.00%	4.17%	12.50%	2.33
17. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. CEC 5.5	16.67%	41.67%	0.00%	41.67%	2.29
18. Beginning special education professionals teach to mastery and promote generalization of learning. CEC 5.6	37.50%	58.33%	0.00%	4.17%	2.39
19. Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. CEC 5.7	16.67%	83.33%	0.00%	0.00%	2.17

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. Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. CEC 6.1	62.50%	37.50%	0.00%	0.00%	2.63
2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. CEC 6.2	29.17%	70.83%	0.00%	0.00%	2.29
3. Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. CEC 6.3	62.50%	37.50%	0.00%	0.00%	2.63

4. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. CEC 6.4	50.00%	45.83%	0.00%	4.17%	2.52
5. Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. CEC 6.5	12.50%	70.83%	0.00%	16.67%	2.15
6. Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. CEC 6.6	29.17%	58.33%	4.17%	8.33%	2.27
7. Beginning special education professionals use the theory and elements of effective collaboration. CEC 7.1	20.83%	79.17%	0.00%	0.00%	2.21
8. Beginning special education professionals serve as a collaborative resource to colleagues. CEC 7.2	41.67%	58.33%	0.00%	0.00%	2.42
9. Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. CEC 7.3	37.50%	62.50%	0.00%	0.00%	2.38

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

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