Skills Survey Data & Results for Field & Clinical Placements: Candidates Self-Assessment

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Section I: Executive Summary for Skills Survey Field and Clinical Placement Self-Assessments

Comprehensive analysis of candidate self-assessment data from Spring 2023 through Spring 2024 reveals significant positive trends in professional development across both field and clinical placements. The survey, which measured competencies aligned with InTASC standards using a seven-point Likert scale, evaluated eight key professional competencies: professionalism, communication, technology, teamwork, critical thinking, career and self-development, leadership, and equity and inclusion.

The data demonstrates consistent improvement across most competencies in both placement types, with field placement scores generally exceeding clinical placement scores by 0.1-0.3 points. Equity and Inclusion emerged as the highest-rated competency across both settings, while Technology and Critical Thinking consistently received the lowest self-ratings. This pattern suggests that while candidates feel confident in their ability to create inclusive learning environments, they may benefit from additional support in technological integration and analytical skill development.

Program-specific analysis revealed varying patterns of growth and achievement. The Agriculture program demonstrated the most dramatic improvement, particularly in field placements, while Mathematics showed strong growth in clinical settings but more variable performance in field placements. Elementary Education maintained stable performance across both placement types, and Physical Education consistently achieved high ratings in clinical placements. These disparities suggest opportunities for cross-program learning and targeted enhancement strategies.

Gender analysis revealed notable variations by placement type and competency area. Female candidates showed stronger improvement in field placements, while male candidates generally rated themselves higher in clinical placements. However, these gender differences narrowed over time in most competency areas, suggesting increasing equity in professional development experiences. The most persistent gender gaps appeared in technology confidence and clinical setting performance.

In terms of competency development, candidates identified Professional Growth as their primary area for improvement, comprising 37.8% of identified needs. This category encompassed professional identity development, commitment to continuous learning, and growing confidence in decision-making. Instructional Skills (20.4%) and Planning and Organization (20.0%) followed as the next most significant areas for development, reflecting candidates' increasing sophistication in understanding teaching complexities.

The evolution from field to clinical placements reveals increasingly sophisticated professional self-awareness among candidates. Their identified areas for improvement shift from basic skill development to more nuanced professional growth concerns, indicating successful progression through the teacher preparation program. While certain challenges persist, particularly in technology integration and critical thinking, the overall trajectory suggests effective program development in preparing candidates for professional practice.

These findings indicate that the teacher preparation program is successfully developing candidates' professional competencies while highlighting specific areas for targeted enhancement. The consistent improvement across most measures, combined with candidates' increasingly sophisticated understanding of their professional development needs, suggests a robust and effective preparation program that continues to evolve and strengthen.

Section II. Survey Information

Candidates are asked to provide ratings on a Skills Survey, that the EPP uses as its dispositional assessment, in their final semester of field placement hours, during clinical placement, or during residency. The current data are based on skills survey results for the Spring 2024, Fall 2023, and Spring 2023 semesters. Table 1 outlines the number of self-assessments completed during field placements by gender and TPP. Table 2 outlines the number of self-assessments by gender and TPP in clinical placements.

Tables 1. Self-Assessment Completed during Field Placements by Gender and TPP

Semester	All	Agr	Elem	English	Math	PE	Science	SS
Spring 2024	66	2	49	7		3		5
Female	58	1	49	5				3
Male	8	1		2		3		2
Fall 2023	59		36	8	3		6	6
Female	49		36	6	2		3	2
Male	10			2	1		3	4
Spring 2023	69	2	61		2		4	
Female	65	1	61		1		2	
Male	4	1			1		2	

Agr=Agricultural Education
Elem=Elementary Education
English=Secondary English Education
Math-Secondary Math Education
PE=Physical Education
Science=Secondary Science Education
SS=Secondary Social Studies Education

Tables 2. Self-Assessments Completed during Clinical Placements by Gender and TPP

Semester	All	Agr	Elem	English	Math	PE	Science	SS
Spring 2024	55	1	44		1	3	6	
Female	49		44		1		4	
Male	6	1				3	2	
Fall 2023	58	1	46	1				10
Female	50	1	45	1				3
Male	8		1					7
Spring 2023	55	8	26		1	10		10
Female	39	6	23		1	4		5
Male	16	2	3			6		5

Section III. Skills Survey Items

The skills survey is made up of thirty questions that are scored on a seven-point Likert scale. Candidates rate their performance in both field and clinical settings on how often they see the professional skills demonstrated. 1 is they are never seen, 2 is little extent, 3 is some extent, 4 is moderate extent, 5 is above average extent, 6 is great extent, and 7 is always. The score on the thirty questions is then compiled into eight overarching skills that have been associated with skills employers are seeking. The eight overarching skills include: professionalism. communication, technology, teamwork, critical thinking, career and self-development, leadership, and equity and inclusion. Each skills survey question was aligned to the InTASC standards and then cross walked with each of the eight overarching skills to provide a framework to align skills survey results with the InTASC standards. Tables 3 and 4 outline this alignment.

Table 3. Skills Survey Questions Aligned to InTASC and Overarching Skills

Skills Survey Questions	INTASC	Skills
1. Demonstrate dependability (e.g., report consistently, and on time, for work or meetings)?	9	P
2. Have an attention to detail, resulting in few if any errors in their work (e.g., accurately calculate and record grades)?	6	P
3. Take the initiative to prioritize and complete tasks on time?	9	P
4. Show a high level of dedication toward doing a good job?	9	P
5. Display strong knowledge of curriculum material?	4	P
6. Consistently meet or exceed goals and expectations?	9	P
7. Act in accordance with the highest possible standards of ethics and integrity?	9	P
8. Maintain privacy and confidentiality of sensitive information?	9	P
9. Communicate in a clear and organized manner so that others can effectively understand?	9	C
10. Write in a way that conforms to the basic principles of spelling, grammar, and punctuation?	9	C
11. Promptly inform relevant others when needing guidance with assigned tasks?	10	C
12. Deliver clear, high-quality instruction to students?	5	C
13. Display proficiency with relevant computer applications (e.g., spreadsheets, word processing, email)?	7	TECH
14. Quickly adapt to new or unfamiliar technologies?	7	TECH
15. Listen carefully to others, taking time to understand and ask appropriate questions without interrupting?	7	T
16. Build strong, positive working relationships with supervisor and team members/coworkers?	3, 10	T
17. Collaborate with others to achieve common goals?	3, 10	T
18. Gather information from a variety of sources to fully understand a problem?	6	CT
19. Accurately summarize and interpret data?	6	CT
20. Make decisions and solve problems using sound reasoning and judgment?	7	CT
21. Multi-task well in a fast-paced environment?	7	CT
22. Display curiosity; seek out opportunities to learn?	1	CAREER
23. Show an awareness of own strengths and areas for development?	1	CAREER
24. Accept feedback without becoming angry or defensive and use it to strengthen future performance?	1, 9	CAREER
25. Motivate others by encouraging them and by building mutual trust?	3, 10	L
26. Serve as a role model to others by approaching tasks with confidence and a positive attitude?	3	L
27. Use innovative thinking to go beyond traditional methods?	8	L

28. Demonstrate flexibility by adapting to diverse environments?		8	EI
29. Treat other people, including those of different backgrounds, beliefs, and gender, with fairness and respect?		2	EI
30. Keep an open mind to diverse ideas and new ways of thinking?		2	EI

P=Professionalism
C=Communication
TECH=Technology
T=Teamwork
CT=Critical Thinking
CAREER=Career & Self Development
L=Leadership
EI=Equity and Inclusion

Table 4. Skills Aligned to InTASC Standards

Skills	InTASC
Professionalism	4, 6, 9
Communication	5, 9, 10
Technology	7
Teamwork	3, 7, 10
Critical Thinking	6, 7
Career & Self Development	1, 9
Leadership	3, 8, 10
Equity and Inclusion	2, 8

Section IV. Self-Assessment Skills Survey Results for Field Placements
Based on the analysis of the data, several key trends related to InTASC Standards have emerged. The highest performing areas include Equity and Inclusion (InTASC 2, 8), which consistently shows the highest self-ratings across semesters during field placements, with an average of 6.6 in Spring 2024. This suggests that candidates feel most confident in their ability to work with diverse learners and create inclusive learning environments while in field placements. Teamwork (InTASC 3, 7, 10) and Career & Self Development (InTASC 1, 9) tied for the second-highest ratings at 6.4, indicating strong self-perceived abilities in collaboration and professional growth.

In terms of areas for growth, Technology (InTASC 7) and Critical Thinking (InTASC 6, 7) show the lowest self-ratings at 6.1 in Spring 2024, suggesting these might be areas where candidates feel less confident while still in their field placements. Leadership (InTASC 3, 8, 10) falls in the middle range at 6.2, indicating room for growth in this area.

Temporal trends reveal an overall improvement from Spring 2023 to Spring 2024 across most categories. Communication (InTASC 5, 9, 10) shows notable improvement from 5.8 in Spring 2023 to 6.3 in Spring 2024. Additionally, technology integration skills (InTASC 7) improved from 5.6 in Spring 2023 to 6.1 in Spring 2024.

Gender differences indicate that female candidates generally rate themselves slightly higher in Equity and Inclusion, while male candidates show stronger self-ratings in Technology integration in some semesters. However, the differences are generally small, suggesting relatively consistent perceptions across genders in field placements.

Program-specific trends during field placements highlight that Elementary Education candidates consistently show strong self-ratings across most standards. Social Studies candidates demonstrate high confidence in Equity and Inclusion, while Mathematics candidates show relatively consistent ratings across categories. Table 5 shows skill and career readiness scores by field placement candidates by TPP and gender.

