

**TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
STUDENT TEACHING EVALUATION MIDTERM RESULTS: ENGLISH 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 19 members of the Fall 2016 TCPCG English 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 in the last two weeks of October, 2016. A total of 19 surveys were completed (response rate = 19/19 = 10.00%). 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

- The students were rated an average of 2.22 out of 3 points possible on 24 performance standards, corresponding to a satisfactory or exemplary level of professional development.
- Qualitative feedback provided by the supervisors indicated that the student teachers excelled in lesson planning, classroom management, and establishing rapport with students.
- Areas for improvement included time management (i.e. pacing) in the classroom, and returning graded work back in a timely manner.

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

Program	Count
TCPCG Hartford	14 (73.68%)
TCPCG Waterbury	5 (26.32%)

District of Student Teaching

District	Count	District	Count
Avon	1 (5.26%)	North Haven	1 (5.26%)
Bristol	1 (5.26%)	Norwich	2 (10.53%)
Colchester	1 (5.26%)	Region 16	2 (10.53%)
East Windsor	1 (5.26%)	Vernon	4 (21.05%)
Hartford	2 (10.53%)	Waterbury	2 (10.53%)
Marlborough	1 (5.26%)	West Hartford	1 (5.26%)
Total			18 (100.00%)

Grade Level Placement (Check all that apply)

Grade Level	Count
8	1
9	6
10	8
11	11
12	11

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	1	2	3	Mean
1. Candidate plans standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media. NCTE 3.1	0 (0%)	14 (73.68%)	5 (26.32%)	2.26
2. Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory. NCTE 3.3	0 (0%)	16 (84.21%)	3 (15.79%)	2.16
3. Candidate plans learning experiences that utilize a variety of reading strategies both individual and collaborative. NCTE 3.3	0 (0%)	15 (83.33%)	3 (16.67%)	2.17
4. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. NCTE 3.5	0 (0%)	17 (89.47%)	2 (10.53%)	2.11
5. Candidate plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. NCTE 3.6	1 (5.26%)	15 (78.95%)	3 (15.79%)	2.11
6. Candidate plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies. NCTE 4.1	0 (0%)	12 (63.16%)	7 (36.84%)	2.37
7. Candidate plans composing experiences that reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. NCTE 4.1	0 (0%)	14 (82.35%)	3 (17.65%)	2.18
8. Candidate designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. NCTE 4.3	0 (0%)	14 (93.33%)	1 (6.67%)	2.07
9. Candidate designs instruction that incorporates students' home and community languages to enable skillful control over their	2 (15.38%)	9 (69.23%)	2 (15.38%)	2.00

<p>rhetorical choices and language practices for a variety of audiences and purposes. NCTE 4.4</p> <p>10. Candidate plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. NCTE 5.1</p>	0 (0%)	14 (77.78%)	4 (22.22%)	2.22
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CT Common Core of Teaching: Planning, Instructing, Assessing, and Adjusting

Item	1	2	3	Mean
<p>11. Candidate plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. NCTE 6.2</p>	0 (0%)	12 (66.67%)	6 (33.33%)	2.33
<p>12. Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. NCTE 6.1</p>	0 (0%)	12 (63.16%)	7 (36.84%)	2.37
<p>13. Candidate selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. NCTE 5.4</p>	0 (0%)	10 (52.63%)	9 (47.37%)	2.47
<p>14. Candidate responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. NCTE 4.2</p>	0 (0%)	13 (76.47%)	4 (23.53%)	2.24
<p>15. Candidate uses instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. NCTE 3.1</p>	0 (0%)	16 (84.21%)	3 (15.79%)	2.16
<p>16. Candidate communicate with students about their performance in ways that actively involve them in their own learning. NCTE 5.3</p>	0 (0%)	12 (63.16%)	7 (36.84%)	2.37
<p>17. Candidate uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that</p>	2 (10.53%)	15 (78.95%)	2 (10.53%)	2.00

contextualize curriculum and instruction and help students participate actively in their own learning in ELA. NCTE 5.2				
18. Candidate differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts. NCTE 5.3	0 (0%)	17 (89.47%)	2 (10.53%)	2.11
19. Candidate designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. NCTE 3.2	0 (0%)	17 (94.44%)	1 (5.56%)	2.06
20. Candidate designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. NCTE 3.4	1 (5.88%)	13 (76.47%)	3 (17.65%)	2.12

CT Common Core of Teaching II: Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection, and Continuous Learning, Leadership, and Collaboration.

Item	1	2	3	Mean
22. Candidate models literate and ethical practices in ELA teaching. NCTE 7.1	0 (0%)	4 (21.05%)	15 (78.95%)	2.79
23. Candidate engages in/reflects on a variety of experiences related to ELA. NCTE 7.1	0 (0%)	14 (73.68%)	5 (26.32%)	2.26
24. Candidate demonstrates understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. NCTE 7.2	1 (5.26%)	13 (68.42%)	5 (26.32%)	2.21