

TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG) STUDENT TEACHING EVALUATION MIDTERM RESULTS: WORLD LANGUAGE FALL 2016

Context

This survey is part of the set of surveys administered at key transitions points in the TCPCG program. This survey was administered to the university supervisors of the 6 members of the Fall 2016 IB/M World Language education cohort.

Survey Content

- Information about the student teaching 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 placement supervisors of all of the students participating in internships. The data collection period was during the last two weeks of October, 2016. 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 supervisor, the cooperating teacher, and the 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

- Student teachers were assessed as making outstanding or satisfactory progress across 33 professional standards, with an average score of 2.05 out of 3 points.
- Supervisors provided qualitative feedback indicating that the student teachers were engaged, professional at all times, and reflective in their teaching practice.
- It was recommended that the student teachers focus on returning graded work in a timely manner.

For more information, please contact Amanda Turner, Interim Director of Assessment (<u>amanda.turner@uconn.edu</u>). This report is available online - <u>http://assessment.education.uconn.edu/</u>

District of Student Teaching

District	Count
Hartford	1 (16.67%)
Manchester	1 (16.67%)
Newtown	1 (16.67%)
Southington	1 (16.67%)
South Windsor	2 (33.33%)

Grade Level Placement (Check all that apply)

Grade Level	Count	Grade Level	Count
7	1	10	5
8	0	11	5
9	5	12	5

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.

CT Common Core of Teaching: Planning, Instructing, Assessing, and Adjusting

Item	1	2	3	Mean
1. Language Acquisition Theories: Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments. ACTFL 3a	0 (0%)	6 (100%)	0 (0%)	2.00
2. Target language input: Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments. ACTFL 3a, Core Practice 1, InTASC Standard 4	0 (0%)	5 (83.33%)	1 (16.67%)	2.17

3. Negotiation of Meaning: Demonstrate an	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
understanding of key principles of language acquisition and create linguistically and culturally rich learning				
environments. ACTFL 3a, InTASC 1, Core Practice 4				
4. Meaningful Classroom Interaction: Demonstrate an	0 (0%)	4 (66.67%)	2 (33.33%)	2.33
understanding of key principles of language acquisition	- (,	. (,	_ (,	
and create linguistically and culturally rich learning				
environments. ACTFL 3a, InTASC 3, Core Practice 5				
5. Theories of learner development and instruction:	1 (16.67%)	4 (66.67%)	1 (16.67%)	2.00
Demonstrate an understanding of child and adolescent				
development to create a supportive learning				
environment for each student. ACTFL 3b				
6. Understanding of relationship of articulated program	0 (0%)	4 (100%)	0 (0%)	2.00
models to language outcomes: Demonstrate an				
understanding of key principles of language acquisition				
and create linguistically and culturally rich learning				
environments. ACTFL 3a			a (22, 224)	
7. Adapting instruction to address students' language	1 (16.67%)	3 (50%)	2 (33.33%)	2.17
levels, language backgrounds, learning styles:				
Demonstrate an understanding of key principles of language acquisition and create linguistically and				
culturally rich learning environments. ACTFL 3a, InTASC				
2, Core Practice 2				
8. Adapting instruction to address students' multiple	0 (0%)	6 (100%)	0 (0%)	2.00
ways of learning: Demonstrate an understanding of	0 (0/0)	0 (10070)	0 (070)	2100
child and adolescent development to create a				
supportive learning environment for each student.				
ACTFL 3b				
9. Candidates anticipate their students' special needs	3 (50%)	3 (50%)	0 (0%)	1.5.0
by planning for differentiated alternative classroom				
activities as necessary. Demonstrate an understanding				
of child and adolescent development to create a				
supportive learning environment for each student.				
ACTFL 3b	- ()		- (
10. Critical thinking and problem solving: Demonstrate	0 (0%)	6 (100%)	0 (0%)	2.00
an understanding of child and adolescent development				
to create a supportive learning environment for each student. ACTFL 3b, Core Practices 4 and 6				
11. Grouping: Demonstrate an understanding of child	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
and adolescent development to create a supportive	0 (070)	5 (85.5570)	1 (10.0776)	2.17
learning environment for each student. ACTFL 3b,				
InTASC				
12. Use of questioning and tasks: Demonstrate an	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
understanding of child and adolescent development to	()	, <i>,</i>	, - · /	
create a supportive learning environment for each				
student. ACTFL 3b				
13. Integration of Standards into planning:	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
Demonstrate an understanding of the Standards for				
Foreign Language Learning in the 21st Century or their				