Table 5. Self-Assessment Skill and Career Readiness Scores for Field Placements by TPP and Gender

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Overall Career Readiness		Spring 2024	6.3	7.0	6.3	6.1	-	6.6	-	6.5
Female			6.3	7.0	6.3	6.2	-	-	-	6.6
Male			6.2	-	-	5.9	-	6.6	-	6.3
		Fall 2023	6.3	-	6.5	6.1	5.8	-	6.1	-
Female			6.4	-	6.5	6.2	5.9	-	5.9	-
Male			5.9	-	-	5.9	5.7	-	6.3	-
		Spring 2023	6.1	6.1	6.0	-	6.4	-	6.6	-
Female			6.0	6.0	6.0	-	6.3	-	6.7	-
Male			6.4	6.1	-	-	6.5	-	6.6	-
Professionalism	4, 6, 9	Spring 2024	6.3	7.0	6.3	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.3	6.3	-	-	-	6.5
Male			6.3	-	-	5.7	-	6.8	-	6.3
		Fall 2023	6.4	-	6.6	6.3	5.8	-	6.1	6.1
Female			6.5	-	6.6	6.5	5.9	-	6.1	6.7
Male			6.0	-	-	5.9	5.7	-	6.2	5.8
		Spring 2023	6.2	6.3	6.1	-	6.5	-	6.6	-
Female			6.2	6.3	6.1	-	6.6	-	6.5	-
Male			6.6	6.3	-	-	6.5	-	6.6	-
Communication	5, 9, 10	Spring 2024	6.3	7.0	6.2	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.2	6.1	-	-	-	6.6
Male			6.3	-	-	6.0	-	6.8	-	6.1
		Fall 2023	6.2	-	6.3	6.1	5.3	-	6.0	5.8
Female			6.2	-	6.3	6.1	5.3	-	5.8	6.5
Male			5.8	-	-	6.0	5.5	-	6.3	5.3
		Spring 2023	5.8	6.0	5.8	-	5.9	-	6.4	-
Female			5.8	6.0	5.8	-	6.0	-	6.3	-
Male			6.3	6.0	-	-	5.8	-	6.3	-
Technology	7	Spring 2024	6.1	7.0	6.0	5.9	-	6.7	-	6.1
Female			6.1	7.0	6.0	6.1	-	-	-	6.2

Competency	Objectives	Semester								
Male			6.1	-	-	5.5	-	6.7	-	6.0
		Fall 2023	6.1	-	6.3	5.6	6.3	-	6.1	5.7
Female			6.2	-	6.3	5.8	6.3	-	5.7	6.5
Male			5.6	-	-	5.0	6.3	-	6.3	5.3
		Spring 2023	5.6	6.0	5.4	-	6.8	-	6.4	-
Female		-	6.2	5.5	5.4	-	6.5	-	7.0	-
Male		-	6.5	6.5	-	-	7.0	-	6.7	-
Teamwork	3, 7, 10	Spring 2024	6.4	7.0	6.4	6.3	-	6.8	-	6.7
Female			6.4	7.0	6.4	6.4	-	-	-	6.8
Male			6.5	-	-	6.0	-	6.8	-	6.7
		Fall 2023	6.4	-	6.6	6.3	5.6	-	5.9	6.1
Female			6.6	-	6.6	6.5	6.2	-	6.0	6.3
Male			5.7	-	-	5.8	4.5	-	5.8	5.9
		Spring 2023	6.3	5.8	6.2	-	6.5	-	6.8	-
Female			6.2	6.0	6.2	-	6.0	-	7.0	-
Male			6.5	5.7	-	-	7.0	-	6.9	-
Critical Thinking	6, 7	Spring 2024	6.1	7.0	6.1	5.5	-	6.6	-	6.3
Female			6.1	7.0	6.1	5.5	-	-	-	6.4
Male			6.0	-	-	5.5	-	6.6	-	6.0
		Fall 2023	6.2	-	6.4	5.9	5.4	-	6.0	5.8
Female			6.2	-	6.4	5.9	5.5	-	5.6	6.6
Male			5.7	-	-	5.6	5.0	-	6.5	5.4
		Spring 2023	5.8	6.1	5.8	-	6.4	-	6.4	-
Female			58	6.0	5.8	-	6.3	-	6.6	-
Male			6.3	6.3	-	-	6.5	-	6.5	-
Career & Self Development	1, 9	Spring 2024	6.4	7.0	6.4	6.3	-	6.1	-	6.8
Female			6.4	7.0	6.4	6.3	-	-	-	7.0
Male			6.2	-	-	6.3	-	6.1	-	6.5
		Fall 2023	6.4	-	6.6	6.0	5.9	-	6.2	6.2
Female			6.4	-	6.6	6.1	5.7	-	5.8	6.2
Male			6.3	-	-	6.0	6.5	-	6.2	6.2
		Spring 2023	6.2	5.7	6.2	-	6.3	-	6.6	-
Female			6.2	5.7	6.2	-	6.3	-	6.5	-
Male			6.3	5.7	-	-	6.3	-	6.5	-
Leadership	3, 8, 10	Spring 2024	6.2	7.0	6.2	6.0	-	6.2	-	6.5
Female			6.2	7.0	6.2	6.0	-	-	-	6.7
Male			6.0	-	-	5.8	-	6.2	-	6.2
		Fall 2023	6.2	-	6.4	5.8	6.0	-	6.0	6.4
Female			6.3	-	6.4	5.8	6.0	-	5.8	6.1
Male			5.7	-	-	6.0	6.0	-	6.2	6.8
		Spring 2023	6.0	5.7	5.9	-	6.2	-	6.6	-
Female			5.9	5.7	5.9	-	5.7	-	5.8	-

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Male			6.3	5.7	-	-	6.7	-	6.7	-
Equity and Inclusion	2, 8	Spring 2024	6.6	7.0	6.6	6.7	-	6.6	-	6.7
Female			6.6	7.0	6.6	6.7	-	-	-	6.7
Male			6.5	-	-	6.7	-	6.6	-	6.7
		Fall 2023	67	-	6.8	6.5	6.6	-	6.4	6.6
Female			6.7	-	6.8	6.6	6.7	-	6.1	6.8
Male			6.5	-	-	6.2	6.3	-	6.8	6.4
		Spring 2023	6.5	6.7	6.5	-	6.7	-	6.7	-
Female			6.5	6.7	6.5	-	6.7	-	7.0	-
Male			6.5	6.7	-	-	6.7	-	6.8	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Section V. Self-Assessment Skills Survey Results for Clinical Placements

In Spring 2024, the self-ratings for clinical candidates in various categories were as follows: Professionalism (6.2), Communication (6.0), Technology (5.8), Teamwork (6.2), Critical Thinking (5.9), Career & Self Development (6.2), Leadership (6.0), and Equity and Inclusion (6.4). Comparing these to Fall 2023 and Spring 2023, we see that Professionalism remained stable at 6.1, Communication improved from 5.7 to 5.9, Technology showed a slight increase from 5.6 to 5.8, and Critical Thinking improved from 5.6 to 5.9. Career & Self Development remained consistent at 6.2, Leadership showed a slight increase from 5.9 to 6.0, and Equity and Inclusion remained high at 6.4.

The highest performing areas in Spring 2024 during clinical placements were Equity and Inclusion (6.4), followed by Professionalism, Teamwork, and Career & Self Development, all at 6.2. The lowest performing areas were Technology (5.8) and Critical Thinking (5.9). Program-specific highlights for Spring 2024 showed that Physical Education candidates rated themselves the highest with an average rating of 7.0, followed by Mathematics candidates with an average rating of 6.8. Elementary Education candidates rated themselves more conservatively with an average rating of 6.0, while Science Education candidates had a middle-range rating of 6.1.

Gender-based trends indicated that male candidates generally rated themselves slightly higher in Technology integration, while female candidates showed stronger self-ratings in Equity and Inclusion. Gender differences were most pronounced in the Technology and Leadership categories during clinical placements.

Temporal trends showed an overall slight improvement from Spring 2023 to Spring 2024, with the most significant improvement in Communication (from 5.7 in Fall 2023 to 6.0 in Spring 2024). The most stable category was Equity and Inclusion, maintaining scores between 6.3 and 6.4 across semesters. Critical Thinking showed gradual improvement from 5.6 in Fall 2023 to 5.9 in Spring 2024. Table 6 shows skill and career readiness scores by field clinical placement candidates by TPP and gender.

Table 6. Skill and Career Readiness Scores by Clinical Placement Candidates by TPP and Gender

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Overall Career Readiness		Spring 2024	6.1	6.1	6.0	-	6.8	7.0	6.1	-
Female			6.1	-	6.0	-	6.8	-	6.1	-

