

**TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)  
STUDENT TEACHING SELF-EVALUATION FINAL RESULTS  
SPRING 2017**

**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 interns of the Spring 2017 cohort so that they could assess their own performance.

**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 each of the the students participating in the TCPCG program. The data collection period was during the last two weeks of April 2017. A total of 79 complete surveys were submitted by the interns. 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 most common teaching certification area was special education (28%), followed by English (22%), then history/social studies (14%).
- Student interns were placed at all grade levels, but were mostly concentrated at the high-school level.
- The student interns rated themselves an average of 4.50 out of a possible 5 points across 18 professional performance standards, meaning they believed they had demonstrated a high level of proficiency in these areas. This closely corresponded to the average rating assigned by their internship supervisors (4.56).
- When asked to indicate whether or not they had participated in specific activities during their internship hours, the activities selected by the most amount of interns were observing lessons (74% said "yes") and attending meetings with teachers (73%), while the activities selected by the least amount were attending meetings with many parents (13%) or individual parents (17%).

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

### Internship Program

Internship Status	Count
TCPCG – Avery Point	10 (12.99%)
TCPCG – Hartford	55 (71.43%)
TCPCG – Waterbury	12 (15.58%)

### Certification Area

Area	Count	Area	Count
Agriculture Education	8 (10.39%)	Science	10 (12.99%)
English	17 (22.08%)	Special Education	21 (27.27%)
History/Social Studies	11 (14.29%)	World Language	5 (6.49%)
Mathematics	5 (6.49%)		

### Grade Level Placement (Check all that apply)

Grade	Count	Grade	Count
K	7	7	21
1	7	8	19
2	8	9	37
3	8	10	38
4	9	11	42
5	9	12	35
6	15	Ungraded	2

## Performance Areas

**For each of the standards, the following proficiency levels will be used:**

**1 or 2 - Demonstrates an unacceptable level of proficiency**

**3 or 4 - Demonstrates an acceptable level of proficiency**

**5 - Consistently exhibits a high level of proficiency**

### Evidence intern has demonstrated responsibility and professionalism in educational settings.

Standard	1	2	3	4	5	Mean
1. Intern has made the transition from student to professional.	0 (0%)	0 (0%)	8 (10.13%)	35 (44.3%)	36 (45.57%)	4.35
2. Intern demonstrates a high degree of independence in decision making in professional matters.	0 (0%)	0 (0%)	9 (11.39%)	30 (37.97%)	40 (50.63%)	4.39
3. Intern shows an understanding of the knowledge base for the professional educator.	0 (0%)	0 (0%)	5 (6.33%)	36 (45.57%)	38 (48.1%)	4.42
4. Intern demonstrates ethical conduct in professional settings.	0 (0%)	0 (0%)	2 (2.53%)	14 (17.72%)	63 (79.75%)	4.77

### Evidence intern has demonstrated ability to communicate effectively.

Standard	1	2	3	4	5	Mean
5. Intern demonstrates rapport/empathy with appropriate constituencies served in the internship experience.	0 (0%)	0 (0%)	4 (5.06%)	25 (31.65%)	50 (63.29%)	4.58
6. Intern demonstrates an ability to work with individuals and small groups.	0 (0%)	0 (0%)	5 (6.33%)	22 (27.85%)	52 (65.82%)	4.59
7. Intern displays attitude of a professional.	0 (0%)	0 (0%)	3 (3.8%)	18 (22.78%)	58 (73.42%)	4.7
8. Intern shows a willingness and ability to make decisions.	0 (0%)	0 (0%)	4 (5.06%)	30 (37.97%)	45 (56.96%)	4.52

### Evidence intern has demonstrated the role and importance of inquiry in educational settings.

Standard	1	2	3	4	5	Mean
9. Intern possesses strong knowledge base.	0 (0%)	0 (0%)	6 (7.69%)	32 (41.03%)	40 (51.28%)	4.44
10. Intern possesses good observation skills.	0 (0%)	0 (0%)	5 (6.41%)	30 (38.46%)	43 (55.13%)	4.49
11. Intern possesses good analytical skills.	0 (0%)	0 (0%)	6 (7.69%)	35 (44.87%)	37 (47.44%)	4.4

