TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
STUDENT TEACHING EVALUATION FINAL RESULTS: SPECIAL EDUCATION
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 8 members of the Fall 2015 TCPCG Special Education 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 from the last week of November to the first week of December, 2015. A total of 8 surveys were completed (response rate = 8/8 = 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 students were rated as making at least adequate progress, with the majority rated as making outstanding progress, on each of 48 performance standards.
- All eight student teachers received a final grade of A or A- for their clinic placement.
- In qualitative feedback provided by the mentors, the interns were praised for their enthusiasm, rapport with students, approachability, and successful differentiation of instructional materials.
- Areas for improvement include behavioral management, confidence in a leadership role, and general practice and skill development.

For more information, please contact Jamison Judd, Interim Director of Assessment (jamison.judd@uconn.edu). This report is available online - http://assessment.education.uconn.edu/

Program Component

Program	Count
IB/M Storrs	0 (0.00%)
TCPCG Avery Point	0 (0.00%)
TCPCG Hartford	4 (66.67%)
TCPCG Waterbury	2 (33.33%)
Curriculum & Instruction (Not IB/M)	0 (0.00%)
Total	6

Grade Level Placement

Grade Level	Count
Elementary	4 (50.00%)
Middle School	3 (37.50%)
High School	1 (12.50%)

Typical Size of Group

Group Size	Count
1 − 3	2 (25.00%)
4 − 6	1 (12.50%)
7 − 9	0 (0.00%)
10 − 12	2 (25.00%)
Other (varies)	3 (37.50%)

Typical Number of Paraprofessionals Worked With

Number	Count
0	2 (25.00%)
1	3 (37.50%)
2	1 (12.50%)
3	0 (0.00%)
4	0 (0.00%)
5	2 (25.00%)
6 or more	0 (0.00%)

Classification of Students Encountered (check all that apply)

Classification	Count	Classification	Count
Attention Deficit Disorder (ADD)	7	Orthopedic Impairments	1
Autism Spectrum Disorder (ASD)	5	Other Health Impairments (OHI)	2
Communication Disorders	2	Specific Learning Disabilities	8
Emotional/Behavioral Disorders (EBD)	5	Speech and Language Disorders	4
Intellectual Disability (ID)	2	General Education	1
Multiple Disabilities	2	Other, please specify (ELL)	1

Description of Areas of Instruction Observed (check all that apply)

Area of Instruction	Count	Area of Instruction	Count
General Education Curriculum: English/Language Arts	8	Cognitive Strategies: Self-assessment & Problem-solving	4
General Education Curriculum: Mathematics	7	Cognitive Strategies: Communication Skills	4
General Education Curriculum: Science	2	Functional Curriculum: Self-determination	1
Cognitive Strategies: Acquisition (Reading)	5	Functional Curriculum: Life Skills	1
Cognitive Strategies: Storage (Remembering)	4	Functional Curriculum: Cooking	0
Cognitive Strategies: Expression (Writing)	3	Functional Curriculum: Self-care	2

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.

Domain 1a: Physically prepare space and create lessons/materials needed to deliver instruction.

Item	1	2	3	Mean
1a.1: Lesson plan is submitted to the university supervisor by 12am the day in advance of observation and/or is submitted to the cooperating teacher in a manner that meets district guidelines	0 (0%)	1 (12.5%)	7 (87.5%)	2.88
1a.2: All lesson related materials are disseminated during the lesson as noted in lesson plan	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
1a.3: Physical space(s) is set up to facilitate meeting instructional objectives including that necessary items are organized and placed for easy access by the teacher and/or students, as appropriate	0 (0%)	3 (37.5%)	5 (62.5%)	2.62

Domain 1b: Designs lesson plans to provide access to the general/curriculum as appropriate to the student population