Category	Codes	Semester								
Male			6.6	6.1	-	-	-	7.0	6.2	-
		Fall 2023	6.0	6.3	5.9	6.4	-	-	-	6.0
Female			5.9	6.3	5.9	6.4	-	-	-	6.2
Male			6.0	-	6.1	-	-	-	-	6.0
		Spring 2023	6.0	5.5	5.9	-	5.7	6.5	-	6.3
Female			5.9	5.5	5.9	-	5.7	6.2	-	6.3
Male			6.3	5.7	5.8	-	-	6.7	-	6.4
Professionalism	4, 6, 9	Spring 2024	6.2	6.1	6.1	-	6.8	7.0	6.1	-
Female			6.1	-	6.1	-	6.8	-	6.0	-
Male			6.6	6.1	-	-	-	7.0	6.2	-
		Fall 2023	6.1	6.3	6.0	6.9	-	-	-	6.1
Female			6.1	6.3	6.0	6.9	-	-	-	6.1
Male			6.2	-	6.3	-	-	-	-	6.1
		Spring 2023	6.1	5.6	6.0	-	6.1	6.5	-	6.4
Female			6.0	5.6	6.0	-	6.1	6.4	-	6.2
Male			6.3	5.7	5.8	-	-	6.7	-	6.5
Communication	5, 9, 10	Spring 2024	6.0	5.8	5.9	-	7.0	6.9	6.0	-
Female			5.9	-	5.9	-	7.0	-	6.2	-
Male			6.3	5.8	-	-	-	6.9	5.8	-
		Fall 2023	5.7	6.5	5.7	5.8	-	-	-	5.7
Female			5.7	6.5	5.7	5.8	-	-	-	5.8
Male			5.7	-	6.0	-	-	-	-	5.6
		Spring 2023	5.9	5.3	5.8	-	5.5	6.5	-	6.2
Female			5.8	5.2	5.9	-	5.5	6.0	-	6.2
Male			6.2	5.5	5.6	-	-	6.8	-	6.3
Technology	7	Spring 2024	5.8	7.0	5.7	-	6.5	6.8	6.4	-
Female			5.7	-	5.7	-	6.5	-	6.4	-
Male			6.8	7.0	-	-	-	6.8	6.5	-
		Fall 2023	5.6	6.5	5.5	6.5	-	-	-	5.8
Female			5.6	6.5	5.5	6.5	-	-	-	6.3
Male			5.5	-	5.5	-	-	-	-	5.5
		Spring 2023	5.8	5.5	5.7	-	5.5	6.0	-	6.2
Female		-	5.7	5.6	5.7	-	5.5	5.4	-	6.4
Male		-	6.1	5.3	6.0	-	-	6.4	-	6.0
Teamwork	3, 7, 10	Spring 2024	6.2	5.7	6.1	-	7.0	7.0	6.3	-
Female			6.2	-	6.1	-	7.0	-	6.3	-
Male			6.6	5.7	-	-	-	7.0	6.3	-
		Fall 2023	6.1	6.0	6.1	7.0	-	-	-	5.9
Female			6.2	6.0	6.1	7.0	-	-	-	6.3
Male			5.8	-	6.7	-	-	-	-	5.7
		Spring 2023	6.2	5.9	6.0	-	6.0	6.6	-	6.4
Female			6.1	5.9	6.0	-	6.0	6.3	-	6.3

Category	Standards	Term								
Male			6.4	6.0	5.8	-	-	6.8	-	6.5
Critical Thinking	6, 7	Spring 2024	5.9	6.3	5.8	-	6.3	6.9	6.0	-
Female			5.9	-	5.8	-	6.3	-	6.0	-
Male			6.5	6.3	-	-	-	6.9	6.0	-
		Fall 2023	5.6	5.3	5.5	5.5	-	-	-	5.9
Female			5.5	5.3	5.5	5.5	-	-	-	6.0
Male			5.8	-	5.5	-	-	-	-	5.8
		Spring 2023	5.8	5.2	5.6	-	5.0	6.5	-	6.2
Female			5.6	5.0	5.6	-	5.0	6.2	-	6.1
Male			6.2	5.6	5.7	-	-	6.8	-	6.2
Career & Self Development	1, 9	Spring 2024	6.2	6.0	6.1	-	7.0	7.0	6.2	-
Female			6.2	-	6.1	-	7.0	-	6.0	-
Male			6.7	6.0	-	-	-	7.0	6.7	-
		Fall 2023	6.2	6.7	6.1	6.7	-	-	-	6.3
Female			6.1	6.7	6.1	6.7	-	-	-	6.7
Male			6.3	-	6.7	-	-	-	-	6.2
		Spring 2023	6.1	5.4	5.9	-	6.0	6.6	-	6.5
Female			5.9	5.2	5.9	-	6.0	6.2	-	6.7
Male			6.4	6.0	5.7	-	-	6.8	-	6.3
Leadership	3, 8, 10	Spring 2024	6.0	6.3	6.0	-	7.0	7.0	5.8	-
Female			6.0	-	6.0	-	7.0	-	5.7	-
Male			6.6	6.3	-	-	-	7.0	6.0	-
		Fall 2023	5.9	7.0	5.8	5.7	-	-	-	6.5
Female			5.8	7.0	5.8	5.7	-	-	-	6.7
Male			6.0	-	5.7	-	-	-	-	6.4
		Spring 2023	6.0	5.7	5.8	-	5.0	6.5	-	6.3
Female			5.8	5.6	5.8	-	5.0	6.2	-	6.3
Male			6.3	5.8	5.6	-	-	6.8	-	6.3
Equity and Inclusion	2, 8	Spring 2024	6.4	6.0	6.4	-	7.0	7.0	6.3	-
Female			6.4	-	6.4	-	7.0	-	6.2	-
Male			6.7	6.0	-	-	-	7.0	6.5	-
		Fall 2023	6.4	6.3	6.3	6.7	-	-	-	6.5
Female			6.4	6.3	6.3	6.7	-	-	-	6.7
Male			6.5	-	6.7	-	-	-	-	6.4
		Spring 2023	6.3	5.9	6.2	-	6.3	6.6	-	6.6
Female			6.2	5.9	6.2	-	6.3	6.2	-	6.6
Male			6.6	5.8	6.4	-	-	6.8	-	6.7

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Section VI. Comparison of Field and Clinical Placement Self-Assessments on Skills Survey

The analysis of trends in candidates' self-assessment scores based on InTASC Standards reveals several key insights across both field and clinical placements. In both contexts, Equity and Inclusion consistently emerges as the highest performing area, with candidates showing strong confidence

in their ability to work with diverse learners and create inclusive environments. Teamwork and Career & Self Development also receive high ratings, indicating strong self-perceived abilities in collaboration and professional growth.

However, Technology and Critical Thinking are identified as areas for growth, with the lowest self-ratings in both field and clinical placements. Despite this, there is an overall improvement in scores from Spring 2023 to Spring 2024, particularly in Communication, which shows notable progress.

Gender differences are minimal but consistent, with female candidates rating themselves higher in Equity and Inclusion, while male candidates rate themselves higher in Technology. Program-specific trends highlight that Physical Education and Mathematics candidates rate themselves higher than those in Elementary and Science Education.

A key difference between the two contexts is that self-ratings tend to be slightly lower in clinical placements compared to field placements. This suggests that as candidates gain more classroom experience, they become more critical of their abilities, indicating developing professional self-awareness and more realistic self-assessment of their teaching capabilities.

Section VII. Skills Survey Qualitative Results for Candidate's Self-Assessed Strengths in Field Placements
The analysis of field placement strengths reveals several notable patterns in how candidates perceive their capabilities. The most prominent theme, accounting for nearly 29% of all mentioned strengths, centers on interpersonal skills. Candidates consistently emphasize their ability to build meaningful relationships with students, communicate effectively with both learners and mentor teachers, and create positive classroom environments. This strong focus on relationship-building suggests candidates recognize the fundamental importance of human connection in educational settings.

Professional qualities emerge as the second most frequently cited category, representing about 25% of mentioned strengths. Candidates regularly highlight their dependability, punctuality, organizational abilities, and overall professional conduct. This emphasis demonstrates a clear understanding of the workplace expectations and responsibilities inherent in the teaching profession. The high frequency of these mentions suggests that candidates prioritize reliability and professionalism as core competencies.

Personal attributes comprise roughly 23% of the identified strengths, with candidates frequently noting their flexibility, adaptability, positive attitude, and willingness to learn. The emphasis on these characteristics indicates an understanding that teaching requires both resilience and openness to growth. Many candidates specifically mention their receptiveness to feedback and ability to adjust their approaches based on classroom needs, suggesting a growth mindset that will serve them well in their teaching careers.

Student support abilities represent approximately 16% of the mentioned strengths. Candidates often describe their capacity to work one-on-one with students, understand diverse learning needs, and create inclusive classroom environments. This focus on individualized support and empathy demonstrates an awareness of the diverse needs present in modern classrooms and the importance of differentiated support for student success.

Interestingly, specific teaching skills account for only about 7% of the mentioned strengths. This includes references to lesson planning, content knowledge, and classroom management abilities. The relatively lower frequency of these mentions likely reflects the developmental stage of field placements, where candidates are still building their pedagogical expertise. Instead of technical teaching skills, candidates appear to place greater value on their ability to connect with students and maintain professional standards.

This distribution of perceived strengths paints a picture of field placement candidates who prioritize relationship-building and professionalism while recognizing they are still developing their technical teaching capabilities. The strong emphasis on interpersonal skills and professional qualities suggests these early-career educators understand that effective teaching requires more than just content knowledge – it demands the ability to create supportive learning environments while maintaining high professional standards. The pattern also indicates that candidates view teaching as a growth-oriented profession, where adaptability and continuous learning are essential for success. Table 7 contains the field placement candidate's perceived areas of strength by TPP.

Table 7. Field Placement Candidates' Perceived Areas of Strength by TPP

Spring 2024	
Agriculture	• working on the farm. Communication, responsibility, teamwork • writing lesson plans • completing tasks quickly • time management
Elementary	• Adapting • Differentiation • Willingness to learn • Talking to my teacher in a professional manner • Bouncing ideas off of my teacher to help better my lessons for school • Being flexible and reliable • I think I am positive, organized, and open to communication. • Understand all tasks, engage with students, talk with students • Punctuality in relation to arrival. • Observation of others and student needs. • Flexibility to change in lessons and classroom procedures, as well as fluctuation in metting. • Patience • ability to work with small groups of students • lesson planning • Make sure my assignments and lessons related to my placement were in on time. • I did my best at trying to understand, the curriculum, how co-teaching works, meetings, and overall trying to build a stronger understand of behind the scenes of a teacher. I also think that when I did help a student I did well at evaluating where they were having trouble and trying my best to explain the topic in a way that would benefit them. • I have good patience, I'm adaptable, and I'm understanding with students. • Building relationships