12. Intern demonstrates in-depth understanding of inquiry.	0 (0%)	0 (0%)	11 (14.1%)	35 (44.87%)	32 (41.03%)	4.27
13. Intern demonstrates self-analysis skills.	0 (0%)	0 (0%)	6 (7.69%)	24 (30.77%)	48 (61.54%)	4.54

**Evidence intern has demonstrated a commitment to promoting change in educational settings.**

Standard	1	2	3	4	5	Mean
14. Intern demonstrates reflective/analytic practice.	0 (0%)	0 (0%)	8 (10.13%)	24 (30.38%)	47 (59.49%)	4.49
15. Intern demonstrates commitment to positive educational change.	0 (0%)	0 (0%)	4 (5.06%)	11 (13.92%)	64 (81.01%)	4.76
16. Intern shows the ability to react to change and respond appropriately.	0 (0%)	0 (0%)	5 (6.33%)	30 (37.97%)	44 (55.7%)	4.49
17. Intern demonstrates an understanding of the factors that influence change.	0 (0%)	0 (0%)	5 (6.41%)	31 (39.74%)	42 (53.85%)	4.47
18. Intern initiates steps to implement change.	0 (0%)	0 (0%)	13 (16.46%)	29 (36.71%)	37 (46.84%)	4.3

**Performance Hours**

Please respond to two questions about each statement listed. In responding, think about your experience in the past two semester.

- (A) First, indicate whether you have performed the stated activity at your schools during the past two semesters.  
 (B) If you answered yes, please indicate the approximate number of hours spent performing that activity at the school in a typical week.

Item	(A) Yes/No		(B) Number of Hours					
	Y	N	<1	1-2	3-4	5-6	7-8	9+
1. Observing lessons	57 (74.03%)	20 (25.97%)	18	13	11	5	0	18
2. Assisting students who are English language learners	24 (31.17%)	53 (68.83%)	17	3	3	2	1	17
3. Assisting students with special needs	39 (50%)	39 (50%)	15	6	7	2	0	15
4. Providing individual or small group instruction	39 (51.32%)	37 (48.68%)	12	10	4	2	1	12
5. Providing whole class instruction	28 (36.36%)	49 (63.64%)	8	6	2	5	1	8

6. Co-teaching	14 (18.42%)	62 (81.58%)	4	3	4	1	0	4
7. Developing lesson plans	29 (37.66%)	48 (62.34%)	7	6	5	3	1	7
8. Designing tests/assessments	31 (40.79%)	45 (59.21%)	11	8	2	3	1	11
9. Grading student work	23 (30.26%)	53 (69.74%)	7	3	2	4	1	7
10. Using assessments for student learning	32 (43.84%)	41 (56.16%)	15	3	3	2	3	15
11. Sharing instructional practices with professionals	46 (63.89%)	26 (36.11%)	22	10	3	7	1	22
12. Attending PPT meetings	16 (21.33%)	59 (78.67%)	12	8	1	0	0	12
13. Attending team meetings	28 (37.84%)	46 (62.16%)	17	11	1	1	0	17
14. Attending individual meetings with teachers	53 (72.6%)	20 (27.4%)	31	11	5	4	0	31
15. Attending faculty meetings	26 (35.14%)	48 (64.86%)	17	5	2	2	1	17
16. Attending professional development offered by school or district	18 (24%)	57 (76%)	8	5	1	0	3	8
17. Attending meeting with a parent	13 (17.33%)	62 (82.67%)	11	3	1	1	0	11
18. Attending a meeting at school with many parents	10 (13.33%)	65 (86.67%)	9	2	1	0	0	9
19. Creating instructional materials	41 (56.16%)	32 (43.84%)	12	10	5	2	6	12
20. Other	16 (43.24%)	21 (56.76%)	3	5	2	4	0	3