Item	1	2	3	Mean
1b.1: Creates instructional plans that include all required program components as appropriate to the student population.	0 (0%)	2 (25%)	6 (75%)	2.75
1b.2: Facilitates the use of instructional technology in order to deliver effective instruction, communicate critical content, and/or accommodate group needs.	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
1b.3: Writes lesson objectives (observable) for the individual or group that contain each of the four parts (learner, criteria, conditions, behavior) and are directly linked to assessment.	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
1b.4: Selects and prioritizes critical content from general curriculum based on the needs of the group	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
1b.5: Clearly communicates the critical content (i.e., big ideas) of relevant curriculum (e.g., academic, social behavioral, life skills)	0 (0%)	4 (50%)	4 (50%)	2.5
1b.6: Provides appropriate individual instructional enhancements (e.g., graphic organizers, strategy instruction, use of technology) and/or accommodations / modifications when teaching critical content	0 (0%)	2 (25%)	6 (75%)	2.75

Domain 1c: Modifies lesson plans to address needs of students with disabilities (as needed).

Item	1	2	3	Mean
1c.1: Uses developmentally appropriate activities and assignments throughout the lesson plan	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
1c.2: Appropriately adapts lessons/activities for individual students	0 (0%)	4 (50%)	4 (50%)	2.5
1c.3: Includes in the lesson plan related IEP/504 information and how will address with individual students	0 (0%)	2 (25%)	6 (75%)	2.75
1c.4: Facilitates the use of assistive technology for students in a way that meets IEP or 504 Plan requirements.	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
1c.5: Developed lesson plans and their presentation appropriately address necessary affective, social, and or life skills	0 (0%)	4 (50%)	4 (50%)	2.5

Domain 2a: Maintain a structured learning environment.

Item	1	2	3	Mean
2a.1: Appropriately manages daily classroom routines to meet group needs	0 (0%)	2 (25%)	6 (75%)	2.75
2a.2: Establishes or maintains a safe, equitable, positive and supportive classroom atmosphere in which diversities are valued and active participation is encouraged. (Group dynamics or physical atmosphere)	0 (0%)	1 (12.5%)	7 (87.5%)	2.88
2a.3: Transitions from one activity to another are well planned and executed in terms of both instruction and group socio-behavioral needs.	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
2a.4: Consistently implements evidence-based behavior management techniques that are compatible with school and class policies and appropriate for the specific student and/or situation	0 (0%)	2 (25%)	6 (75%)	2.75
2a.5: Speaks clearly and with a positive tone	0 (0%)	2 (25%)	6 (75%)	2.75

Domain 2b: Use a small number of positively stated expectations.

Item	1	2	3	Mean
2b.1: Student behavior expectations are clearly defined, communicated to students and consistently monitored throughout	0 (0%)	3 (37.5%)	5 (62.5%)	2.62

Domain 2c: Reinforce appropriate behavior.

Item	1	2	3	Mean
2c.1: Manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality)	0 (0%)	1 (12.5%)	7 (87.5%)	2.88

Domain 2e: Implement individualized behavior strategies for students with disabilities.

Item	1	2	3	Mean
2e.1: Implements all elements of an individual behavior Intervention Plan and positive behavior supports with some fidelity or across some applicable students.	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
2e.2: Uses the most appropriate behavior management strategy consistent with the identified needs of the student	0 (0%)	2 (25%)	6 (75%)	2.75

Domain 3a: Introduce lesson content.

Item	1	2	3	Mean
3a.1: States the learning objectives and orient students to associated learning outcomes (via an advance organizer)	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
3a.2: Describes clear directions and procedures	0 (0%)	1 (12.5%)	7 (87.5%)	2.88
3a.3: Reviews skills necessary to understand lesson related concepts	0 (0%)	4 (50%)	4 (50%)	2.5

Domain 3b: Maximize student engagement.

Item	1	2	3	Mean
3b.1: Presents engaging lessons which provide students with some opportunities to respond	0 (0%)	1 (12.5%)	7 (87.5%)	2.88
3b.2: Provides differentiated opportunities for students to practice newly presented and/or acquired skills	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
3b.3: Uses appropriate objective data to guide instructional pace, content, and/or teaching methods	0 (0%)	3 (37.5%)	5 (62.5%)	2.62

Domain 3c: Teach relevant lesson content.