- Working one-on-one with students
- Planning fun activities
- I am very organized and plan well ahead of a lesson.
- I am open to new ideas of thinking.
- I am very attentive to both students and my mentor teacher.
- Hard working, organized, and a team-player
- I am good with making connections with students
- I respect the students in my classroom, allowing them to trust and come to me if needed
- I can take a group of students and complete a task with them
- I am very easy to get along with. I care very much about doing a good job. I hold myself to the highest of standards.
- One of my strengths is creating an engaging environment for kids. Making sure kids are participating and pay attention is something teachers struggle with and I believe when I come into the room my personality is very welcoming and refreshing. Student are more willing to engage when they know they can trust the teacher and be able to have fun while working.
- My second strength is I am a very organized person. Organization is key to being prepared, and increasing my productivity.
- The last strength of mine is being on time and ready to work no matter the scenario.
- interactions and respect for students
- ability to stay on track and complete tasks
- organization
- building connections, listening, providing a safe environment
- First, I feel that I do a good job connecting with students. I try to get to know them on a personal level, so I know how to better help them with school work. Additionally, I want to build trust and let them know they can come to me. Second, I stay very organized. I feel that I planned out my assignments appropriately and implemented them in a very organized way. Last, I feel that I am a good communicator. I was able to communicate with my mentor teacher and set exact dates and times for me to implement my school assignments.
- Flexible
- Adaptable
- Willingness to help
- Good relationships with the students
- One-on-one teaching and tutoring
- Observation and documentation of students
- I am dedicated to learning and growing as I enter into a teaching career. I also am organized and pay attention to detail. Finally, I aim to be actively involved in the community and do what I can to better know my students and their families.
- Can build strong relationships with students.
- Comfortable when helping them out with assignments/ their work.
- Comfortable with asking my mentor questions about specific instructions/ how she would like for me to do things.
- social skills
- collaboration with mentors and students
- creating a welcoming environment
- Flexibility
- Willing to help in any way

- Building relationships with my students
- I am very patient with students and with behaviors.
- I am willing to jump in and lend a hand wherever I am needed.
- I am able to connect well with my students and laugh with them throughout the day.
- Passionate, dependable, excited
- I am strong in the sense of communicating, working together, and having things done.
- Listening to students and trying my best to understand what they are asking or telling me
- Trying my best to create interactive and engaging lessons for my students to do
- Being professional in the work environment and being timely
- Positive attitude, reliable, flexible to changes as they arise.
- First, I believe one strength I have is patience because the students can be very crazy or yell at times and I am able to calm myself down and not get upset at them. Another strength I believe I have is empathy because many students struggle with different things and many know that they can come to me when they are upset. The last strength I believe I have is conflict resolution because when one of the students is having a problem, I try my best to help them problem solve and find the best solution.
- A work-related strength of mine would be treating everyone with fairness and respect regardless of background. Another strength of mine is listening carefully to others taking time to understand and ask appropriate questions. Having attention to detail is another work-related strength of mine.
- My strengths include my willingness to learn, accepting criticism, and my motivation in creating new ways to help my students.
- Responsibly- taking over task on the whim
  2. student communication- understanding what they're trying to explain
  3. trust between students and teacher
- Technologically advanced, understandable and specific, and hard working.
- Building relationships with students and other teachers
- Planning appropriate fun lessons for certain subjects
- I work well one on one with students
- Teamwork
- Open mind
- Avoids drama/gossip
- I think my top 3 work-related strengths would be positivity and confidence, encouragement and relationship building - offering support for students, and willingness to learn new things.
- Dependability
- Flexibility
- Willingness
- Passionate
- Interacting and creating connections and conversations with my students
- always wanting to learn more, asking for advice, etc.
- dependability
- ability to accept constructive feedback
- professionalism
- I connected well with kids

	• I treat everyone with love and respect • I enjoy what I do and want to do it to the best of my ability • Use innovative thinking while creating lesson plans, show an awareness of strengths, and motivate others by encouraging them. • Always positive • well spoken • collected • Positive • Dedicated • Understanding • I think one of my major strengths is welcoming students, I pride myself on ensuring the classroom is an open and judge free zone for everyone. Second, I think I am very creative. Many of the lesson plan's I have made throughout my placement, I think, are very creative and engaging for students. Lastly, I think my ability to differentiate lessons for individuals who need modifications is great. I always keep in mind any issues or obstacles students may face and how to avoid them or approach them head on! • Communication • Strong work ethic • Creating lesson plans • I make good connections with students within the classroom especially helping them through one on one instruction. • I work well with my mentor teacher and I communicate with them regularly. • I arrive to school and act professionally in terms of my relationships, clothing, and communication. • One related work strength that I have is that I care about the learning and the kids. The second being I can work in a fast paced environment. The third being I can communicate effectively with others. • Positive relationships/bonds with children, willing to help whereever needed, flexible to last minute changes or interruptions. • Dedicated • Energetic • Driven • Patient • Organized • Kind
English	• Content knowledge. Answering student questions with vocab that they are learning and in a way that they can easily retain the answer. Sparking discussion with the students about the content. • I feel I am very equitable towards students and avoid favoritism. I am willing to adapt to meet the needs of students and co-workers. I bring a positive and well-intentioned mentality to the classroom and workspace. • I think that I created a great bond with Mrs. Rodeheaver. This is partly because she was so great and inspiring in her mentorship, but I feel like I showed how I can create relationships in the workplace. • I think that I was pretty punctual and consistent with my visits to the class. I did not just pop in whenever I wanted to, but I did not overwhelm Mrs. Rodeheaver with my being there. • I really thought that the lessons that I taught went well overall. I think that there were a couple of things as far as classroom management goes that could have been better, but I think that the students were interested in my lessons as I taught them. The student work that was turned in represented the lessons well. I think that going around while students were drafting and helping them brainstorm was helpful for them and for me.

	- I listen to feedback/criticism, always try my best, and approach all of the students with kindness. - I would say I am very hard working, when doing a task I always complete it to the best of my ability, and I build close relationships with my students. - I think that my empathy allows me to work well students while also pushing them, I am hardworking and I put a lot of time and effort into the lessons I developed, and I had the drive to succeed. - Content area knowledge - Dedication - Rapport with students
Physical Education	- Ability to build rapport with students and other professionals - Advocacy for student needs, especially with struggling learners - Open mindset and willingness to be flexible - Communication, excitement, and enthusiasm
Social Studies	- My strengths are being flexible, on time, and creating strong relationships with other teachers and students. - professional - hardworking and dedicated - open to knew things and ideas - I think that I am a compassionate person with the students, and it helps me to build rapport with them. I'm also willing to learn and push myself, which gave me the opportunity to lead several lessons with the students. - I think I made a strong effort to be punctual and reliable in my efforts to be present. I also think that I was good with the efforts I put forth with giving instruction that was modeled after the cooperating teacher's lessons. Another strength I demonstrated was with my pedagogical and content knowledge surrounding education, social studies, and assistive materials. - Ability to connect with students within the shortest possible time - Sense of awareness of diverse backgrounds - Ability to learn - I can relate to students, and work with them. I am capable of being empathetic to students. I know the content of the subject I am teaching.
Fall 2023	
Elementary	- Accepting feedback without getting angry. I am proficient on the computer platforms used and was able to adapt to the new ones quickly. I treat everyone with respect and fairness. - Being respectful to students when they ask for help. - When a student asks for help, finding ways to explain the answer instead of stating it. - Strong desire to learn from the field experience. - My top three work-related strengths would be my dedication, my creativity, and my empathy. - I have a positive attitude in the classroom, I am flexible and can adapt quickly, and I take criticism well and try to learn and change from it. - personality, good listening, time management - Working in a timely manner, communicating well with students, teaching lessons - Patience with students, repeated questions, and behaviors - Experience and insight with special needs students (I have family members with autism) - Creativity and finding new ways to teach content - I feel that I am strong in my responsibility, organization, and dependability.

- Kind, fair, and willing.
- Demonstrate dependability (e.g., report consistently, and on time, for work or meetings); Build strong, positive working relationships with your supervisor and team members/coworkers; Make decisions and solve problems using sound reasoning and judgment
- Adaptability: First-grade students have diverse needs and learning styles. My ability to adapt my teaching methods and materials to cater to individual students' needs is a significant strength. Whether a student requires extra support or enrichment activities, I can modify my lessons to ensure all students can succeed.
- Patience: Patience is crucial when working with young children. I can patiently repeat instructions, provide extra guidance, and maintain a calm demeanour, even when faced with challenges. This helps create a positive and nurturing learning environment for my students.
- Creativity: Keeping young children engaged and excited about learning is a priority. I'm creative in designing fun and interactive lessons that incorporate games, arts and crafts, and other hands-on activities to make learning enjoyable. This creativity fosters a love for learning in my students and helps them grasp concepts more effectively.
- These strengths enable me to create a positive and productive learning environment for my first-grade students, ensuring their educational and personal growth.
- Feel like I am eager to be involved and willing to teach any lessons given although nervous. I am adaptable and can change things last minute or in the minute if needed. Can break the material or concept down for the children through examples or relatable experiences
- Communication
- Organization
- Open-minded
- Interactive with the kids and always communicating with them, being on time and being flexible as well as taking feedback positively and being curious.
- flexibility
- adaptability
- culturally responsive
- My top 3 work-related strengths are my curiosity in how my mentor teachers, engagement with the students and professionalism within the school setting.
- Communication skills
- Problem solving skills
- Hard working
- empathy, dedication, organization
- Creativity, Adaptability, and Leadership
- Being understanding
- Listening/Problem solving
- Diverse in teaching/teaching strategies
- Ready to work, dependable
- Helpful
- Accepting
- My biggest strength is my patience. It truly takes a lot for me to become frustrated.
- Another strength I have is my positivity. I believe all students have the capacity to learn and I want them to feel encouraged.
- One other strength I possess is my reliability. I always show up on time and do what I say I will.
- I am pretty flexible, and can think on my feet quickly when something doesn't go according to the original plan

	• I am able to jump into action and help students with their school work in a way that doesn't just give them the answer, but helps them think about the problem • I am able to create respectful teacher - student relationships with the students • Organization • Punctuality • Patience • I am flexible to change. I listen well. I accept feedback. • Being willing to help whenever and do whatever I am asked, organization, and communication skills. • My top three work related strengths include forming relationships with students, interacting with the students, and being willing to help and try anything. In the classroom, I am always willing to help with anything my mentor teacher asks. In addition, I love interacting and getting to know the students. • organization, communication, and compassion • Patience, listening, and building relationships. • My strengths are organization, patience, and motivation • I am always on top of a problem when it arises • I am extremely flexible • I am kind to the students • Building teacher- student relationships • Recognizing when students need extra help or guidance • Planning fun and engaging activities for students • In reflection of my performance so far, I feel that I am dedicated, a proficient communicator, and engage with others in a positive manner. • Organization, consistency, open minded • Communication • Collaboration • Professionalism • Communication skills, dependable, creative
English	• My 3 strengths are being able to relay information in a way that students understand, being able to multitask in a fast paced environment, and having knowledge of the content being taught. • I had a good trusting relationship with students • Students felt like they could talk to me- I'm approachable • I'm task efficient • I think that I showed good perseverance. When I was translating for an English Language Learner, it made me nervous but I wanted to help her as best as I could. • I care a lot the teaching profession and students. • My willingness to complete any task. • I feel like I interacted well with students, gave helpful suggestions and feedback, and came to the classroom with a positive attitude every day. • I had a really good connection with Mrs. Beatty. I loved talking and discussing her instructional choices along with her co-teacher, Ms. Forbes. I felt like our conversations were productive in multiple ways. • I was always on time for my placement.

