

**TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
World Language - Student Teacher Final Evaluation Results
Fall 2015**

Context

The main purpose of this evaluation form, completed by the university supervisor, is to be used as a final evaluation of a student's performance in order to facilitate the student's professional growth as a teaching candidate in the first year of the clinical experience. This instrument may be used for formative purposes involving a regular observation/feedback cycle. This student teacher evaluation form is aligned with the Connecticut Common Core of Teaching (CCCT). This survey was administered to the cooperating teacher supervisors of the 9 student teaching candidates within the fall mathematics 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=4) participating in teaching placements.

Key Findings

- ✓ In comparison to the student's Fall 2015 midterm evaluation ratings, there were more "Outstanding progress" ratings across a variety of domains.
- ✓ Specifically, all students received a mark of either making "Outstanding" or "Satisfactory" progress across all domains.
- ✓ Students made most progress in the following domain, representing a change from 1 rating of "not making satisfactory progress" and 2 ratings of "Satisfactory Progress" on the midterm evaluation to 3 students being rated as making "Outstanding Progress" on the final evaluation:
 - Know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field. (Standard 6.b)

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

Program	Response	%
TCPCG Hartford	3	75.00%
TCPCG Waterbury	1	25.00%

Student's year of entrance into the Teacher/Education Program:

Program	Response	%
2015-2016	4	100.00%

District of Student Teaching

District	School	Count	%
Hartford	Greater Hartford Academy of the Arts	1	25.00%
Region 16	Woodland High School	1	25.00%
Simsbury	Simsbury High School	1	25.00%
Tolland	Tolland High School	1	25.00%
Total		4	100.00%

Grade Level Placement (Check all that apply)

Grade	Count	Percentage
9	3	20.00%
10	4	26.66%
11	4	26.66%
12	4	26.66%

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. Demonstrate a high level of proficiency in the target language, and seek opportunities to strengthen proficiency. (Standard 1.a)	1 (25.00%)	3 (75.00%)	0 (0.00%)
2. Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own. (Standard 1.b)	1 (25.00%)	3 (75.00%)	0 (0.00%)
3. Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. (Standard 1.c)	2 (50.00%)	2 (50.00%)	0 (0.00%)
4. Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and integrate the cultural framework for foreign language standards into their instructional practices. (Standard 2.a)	2 (50.00%)	2 (50.00%)	0 (0.00%)
5. Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon perspectives of the target cultures over time. (Standard 2.b)	1 (25.00%)	3 (75.00%)	0 (0.00%)
6. Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. (Standard 2.c)	1 (25.00%)	3 (75.00%)	0 (0.00%)
7. Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that targets language input and opportunities for negotiation of meaning and meaningful interaction. (Standard 3.a)	1 (25.00%)	3 (75.00%)	0 (0.00%)
8. Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners. (Standard 3.b)	1 (25.00%)	3 (75.00%)	0 (0.00%)
9. Demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning. (Standard 4.a)	2 (50.00%)	2 (50.00%)	0 (0.00%)
10. Integrate the Standards for Foreign Language Learning and their state standards into language instruction. (Standard 4.b)	2 (50.00%)	2 (50.00%)	0 (0.00%)
11. Use standards and curricular goals to evaluate, select, design, and adapt instructional resources. (Standard 4.c)	1 (25.00%)	3 (75.00%)	0 (0.00%)
12. Believe that assessment is ongoing, and demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. (Standard 5.a)	1 (25.00%)	3 (75.00%)	0 (0.00%)

13. Reflect on the results of student assessments, adjust instruction accordingly, and analyze the results of assessments, and use success and failure to determine the direction of instruction. (Standard 3.b)	1 (25.00%)	3 (75.00%)	0 (0.00%)
14. Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion. (Standard 5.c)	1 (25.00%)	3 (75.00%)	0 (0.00%)
15. Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice. (Standard 6.a)	1 (25.00%)	3 (75.00%)	0 (0.00%)
16. Know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field. (Standard 6.b)	3 (75.00%)	1 (25.00%)	0 (0.00%)

Final Comments

Cooperating teacher writes a summary comment about student teacher's progress toward each standard in preparation for final 3-way meeting. University supervisor inserts holistic score and summary comment for each standard:

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