recently refreshed version World-Readiness Standards				
for Learning Languages (2015) and their state				
standards and use them as the basis for instructional				
planning. ACTFL 4a				
14. Integration of Standards into instruction: Integrate	0 (0%)	4 (66.67%)	2 (33.33%)	2.33
the goal areas of the Standards for Foreign Language				
Learning in the 21st Century or their recently refreshed				
version World-Readiness Standards for Learning				
Languages (2015) and their state standards in their				
classroom practice. ACTFL 4b				
15. Integration of three modes of communication:	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
Integrate the goal areas of the Standards for Foreign				
Language Learning in the 21st Century or their recently				
refreshed version World-Readiness Standards for				
<i>Learning Languages</i> (2015) and their state standards in their classroom practice. ACTFL 4b, Core Practices 2				
and 5				
16. Integration of cultural products, practices,	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
perspectives: Integrate the goal areas of the <i>Standards</i>	0 (0/0)	0 (00.007.0)	= (=0:0770)	
for Foreign Language Learning in the 21st Century or				
their recently refreshed version World-Readiness				
Standards for Learning Languages (2015)				
and their state standards in their classroom practice.				
ACTFL 4b				
17. Connections to other subject areas: Demonstrate	2 (33.33%)	4 (66.67%)	0 (0%)	1.67
an understanding of the Standards for Foreign				
Language Learning in the 21st Century or their recently				
refreshed version World-Readiness Standards for				
Learning Languages (2015) and their state standards				
and use them as the basis for instructional planning. ACTFL 4a				
	2 (60%)	2 (40%)	0 (0%)	1.40
18. Connections to target language communities: Use the <i>Standards for Foreign Language Learning in the</i>	3 (60%)	2 (40%)	0 (0%)	1.40
21st Century or their recently refreshed version World-				
Readiness Standards for Learning Languages (2015) and				
their state standards to select and integrate authentic				
texts, use technology, and adapt and create				
instructional materials for use in communication. ACTFL				
4c				
19. Selection and integration of authentic materials and	1 (16.67%)	3 (50%)	2 (33.33%)	2.17
technology: Use the Standards for Foreign Language				
Learning in the 21st Century or their recently refreshed				
version World-Readiness Standards for Learning				
Languages (2015) and their state standards to select				
and integrate authentic texts, use technology, and				
adapt and create instructional materials for use in				
communication. ACTFL 4c, InTASC 4 and 8		_		
20. Adaptation and Creation of materials: Demonstrate	0 (0%)	6 (100%)	0 (0%)	2.00
an understanding of the Standards for Foreign				
Language Learning in the 21st Century or their recently				
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refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning. ACTFL 4a 21. Plan for assessment Design and use ongoing authentic performance assessment suing a variety of assessment models for all learners, including diverse students. ACTFL 5a 22. Formative and summative assessment models: 23. Interpretive communication: Interpret and report the results of student assessments, adjust instruction accordingly, and use data to inform and students. ACTFL 5a 25. Presentational communication: Interpret and report the results of student assessments, adjust instruction accordingly, and use data to inform and student responsibility for their own learning. ACTFL 5c 26. Cultural performances to all stakeholders in the communication: Reflect on and analyze the responsibility for their own learning. ACTFL 5c 25. Presentational communication: Interpret and report the results of student performances to all stakeholders in the communication: Reflect on and analyze the responsibility for their own learning. ACTFL 5c 25. Cultural performances to all stakeholders in the communication: Interpret and report the results of student performances to all stakeholders authentic performance assessments. Joing authentic performance assessments using a variety of assessment models for all learners, including diverse student. ACTFL 5a 27. Integrated communication assessments. Design and a variety of assessment words for all learners, including diverse students. ACTFL 5a 28. Assessments reflect a variety of models designed to neet needs of diverse learners: Reflect on and analyze the results of student sessements, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. ACTFL 5b 30. Adjust instruction: ACTFL 5b 30. Adjust instruction: Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. ACTFL 5b 30. Adjust instruction:					
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	31. Incorporate results and reflect on instruction:	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
Interpret and report the results of student					
performances to all stakeholders in the community,	performances to an stakeholders in the community,				

with particular emphasis on building student				
responsibility for their own learning. ACTFL 5c				
32. Interpret and report progress to students:	1 (16.67%)	5 (83.33%)	0 (0%)	1.83
Interpret and report the results of student				
performances to all stakeholders in the community,				
with particular emphasis on building student				
responsibility for their own learning. ACTFL 5c				
33. Communicate with stakeholders: Interpret and	1 (16.67%)	5 (83.33%)	0 (0%)	1.83
report the results of student performances to all				
stakeholders in the community, with particular				
emphasis on building student responsibility for their				
own learning. ACTFL 5c				