	• I took really good notes from the very beginning of my observation. I could look back on the notes I took on all of my days there and understand the details of any particular day. I wrote dialogue from my teacher, posters and resources in her room, classroom rules, the response of students, etc. • I believe I was understanding of students and respectful towards their strengths and weaknesses. I caught on quickly with many of the responsibilities. I feel I did a good job keeping students on task. • I think that I am a good communicator, a team player, and a hard worker.
Math	• My top three work-related strengths are my ability to encourage thoughtful discourse among students, my ability to adapt my lessons to changing circumstances, and by being able to keep a positive attitude when situations go a direction I didn't desire.
Science	• I believe my top 3 work-related strengths are communication, respect, and passion. • I am willing to try anything to succeed, within the bounds of ethics. I am great at communicating complex ideas in simple terms. I excel in working with a team, especially when there is an absence of a clear leader, I will step up to organize the group. • Passion for education and equity • Compassion and patience for students • Friendliness • I'm passionate about teaching so I feel I put in effort and delivering the information in a way the students will remember and understand (through a fun, life-applying project). I was able to speak to my mentor teacher about tips of teaching and getting to know the students. I'm very receptive with feedback because I'm just starting as a teacher and want to do anything I can to learn and become (hopefully) a good teacher one day! • Caring for students and trying to see from a more struggling aspect • Trying to find ways to make them feel more included and get more engaged • Being professional in the work environment • Helping individual students, teaching at the level students are at instead of assuming they know information, positive attitude • Creative thinking and planning. • Attention to detail. • Inclusivity. • I feel like I handed myself well under pressure, a lot of things happened during this time, but all of the work was completed professionally. I believe I handled the classroom well, instructing students and creating a positive environment. Finally overall, I feel like succeeded in educated the students on my topic, teaching them and engaging their interests at the same time.
Social Studies	• I am good at talking to people in an informal setting, allowing me to connect and learn more about each student/ teacher. • I am good at taking notes and understanding classroom management skills. lastly, I am good at asking for help. If I don't know something, I won't act like I do. I prefer to reach out to somebody who knows what to do and ask for guidance and learn from them. • Fair and understanding - I believe that I am fair to those that I meet and this will transfer well into a classroom setting as I will need to treat all students with the same fairness and understanding. • Content Knowledge - Obviously, I don't know everything and I never will, however I believe I have a strong understanding of most Social Studies content and at least some what of an understanding of all Social Studies content. • Accepting of criticism - I am always open to different ideas, even if they are completely different from my own. I take all criticism into consideration and try my best to apply it when needed. • I build a positive work environment, I always listen to other's input, and I always put most of my attention on fulfilling the needs of the students I am working with.

	• I do a good job assisting when I am able, making helpful suggestions when asked, and asking relevant questions. • My top 3 work-related strengths are treating other people with different backgrounds with respect, multi-tasking well in fast-paced environments, and receiving feedback and adjusting myself to it. • Rapport, dedication, openness
Spring 2023	
Agriculture	• Organization - I feel that I try to stay organized. When teaching I like to have the materials that I will need for the day on the front table so I am not searching for everything during the class period. I also have an organization system to keep all my papers organized. I keep a planner to also help me organize my schedule. • Diversification - I try to diversify my lessons to meet the needs of my students. For example, my second animal science class works through material more quickly, which means I add supplemental material to support their learning. When they were learning about Punnett squares I had monohybrid and dihybrid Punnett squares to challenge my students. • Student Rapport - I try to get to know my students and their interests. I want to know more about my students so i am able to better adapt the content to relate to the student. I also have seen an improvement in my students when I have a good relationship with them. For example, when I moved one student closer to me and started talking to them more, they started to do more of the classwork. • Overall, I feel that working hands on and teaching hands on materials is my greatest strength. I also feel that I am strong in being able to think on my feet and adapt very quickly. I also feel that I was strong in the area of being a role model and mentor for my students.
Elementary	• I think I am able to adapt to situation, I think I am very accepting of situations, and I am always welcome to constructive criticism to make myself better for the future • Building connections and relationships with students • Open to constructive criticism • Hard-working/ dedicated. • I think my main strength is building relationships with students and understanding that they are all different and unique but that is what makes them special. Another strength is that I have an open mind and react well to constructive criticism. I also feel like like a strength of mine is maintaining equity for my students. • I always maintain a good attitude. I want to learn from the experts on the front line, the classroom teacher. I work hard and will do anything the classroom teacher asks me to do with 100% effort. I'm a good communicator and I wasn't afraid to ask questions when I had them. This is the best way for me to learn. • I believe that the following are my biggest strengths: • Showing up to placement on time. My mentor teacher can always depend on me to show up on time, and if I cannot be there or will be late I am sure to promptly let her know as soon as I can. • Being able to interact well with the students. I love working with kids and talking to them and helping them with whatever they need is something that comes easily to me, which definitely helps when it comes to being a teacher. • Holding a sense of professionalism with my mentor teacher as well as the other faculty and staff in the school. • Positivity • Energy • Calmness • My biggest strengths are being reliable, professional and committed to what I am doing! • working with the students and building trust with them. • being on time and being responsible • working well with the staff

| | - Professional.
- Always on time.
- Works well with others.
- Dedication
- time management
- communication
- Being on time.
- Asking questions when I don't understand things.
- Wiling to try new things.
- compassion, empathy, patience
- Always putting student needs first
- Flexibility
- Thinking creatively
- My top three work related strengths are professionality, inclusivity, and patience.
- Treating others with kindness regardless of diversity, open communication with others, being dependable
- Dedication (Being on time)
- Having a positive mindset (collaboration)
- Having a diverse way of thinking
- relationships with students, punctuality, content knowledge
- Firstly, I believe I am very good at building relationships with my students and listening to them. Secondly, I believe I display a positive and strong attitude towards teaching. Thirdly, I am very dependable and flexible.
- Good relationships with students
- Adaptability
- Patience
- Building positive relationships with students, always willing to help with a positive attitude, has caring and happy demeanor in the classroom environment
- Dependability
- Flexibility
- Offering help to those who need it
- My top 3 work related strengths are adaptability, patience, and creativity.
- Communication
- Dedication
- maturity
- I am easily adaptable and willing to change plans/go with the flow whenever. I am very patient with the kids, I don't get angry easily. I am always willing to do any work that my mentor teacher feels that I am capable of doing, I might not feel very confident in it, but I will try my best.
- Enthusiasm, making connections, and staying positive.
- attention to detail within classroom routines and classwork
- supporting students based on their individual needs and interests
- working to know all staff in the building and become familiar with the school's culture as it shifts |

| | Willing to do what is asked/needed of me. Always wanting to help out. Answering students questions. Creating relationships with the students. Being open to helping students with anything they need or anything they need help with, and them being comfortable enough to come to me for those things whenever as well. Being flexible and adapting to changes in school days or plans. I am dependable, responsible, and am a team player. I always was consistent with attitude towards students and teacher. Helped in anyway I could throughout each day I was there. Always wanted to help students and show them new ways that have helped me. Hard working Respectful Diligent Creating relationships with mentor teacher and students, providing positive support to students, and eagerness to learn from my mentor teacher Forming relationships with students, including real life scenarios in the lessons, and hard working Dependable. Eager to learn/help. Present all the time as far as with my students. (actively involved) organized, motivated, and flexible I am very open to feedback. I know that feedback is crucial, especially at this point in my career. I am able to receive feedback in a productive way and I ask for feedback sometimes as well. I have also built a mutual trust between students and myself. I think this helps as I am helping them with their schoolwork. This is a very important skill because I am able to motivate students. I am also very dedicated to doing a good job. Everyday that I am at Skyview I am excited to come and provide assistance as needed for students and my cooporating teacher. Being excited about teaching Helping students when they need it Asking what needs to be done and helping with grading Positivity, willingness, communication I build strong relations with the students in the classroom. I ask for help when I need it. I behave professionally and appropriately. developing good relationships with students professionalism being flexible with plans when necessary I consider my biggest strength to be my willingness to grow and to put in effort to better myself as a teacher. I also consider my emphasis on forming positive relationships with students to be a strength of mine. |

	- My last work-related strength would be my sociable personality which assists in forming relationships with teachers as well as students and also assists in cooperation. - Making connections with students, Helping with tasks around the classroom, Providing one-on-one assistance to students when needed - Getting to know the students, always being prepared for anything, working in a fast-paced environment. - reliability - attitude - relationships - developing positive relationships with students - working one on one with students - communicating with my mentor teacher - Relationships with students - Relationships with staff - Delivering information to the students clearly. - Reliable. Positive. Hardworking. - I think my top 3 work-related strengths are connecting with students, attention to detail and grammar/punctuation/spelling, and approaching tasks and topics with confidence and a positive attitude. - Collaborating with others to gain new ideas/receive input - dedicating time and effort into my practice - always working to form close and meaningful relationships within the workplace/with my students 3 work-related strengths I believe I possess include, but are not limited to: - Talking to and relating to students to build a strong sense of trust - Asking questions to my mentor to gain more insight and knowledge regarding certain situations - Being dependable and taking responsibility for my contributions to daily small group lessons - Able to communicate with all kinds of people. - Able to think/act fast in unique situations. - Open to constructive criticism/feedback - I am great at listening to and applying constructive criticism, building meaningful relationships with students, and I can admit when I am wrong/ ask others for help when I need it. - I think that I did a good job at communicating and collaborating with my mentor teacher. - I think that I did a good job at interacting with the students and learning about their backgrounds, interests, etc. - I think that I always had a positive attitude and showed that I was eager to help in any way that I could! - I am dependable, reliable, and consistent. - I think 3 of my strengths are empathy, creativity for problem-solving, and being efficient/timely. - Communication - Motivation/ encouragement - On time - I am patient and compassionate with my students. - I observe the needs that each student needs in the learning environment - I maintain strong communication and complete tasks on time.

