

**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 (amanda.turner@uconn.edu). This report is available online - <http://assessment.education.uconn.edu/>

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

recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards and use them as the basis for instructional planning. ACTFL 4a				
14. Integration of Standards into instruction: Integrate the goal areas of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards in their classroom practice. ACTFL 4b	0 (0%)	4 (66.67%)	2 (33.33%)	2.33
15. Integration of three modes of communication: Integrate the goal areas of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards in their classroom practice. ACTFL 4b, Core Practices 2 and 5	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
16. Integration of cultural products, practices, perspectives: Integrate the goal areas of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards in their classroom practice. ACTFL 4b	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
17. Connections to other subject areas: Demonstrate an understanding of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards and use them as the basis for instructional planning. ACTFL 4a	2 (33.33%)	4 (66.67%)	0 (0%)	1.67
18. Connections to target language communities: Use the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (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	3 (60%)	2 (40%)	0 (0%)	1.40
19. Selection and integration of authentic materials and technology: Use the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (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	1 (16.67%)	3 (50%)	2 (33.33%)	2.17
20. Adaptation and Creation of materials: Demonstrate an understanding of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently	0 (0%)	6 (100%)	0 (0%)	2.00

refreshed version <i>World-Readiness Standards for Learning Languages</i> (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 assessments using a variety of assessment models for all learners, including diverse students. ACTFL 5a	0 (0%)	4 (66.67%)	2 (33.33%)	2.33
22. Formative and summative assessment models: Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students. ACTFL 5a	0 (0%)	5 (83.33%)	1 (16.67%)	2.17
23. Interpretive communication: 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	1 (16.67%)	4 (66.67%)	1 (16.67%)	2.00
24. Interpersonal communication: Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. ACTFL 5b	0 (0%)	5 (100%)	0 (0%)	2.00
25. Presentational communication: 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	0 (0%)	4 (80%)	1 (20%)	2.2
26. Cultural perspectives: Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students. ACTFL 5a	1 (16.67%)	5 (83.33%)	0 (0%)	1.83
27. Integrated communication assessments: Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students. ACTFL 5a	1 (20%)	4 (80%)	0 (0%)	1.80
28. Assessments reflect a variety of models designed to meet needs of diverse learners: Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. ACTFL 5b, InTASC 6, Core Practice 10	0 (0%)	4 (80%)	1 (20%)	2.20
29. Reflect: Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. ACTFL 5b	0 (0%)	4 (66.67%)	2 (33.33%)	2.33
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	0 (0%)	4 (66.67%)	2 (33.33%)	2.33
31. Incorporate results and reflect on instruction: Interpret and report the results of student performances to all stakeholders in the community,	0 (0%)	5 (83.33%)	1 (16.67%)	2.17

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