Item	1	2	3	Mean
3c.1: Understanding of subject/grade appropriate curriculum is demonstrated in lesson presentations.	0 (0%)	3 (37.5%)	5 (62.5%)	2.62

Domain 3d: Provide performance-based feedback.

Item	1	2	3	Mean
3d.1: Provides specific and appropriate performance based feedback to individual students	0 (0%)	1 (12.5%)	7 (87.5%)	2.88

Domain 3e: Review lesson content.

Item	1	2	3	Mean
3e.1: Provides reviews that clearly reinforce critical lesson content at the end of a lesson or transition to a new activity	0 (0%)	4 (50%)	4 (50%)	2.5

Domain 4a: Assess student ability and/or knowledge prior to instruction.

Item	1	2	3	Mean
4a.1: Uses appropriate assessments to determine relevant background information and/or skills necessary to meet lesson objectives (e.g., vocabulary, conceptual understanding, or related prior knowledge)	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
4a.2: Uses appropriate assessments to determine relevant background information and/or skills necessary to meet individual student IEP objectives and/or state standards	0 (0%)	4 (50%)	4 (50%)	2.5

Domain 4b: Assess student response to intervention.

Item	1	2	3	Mean
4b.1: Assess student response to intervention.-Uses appropriate assessments to determine if lesson objectives were met individually and/or group-wide.	0 (0%)	3 (37.5%)	5 (62.5%)	2.62

	1	2	3	Mean
4b.2: Uses effective assessment strategies to monitor student learning throughout the lesson.	0 (0%)	4 (50%)	4 (50%)	2.5

Domain 4c: Administer relevant individual special education assessments.

Item	1	2	3	Mean
4c.1: Selects, administers, scores, and interprets individual assessments appropriately	0 (0%)	4 (50%)	4 (50%)	2.5

Domain 5a: Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.

Item	1	2	3	Mean
5a.1: Displays adequate knowledge and demonstrates that s/he has acquired skills needed to be successful in this placement	0 (0%)	2 (25%)	6 (75%)	2.75
5a.2: Uses verbal, non-verbal, and written language in an appropriate manner in all school based/related settings, activities, and communications	0 (0%)	2 (25%)	6 (75%)	2.75
5a.3: Appropriately handles discretionary matters and/or confidential information	0 (0%)	2 (25%)	6 (75%)	2.75
5a.4: Advocates for appropriate services for individuals with disabilities as detailed in the student's IEP or 504 Plan.	0 (0%)	4 (50%)	4 (50%)	2.5
5a.5: Demonstrates leadership in the classroom	0 (0%)	4 (50%)	4 (50%)	2.5

Domain 5b: Demonstrates working knowledge of classroom/school procedures.

Item	1	2	3	Mean
5b.1 Is knowledgeable of and Independently handles routine classroom procedures on a day-to-day basis.	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
5b.2 Is knowledgeable of school/district wide policies as appropriate to the classroom (e.g., SRBI, health care plans, seclusion and restraint, bullying)	0 (0%)	2 (25%)	6 (75%)	2.75

Domain 5c: Demonstrates collaboration skills.

Item	1	2	3	Mean
5c.1 Appropriately collaborates with special and general ed teachers	0 (0%)	1 (12.5%)	7 (87.5%)	2.88

5c.2 Demonstrates appropriate leadership and effective communication when collaborating with para-educators	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
5c.3 Appropriately implements IEP or 504 plans, and related service provider recommendations	0 (0%)	3 (37.5%)	5 (62.5%)	2.62
5c.4 Demonstrates appropriate communication and collaboration skills during interactions with parents	0 (0%)	4 (50%)	4 (50%)	2.5
5c.5 Is well prepared for student related conferences and presents in a clear/constructive manner	0 (0%)	5 (62.5%)	3 (37.5%)	2.38

Final Grade

Grade	Count
A	7 (87.50%)
A -	8 (12.50%)