	• Kindness • patience • working with others • dependable, always on time • positive attitude • knowledge of the content • decision making, friendliness, and hard worker • Creativity in the classroom. • Flexibility • Outgoing personality and collaboration skills.
Math	• I can lift really heavy objects, have great customer service, and am talkative. • Catering to different learning styles • Helping students one-on-one • Involving the whole class in activities
Science	• I am really flexible, open-minded, and passionate about what I love-teaching! • I was always available for group discussions. • I offered ideas and developed them for our lesson. • I practiced teaching on my own to prepare for the lesson. • Biological related knowledge • Communication abilities • Use of technology in the school system • The lessons did not contain content knowledge errors and were planned well in advance and submitted to the mentor teacher for feedback. Lessons were cohesive and implementable.

Section VIII. Skills Survey Qualitative Results for Candidate's Self-Assessed Strengths in Clinical Placements

The analysis of clinical placement strengths reveals notable shifts in how candidates perceive their capabilities compared to their earlier field placements. Most notably, interpersonal skills have become even more prominent, increasing from 28.7% to 36% of mentioned strengths. This category now encompasses not just basic relationship building, but more sophisticated elements of professional collaboration, communication with mentor teachers, and the ability to build rapport across the entire school community. Candidates increasingly recognize how these relationships directly enhance student engagement and learning outcomes, suggesting a more mature understanding of the role of relationships in education.

Personal attributes have also gained greater emphasis, rising to 25.7% of responses from 22.9% in field placements. Flexibility and adaptability are particularly highlighted, with candidates emphasizing their ability to handle unexpected changes and challenges in the classroom. There's a noticeable increase in references to maintaining positive energy and demonstrating resilience, along with more sophisticated applications of creativity in both lesson delivery and problem-solving situations.

Professional qualities, while showing a slight decrease from 25.2% to 21.2% of responses, reveal a more nuanced understanding of professional responsibilities. Candidates continue to value reliability and punctuality but now place greater emphasis on professional growth and receptivity to

feedback. Their descriptions of organizational skills and time management are more specifically contextualized within actual teaching situations, suggesting deeper engagement with the practical demands of the profession.

Teaching skills show a meaningful increase from 7.4% to 11.7% of responses, with a particular focus on lesson planning and differentiation. The data reveals growing confidence in classroom management abilities and more sophisticated approaches to content delivery. Candidates demonstrate increased awareness of student engagement strategies and innovative teaching methods, indicating growth in their pedagogical understanding.

While direct mentions of student support decreased from 15.9% to 5.4%, this appears to reflect a more integrated approach to student support rather than diminished importance. Candidates now more frequently describe support strategies within the context of their teaching approaches, showing greater sophistication in understanding diverse student needs and creating inclusive learning environments. Their discussions of differentiation and individualized support reveal more nuanced understanding of how to meet varied student needs within the regular flow of instruction.

This evolution from field to clinical placements reveals several key developments in candidates' professional growth. Their skills appear more integrated, with clear connections drawn between relationship building and instructional effectiveness. Professional awareness has deepened, particularly regarding the importance of flexibility and collaboration with colleagues. Confidence levels have notably increased, evidenced by more specific examples of teaching abilities and classroom management strategies. Perhaps most significantly, candidates demonstrate a broader perspective on education, showing greater awareness of whole-school contexts and long-term planning for student development. This suggests that clinical placements provide valuable opportunities for candidates to develop more nuanced and professionally oriented self-assessments of their strengths, marking an important transition from theoretical to practical understanding of teaching.

The observed shifts in self-reported strengths indicate that clinical placements successfully facilitate the development of more sophisticated professional identities among teaching candidates. Their growing ability to recognize and articulate the complex interplay between various teaching competencies suggests increasing readiness for independent classroom leadership. This evolution in perceived strengths aligns well with the goals of teacher preparation programs in developing well-rounded, adaptable, and professionally aware educators. Table 8 contains the clinical placement candidate's perceived areas of strength by TPP.

Table 8. Clinical Placement Candidate's Perceived Areas of Strength by TPP

Spring 2024	
Agriculture	• Adapting to Changes and Challenges, Always putting forth my best effort, Making Connections with the students.
Elementary	• Flexibility, adaptability, being on time • My first strength is that I never give up. When things don't go how I planned, I learn from it and bounce back and do better. My second strength is that I'm a hard worker. I don't stop until the job gets done. I give 110% because I believe in giving all I have for student success. Lastly, I have collaborated well with my mentor teacher. I was able to learn from her on the front line and use the ideas that she suggested. She has shared a lot of strategies with me that I will carry with me in the future. I am a sponge when it comes to learning from the experts. I work great with others. • My top 3 strengths are my determination to improve, my willingness to learn new things, and my ability to be aware of areas for improvement in myself. • Relationships

- organization
- positive mindset
- I feel that I am strong in creating solid, trusting relationships with students which helps me explain difficult topics to students that require additional support as well as being empathetic, I am adaptable and can change a lesson quickly or adapt to my students needs if it isn't working for them, and I communicate well with students, parents, and other teachers which is helpful for listening and conflict resolution.
- Building relationships with students
- Being respectful
- Working diligently
- caring about the students as a whole person
- communicaion (maybe too much)
- want to improve
- Always willing to work with and help students.
- Positive attitude.
- Taking advice and wanting to be the best for my students.
- Explaining difficult concepts and curriculum to students in a simple and easy manner for their understanding.
- Flexibility
- Fast learner of new classroom concepts from mentor.
- Communication, positive reinforcement, and accepting feedback
- Communication with others (colleagues, administration, students, and parents
- Knowledge of students/implementation of student interests
- Willingness and ability to adapt to change in classroom and/or schedule
- Connection with the students
- Being organized and prepared to teach
- Fast learner
- Relationships with students and coworkers
- Engaging and creative lessons
- Clear communication
- I am very adaptable to changes in schedule or unexpected happenings throughout the day.
- I treat all my students with respect and care.
- I am great at teaching in unique ways that keep students interested in content.
- Building rapport, creating a positive work environment, and checking for understanding
- Staff relationships/communication
- Student relationships
- Dependable
- Relationship building, flexibility, ability to adapt
- Making sure students know the expectations.
- Transitions.
- Classroom management.
- Student relationships, organization, readiness

- Dedication towards student success
- Building relationships with students and coworkers
- Providing differentiated instruction according to each child's needs
- Creating engaging lessons for students to enjoy while learning relevant content.
- Building rapport with students and connecting with them on their interests.
- Showing flexibility and adaptability to sudden changes within the school day.
- Drive, work effort, and technology abilities.
- Communicating well with others
- Flexibility
- Building relationships with students and peers
- Building and maintaining student relationships, developing engaging lessons, and communicating with students and fellow staff.
- My three work-related strengths are flexibility, communication, and empathy.
- I would consider myself to be very open minded.
- I listen to my kiddos needs and work to support them the best I can.
- I build relationships with my kids/other educators in the room to help foster positive learning experiences.
- Providing a fun learning environment
- Staying positive
- Building relationships
- Building student relationships.
- Familiar with curriculum.
- Flexible with schedule changes.
- Communication
- Class management
- I think I have great classroom management, I am respectful with my students and engaging in conversations with them, and I have great technology skills.
- I am very good at staying organized and on top of things I need to do for work. I am also very good at building relationships and meeting my students' needs.
- Keeping myself and students on task, taking interest in students and their lives, and having open communication.
- Building relationships with students, positive reinforcement/ behavior management and reflecting on lesson or what I taught.
- Communication, flexibility, and confidence.
- I believe that I am very dependable, I am inclusive with every student that I work with, and that I have strong relationships with my students.
- ability to be flexible with the use of different teaching strategies and methods
- ability to work collaboratively with my mentor teachers and other coworkers to form new ideas and learn different strategies
- ability to make learning fun and exciting
- My top 3 work-related strengths would be creating a positive and safe learning environment, building trusting relationships with students and coworkers, and dedication to doing a good job and creating lessons to engage students.
- Strong work ethic
- Positive relationships with students
- Ability to create fun and engaged lessons that are personalized to the needs of my students.

