

**TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
STUDENT TEACHING EVALUATION FINAL RESULTS: HISTORY/SOCIAL STUDIES
FALL 2015**

Context

This survey is part of the set of surveys administered at key transitions points during their first year in the TCPCG program. This survey was administered to the clinic supervisors of the 9 members of the Fall 2015 TCPCG History/Social Studies cohort.

Survey Content

- Information about the clinic 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 clinic teachers of all of the students participating in internships. The data collection period was the last week of November through the first week of December, 2015. A total of 9 surveys were completed (response rate = 9/9 = 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 clinic teacher, the seminar leader, and the faculty 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

- All student teachers were rated as making at least satisfactory progress, with the majority rated as making outstanding progress, on 23 out of 23 performance standards.
- Qualitative feedback indicated that the student teachers were conscientious, professional, and proved to be valuable assets to their assigned classrooms.
- Supervisors suggested that the student teachers could work to diversify their instructional strategies and improve the pacing of their lessons and activities.

Program Component

Program	Count
IB/M Storrs	0 (0.00%)
TCPCG Avery Point	0 (0.00%)
TCPCG Hartford	5 (55.56%)
TCPCG Waterbury	4 (44.44%)
Curriculum & Instruction (Not IB/M)	0 (0.00%)
Total	9

Grade Placement (check all that apply)

Grade	Count
7	1
8	1
9	2
10	4
11	5
12	3
Ungraded	0

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 mid-term: means "not applicable" because this standard is yet to be covered.

CT Common Core of Teaching II - Teachers Apply This Knowledge by / Planning, Instructing, Assessing.

Item	1	2	3	Mean
1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity, and learning strategies appropriate to the discipline	0 (0%)	2 (22.22%)	7 (77.78%)	2.78

of History/Social Studies (H/SS). (NCTE/NCATE 3.1.4, 3.1.6)				
2. Responds to the group or individual student's levels of H/SS understanding while teaching. (NCTE/NCATE 3.1.4, 3.1.6)	0 (0%)	4 (44.44%)	5 (55.56%)	2.56
3. Plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals. (NCTE/NCATE 2.5, 4.4)	0 (0%)	0 (0%)	9 (100%)	3
4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCTE/NCATE 2.1)	0 (0%)	5 (55.56%)	4 (44.44%)	2.44
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems. (NCTE/NCATE 2.5, 2.6, 4.3)	0 (0%)	5 (55.56%)	4 (44.44%)	2.44
6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals. (NCTE/NCATE 3.1.2)	0 (0%)	2 (22.22%)	7 (77.78%)	2.78
7. Activates students' prior H/SS knowledge and experiences. (NCTE/NCATE 3.3.2)	0 (0%)	5 (55.56%)	4 (44.44%)	2.44
8. Asks questions and implements methods that encourage students to think critically. (NCTE/NCATE 2.4)	0 (0%)	6 (66.67%)	3 (33.33%)	2.33
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCTE/NCATE 2.4)	0 (0%)	4 (44.44%)	5 (55.56%)	2.56
10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS. (NCTE/NCATE 3.3.3, 4.1)	0 (0%)	1 (11.11%)	8 (88.89%)	2.89
11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning. (NCTE/NCATE 2.1)	0 (0%)	2 (22.22%)	7 (77.78%)	2.78

12. Uses informal and formal assessment data to modify H/SS instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCTE/NCATE 3.1.2, 3.7.4.10)	0 (0%)	5 (55.56%)	4 (44.44%)	2.44
13. Sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning. (NCATE/NCATE 2.4)	0 (0%)	4 (44.44%)	5 (55.56%)	2.56
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCTE/NCATE 2.1, 4.2)	0 (0%)	0 (0%)	9 (100%)	3
15. Documents student H/SS learning in both ongoing and summative ways, and provides students with this feedback. (NCTE/NCATE 4.2, 4.10)	0 (0%)	5 (55.56%)	4 (44.44%)	2.44
16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)	0 (0%)	0 (33.33%)	9 (66.67%)	3
17. Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)	0 (0%)	6 (0%)	3 (100%)	2.33
18. Makes connections between social studies domains (US History, World History, government/civics/political science, geography, economics, and behavioral sciences) as well as with the other disciplines when discussing content knowledge. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	0 (0%)	3 (66.67%)	6 (33.33%)	2.67
19. Develops students' ability to effectively analyze primary and secondary sources. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	0 (0%)	6 (33.33%)	3 (66.67%)	2.33
20. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' H/SS learning. (NCSS 3.1)	0 (0%)	3 (66.67%)	6 (33.33%)	2.67
21. Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being. (NCSS 3.1, 3.2)	0 (0%)	1 (33.33%)	8 (66.67%)	2.89
22. Reflects critically on his/her own practice and uses reflection to grow and	0 (0%)	2 (11.11%)	7 (88.89%)	2.78

change practice; is willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice. (NCSS 3.1)				
23. Seeks out and participates in opportunities to grow professionally. (NCSS 3.1)	0 (0%)	2 (22.22%)	7 (77.78%)	2.78