	- My top three strengths are collaboration, inclusivity, and my work ethic. - Relationships with students. - Being on time and ready. - Being flexible and willing/open to change. - Confidence - Relationship building - Collaboration - Reliability - Kindness - Teamwork - I am hard-working and very dedicated - I teach with a positive and uplifting energy/attitude. - I have the ability to build close and tight relationships with the students and parents. - I treat everyone fairly and equitably. - Dependability, innovative, and collaborative.
Math	- Rapport with students, Passion for teaching the material, Taking constructive criticism from coworkers
Physical Education	- Motivation skills - Make a positive environment - Teamwork skills
Science	- I think I am very good at discussing sensitive situations with students and managing conflicts between students. I am also very confident in my knowledge of biology and I believe it translates when I teach. I also am very creative in making assignments for students to keep them engaged. - Very flexible and adaptable to the classroom environment/pace, with both the student behaviors and teaching the content. Willingness to try different tactics for different classes, especially when thinking about ways to improve teaching certain content/ideas or try different activities to improve student learning. Very knowledgeable about certain content areas that I can pull from when teaching. - Good relationship with students - Pick/make good lessons according to standards - Good feedback. - personal interactions with students - adapting teaching for classes - displaying enthusiasm - I think my care for my students as humans and scholars is my top strength. My second greatest strength is my understanding of the nature and purpose of science, and my third is my planning abilities. - Passion - Diverse Instruction - Planning/Preparation
Fall 2023	
Agriculture	- Classroom management, knowledge of content areas, communication
Elementary	- communication, adaptability, patience - Relationships with students and staff, consistent with communication, and positive attitude.

- Coming up with different activities for students to do.
- Always doing what I am asked.
- Building relationships with students.
- Willing to try anything
- Always on time
- Understanding that mistakes help you learn
- Positivity
- Reliability
- Flexibility
- I'm proud of these strengths because I feel that I am able to work in different/unexpected conditions, be there when I am needed, and stay positive even when it gets stressful, all things that I believe are important and necessary as a teacher.
- I am dependable, I am respectful, and I am responsible.
- I value my ability to always put student needs and safety first, going beyond traditional methods of teaching in my lesson planning, and doing my best every day, even when facing challenging times.
- Motivating students, accepting feedback, and treating others with fairness
- I keep myself organized using a designated teaching planner.
- I start the day by greeting the students with excitement when they come in, showing them that I'm happy to see them.
- I'm willing to try different kinds of instruction and activities in the classroom.
- Putting forward my best effort and having an open mind to try new things.
- Being organized and having time management skills.
- Being able to cooperate effectively with my mentor teacher.
- Communicating with my cooperating teacher
- helping students when needed
- connecting with students
- I am passionate about the field I am in and care greatly about the students, their work, and their progress.
- I am open to changes that may happen during the day and am flexible to alter my plans at any notice.
- I value being on time whenever it is expected and have no issue with putting in extra time or effort to ensure that I am doing my job correctly.
- I always maintain a good attitude. I want to learn from the experts on the front line, the classroom teacher. I work hard and will do anything the classroom teacher asks me to do with 100% effort. I'm a good communicator and I wasn't afraid to ask questions when I had them. This is the best way for me to learn.
- 3 strengths I feel that I demonstrate are; developing meaningful relationships with students, willing to adapt to changes, and problem solving.
- multi-tasks well in a fast paced environment
- Enjoys feedback and uses it moving forward
- Creates good relationships with students
- optimism, understanding, perspective.
- always willing to do a task when asked
- kind and respectful to superiors
- ready and open to listen and give ideas
- Adaptable to new situations and lessons, collaboration with my mentor, and planning ahead my lessons

- I believe my top three work-related strengths include varying my levels of differentiation for individual students, communicating my expectations with students clearly, and making lessons interactive for students.
- Positivity, patience, and inclusivity.
- Building relationships with teachers and students, keeping a calm manner, providing constant help and support
- Dedication
- Relationships with coworkers and students
- Creative and engaging lessons
- Passion
- Patience
- dedication
- I believe that my top three related strengths are building mutual/respectful/meaningful relationships with my students, behavior management (most of the times), accepting & finishing any challenge or task that comes my way in an appropriate/timely manner, and my flexibility.
- preparation, adaptability, organization
- Building relationships
- Reliable
- Diligent
- Positive relationships with students and staff in the building.
- Being responsible and honest with all of my decisions in the classroom.
- Collaborating with my teacher and being open to hear feedback.
- Using written and verbal feedback to improve teaching strategies, lesson planning, and classroom management strategies.
- Collaborating with others to achieve common goals: PLCs, grade level related planning, extracurriculars (math, science, SS fair).
- High level of dedication in doing a "good job," dedicating lots of time to writing and improving lessons and plans as well as asking for help in improving instruction.
- I am always early and ready to work. I compete things on time
- I am willing to learn and take feedback
- I am a hard worker who is passionate about teaching
- I think something that I am good at is my professionalism. I come ready to learn and always try to put my best foot forward. I also think that I am able to produce good and creative lessons that the children are engaged in. The last thing is that I think I am creating strong bonds within the school with both the students and the staff.
- I think that I do well at building positive relationships with students and taking the time to get to know them at a personal level.
- I think that I do well at planning detailed lesson plans.
- I think that I do a really good job at collaborating with my mentor teacher
- Initiative
- Flexible
- Dependable
- Knowledge of students, patience, understanding.
- I think my most important work related strength is my ability to get stuff done. As soon as I have a plan or know what I want to do I create or find the resources necessary for the lesson so I can be prepared. Another strength I have is my strong organization and planning skills. I am very good at staying organized which helps me plan both long and short term. I am also very good at building relationships with students and coworkers. This create a positive classroom environment.

	• My relationship with my students. Working with students 1 on 1 or small group. Doing daily classroom tasks (making copies, grading papers, etc.). • I am highly aware of my strengths and areas for growth in my teaching abilities, I seek out new opportunities to learn/am curious about the ways others do things, and I am very dependable. • Student relationships • Collaboration • Dependability • I believe that I try my best everyday when preparing for lessons, and teaching them. I make connections with the students which helps gain their trust. I believe that I walk around and help the students for most of the day and encourage them to do the best they can. • I have created positive and trusting relationships with the students in my placement classroom. I feel that I approach tasks with a positive attitude, serving as a positive role model for students. I am always willing to try new things and learn more about a topic. • Top 3 work-related strengths are leading the group, getting them under control, and explaining things. • My work related strengths are dependability, adaptability, and problem solving. • My strengths are in being dependable, having compassion, and listening to students. • I think my strengths are being gentle with students (understanding their feelings and seeing when they need some extra support), working with students in small groups, and building relationships • dependability • hard working • professionalism • A strength I have would be creating lessons that engage my students. It's something that I've come to be really proud of, and I continue to see what I can do to make learning fun and engaging for them. • Another strength I believe I have is being able to create connections with my students based on their interests. I've been able to talk with students about various games, TV shows, and music that they enjoy, which helped me get to know my students better in the process. • A final strength that I have is being very dependable. My mentor teacher can rely on me to consistently show up to school without fail, and if something happens to where I'm unable to come or be late, I let him know as soon as I possibly can. • I feel like my strengths include building relationships with students and practicing equity
English	• Bring positivity into the environment, build trust with my host teach, graded assignments as the teacher would with confidence. • I am dedicated to providing my students with quality lessons that help them develop their ELA skills and knowledge and gain a deeper appreciation of the subject, I strive to show my students compassion and understanding to build a comfortable learning environment, and I have a deep understanding of the content that I am passionate about sharing with my students.
Social Studies	• Very well organized, commitment to being prepared for lessons, dedication to understand the content I have very little knowledge on • Drive/passion for education • Content material knowledge • Inclusivity • Flexible with obstacles, I take criticism well and typically agree, and always respectful. • I think that my top 3 work strengths are content knowledge, communication skills, and ability to connect with my students and establish a rapport with them. • Creating creative and engaging lessons/assignments that utilize the students' different types of intelligence (pamphlets, letters, photo analysis, posters, etc.), establishing positive relationships with the students (showing I care about their grades and about them, asking questions about their weekend, etc.), being respectful and open minded towards my cooperating teacher's and other teacher's suggestions about how to teach a topic or what should be changed going from class period to class period.

	• I think I did a very good job of being prepared to teach. I was always early and had my lessons ready to go a few days in advance to ensure I was prepared. I adapted to a new environment very well and dealt with the loss of a true smart board. Most of my work at my last placement was done on a smart board. I made the transition to almost no use of the smart board very quickly.
	• One work related strength I possess is the ability to make connections and create relationships in the classroom that ultimately lead to more engagement.
	• Another work related strength I possess is the differentiation of institutional strategies, as an attempt to cater to all student strengths.
	• A third work related strength I possess is accepting and using constructive feedback to better my own practice
	• My biggest strength is creating rapport with students and building a positive learning environment.
	• My second strength is knowing the names of students but I believe this is still closely related to the previous strength. So with this in mind, I also think I am good at just knowing my students, where they work, what the different class relevant aspects of their lives are.
	• Finally I think I am extremely dedicated to this and the consistent process of getting better. By no stretch of the means am I the best, but I am actively on the hunt to becoming the best. I really just want to do a good job for the students.
	• One of my biggest strengths is classroom management. This was something I thought I would have a long time achieving during my placements, however it has come effortlessly. I have really had zero behavior issues or even classroom respect issues, as the students know what is expected when they enter the class, and know I can redirect the behavior if needed. My next strength is my ability to take constructive criticism. Obviously, this is my first time teaching, so whenever my CT, observer, or adviser has any advice for me, I am all ears and want to know where I can improve to become a better educator for my students. The third strength is my dedication towards this job. I am currently struggling financially because I can not work during this time, however my dedication to being the best student teacher I can be is still my main and only goal. This has been a great opportunity and will never wish to have not gone through this experience.
	• Ability to connect with students, energy when teaching, and helping students solve content-related problems.
Spring 2023	
Agriculture	• Relationships
	• Instructions- most of the time is very thorough
	• Expectations
	• I would consider my strengths to be relationship building, honesty, and prioritizing
	• Thinking outside the box/creativity, Using the learning spaces available, Providing students opportunities through FFA.
	• Keeping students engaged on the learning topic.
	• Help expand upon the student's curiosity and promote inquiry-based learning.
	• Did a great job of getting to know the students.
	• My top 3 strengths include forming relationships and student bonds, creating a positive atmosphere and learning environment, and using innovative methods for learning new content.
	• Time management, multitasking, relationship building
	• My top three strengths include treating everyone with respect, paying attention to detail, and building positive relationships.
	• My top three strengths include treating everyone with kindness, being open and willing to learn, and listening to everyones thoughts.
	• Dependability, dedication to the job, and innovative lessons.
	• Multitask abilities
	• Classroom management skills
	• Computer skill development
Elementary	• Student relationships
	• Patience

- providing a positive classroom environment.
- 3 work related work strengths I have are building a good report with students, being positive, being able to learn and grow from mistakes.
- relationship building with my students
- willing to keep an open mind
- self-aware of times within the classroom on a day-to-day basis
- I have been able to have good relationships with all of the students in the classroom, which has helped me relate the topics we are talking about to their personal lives. I am organized and have everything for the week ready by Friday, in preparation for the next week. I am open minded and take criticism well when it comes to things I may need to work on to help me further my education.
- A work-related strength I believe I possess is the ability to make data-informed decisions when planning lessons for the future.
- Additionally, I believe I possess a strength in being able to collaborate with others, using their knowledge as an advantage for my students to learn from, and understanding that I do not have all the knowledge but have the openness to seek out that knowledge.
- Lastly, I believe I possess a strength in being able to develop positive relationships with my students as well as other faculty in the building.
- Being able to adapt to students strengths and weaknesses
Building a strong relationship with coworkers
Keeping information confidential
- relationship building
- differentiation
- classroom management
- I try to get all students involved through activities that require collaboration.
- I like to try new things with lessons that include games or technology.
- I am empathetic and understanding with students and coworkers.
- Empathy
- Organization
- communication
- Easily able to speak to students and understand them
- Very flexible in terms of problems in the classroom or the derailing of lesson plans
- Able quickly understand student problem and format solutions
- My strengths are being open-minded and flexible in many environments, keeping students engage in my learning tasks, and creating a positive learning environment.
- I am great with collaboration and working with my team. I love hearing feedback from others so that I can improve. I also am very open minded and I am always open to new ideas or non-traditional ideas.
- Building relationships
- Confidence
- Attitude
- Student relationships, work ethic, organization
- Punctuality, Flexibility, and Using data to influence future learning for students
- Building strong relationships with students and coworkers, reaching out to others when I have questions and need help/advice, and creating opportunities for all students from diverse backgrounds to succeed in the classroom (Inclusion)
- Rapport with students
- Positive attitude

	• Demonstrate flexibility • student relationships • colleague relationships • classroom management • Dependability • Flexibility • Relationship building • I believe that my top work-related strength is patience. It is important to have patience while teaching because each student has a variety of needs that need met every day. Secondly, I believe that another work-related strength of mine is organization. While being an elementary teacher there are many papers, projects, and supplies to keep track of. It is important to be organized to help the day run smoothly which I believe is a skill I maintain. Lastly, I believe that another work-related strength of mine is flexibility. I try my best to be flexible with co-workers and students because of the challenges life can bring. • I am organized, punctual, and very flexible • Enthusiasm • Time management • Dependability • Consistent and reliable, always willing to try new things and improve, communication and understanding • Three of my work related strengths are being dependable, being prepared, and communication. • Organization • time- management • Inclusion • Creative • Patience
Math	• My top three work-related strengths would be showing dedication to doing a good job, showing awareness of my areas of development, and displaying a strong knowledge of curriculum content. • I am a very dedicated person, and I believe that this shows in the time commitment that I have given to my student teaching experience. I have created many of my own materials, spent time researching content to find different teaching approaches, and tried to bring creativity into math. • I am also aware of my areas of development. I spend time reflecting with myself and with my mentor about my weekly performance and areas that I can improve in. I am always looking for ways to improve my teaching and have a mindset that I am a life-long learner. Finally, I would say that I have a strong content knowledge. Although, I may need to refresh myself at times, I am more than capable of teaching myself things with resources. I am also dedicated to doing the research to ensure that I understand the content.
Physical Education	• My most important work-related strength is being able to get along with all teachers and students. My second top work related strength is always being willing to learn from others and update my teaching style. My third top work related strength is having a love for what I do that drives me everyday to become better for my students. • I believe that I am personable and professional while talking with coworkers and students. I also think I am skilled in content knowledge related to my classes. • Feedback implementation was one strength that I had during my semester. • Being flexible with unexpected activities in the gym and school. • Building relationships with the cooperating teacher and students as the semester has progressed. • Dependability, high energy, good communication and relations.

	- Being empathetic with students when they are late or hard to deal with during class. I never know what is going on in their personal or home life, so building rapport and relationships with students to understand them is very important. - Adjusting on the fly whenever the gym is taken, or I have to change my lesson or plans last minute. - Building rapport with my cooperating teacher and other staff in the building. - Time management. With a very busy schedule this semester, I feel I did well at managing my time to the best of my ability. - Content development. I never planned or taught anything I wouldn't want to do as a student. Everything I presented had some sort of underlying meaning. - Positive attitude and role model. I came to work every day with a positive attitude with the goal of being a good role model for my students. Every day brought its challenges although I did my best to remain positive. - punctual, prepared, enthusiastic - Flexible - Bring energy to every class - Modify tasks for better student achievement - Adaptable to change - Easy to communicate with - Speak clearly - My top 3 work-related strengths are the following: work ethic, professionalism, overall enthusiasm and motivation for the job
Social Studies	- I am good with content and creating ideas for lessons in collaboration with my CT. - I have people skills with school-aged students and have the knowledge of modern media and life to interact with them and relate with them. - I am incredibly passionate about my content and how I teach it. - Dependable, good at retaining information, great listener. - Getting to know the students and interacting with them regarding this they like such as music or getting to know me and my major and what I do - Asking questions about things I'm curious about regarding procedures, classroom management, classwork, the class - Keeping my cooperating teacher in the loop and involving her with my assignments - My knowledge of the content. - My knowledge of the technology utilized in the classroom. - My ability to work well with others. - Punctuality - Working Attitude - Determination to complete assignments in a quick and orderly manner - Connecting with students, creating engaging lessons, and maintaining strong relationships with co-workers. - I am highly knowledgeable in West Virginia and United States history. I am very professional with my day to day tasks and I'm always on time. I am highly supportive of my students while in the classroom. - I think one of my biggest strengths is working with others to achieve common goals. I've always considered myself a team player and I have worked with my classmates within my cohort to complete group projects and tasks and I am excited to work with my cooperating teacher and eventually my colleagues to achieve common goals. - Something that I am proud of to a strength of mine is that I treat people, no matter who they are or where they are from with respect. I come from a very diverse community in Northeast Ohio and I've always strongly believed in treating others how you would like to be treated. So for me personally, when you combine diversity and treating others with respect, it's a beautiful thing. Everyone, no matter who they are deserves to be treated with dignity.

	• One more strength of mine that I am proud of is building a good relationship with my supervisor/CT. I built great relationships with both of my observers from my junior year and I am proud to say that both of them will be my cooperating teacher's for my Student Teaching placements. They both really taught me a lot about what it means to be an educator, the type of impact you can have on students, as well as many great classroom management tools. • I am very good with planning and organization. I strive to always be prepared. • Creativity is another one of my strengths. This can be manifested in my lessons and instructional strategies. • I believe I am very emotionally intelligent and kindness is for sure one of my greatest strengths as a person. • I feel that I did a pretty good job connecting with students and beginning to develop valuable relationships. I also pride myself on being prompt wherever I go, I feel that it is very important to be on time if not early.

Section IX. Skills Survey Qualitative Results for Candidate's Self-Assessed Areas for Improvement in Field Placements

The analysis of field placement candidates' self-identified areas for improvement reveals distinct patterns in how emerging educators perceive their developmental needs. Instructional skills emerge as the primary area for growth, comprising 28.6% of identified improvements. Candidates specifically express desires to develop clearer instructional delivery methods, enhance their lesson planning capabilities, strengthen content knowledge, and better understand differentiation strategies. This focus on instructional competency suggests a growing awareness of the complexity involved in effective teaching practices.

Confidence and initiative form the second most prominent area for improvement, representing 23.4% of responses, with 31 direct mentions of confidence-related concerns. Candidates consistently express desires to develop their "teacher voice," overcome hesitation in taking classroom leadership, and build confidence in front-of-class situations. Many note the challenge of transitioning from an observational role to taking initiative in classroom activities, indicating the psychological adjustments required in becoming a teacher. This theme often intertwines with other areas of improvement, suggesting that confidence serves as a foundation for overall professional development.

Professional skills constitute 18.8% of identified improvements, with particular emphasis on time management, organizational capabilities, and preparation. Candidates recognize the need to develop more structured approaches to their responsibilities, including consistent attendance, advance planning, and the ability to balance multiple classroom duties simultaneously. These concerns reflect an understanding of teaching's logistical demands beyond direct instruction.

Classroom management represents 10.9% of improvement areas, with candidates focusing on developing effective behavior management strategies, maintaining classroom control, and handling transitions between activities. Many express the challenge of establishing appropriate authority while maintaining positive student relationships, indicating their awareness of the delicate balance required in effective classroom leadership.

Technical knowledge and student engagement, at 9.4% and 8.9% respectively, round out the major areas for improvement. Candidates seek better understanding of educational technology, state standards, and assessment strategies, while also wanting to enhance their ability to build student relationships and create engaging lessons. These areas suggest recognition of both the technical and interpersonal aspects of effective teaching.

The patterns in these responses reveal several key insights about the field placement experience. Candidates show awareness of both technical and interpersonal aspects needing development, with a strong emphasis on practical skills rather than theoretical knowledge. Many express desire for more active classroom involvement, indicating their readiness to move beyond observational roles. The improvements sought often interconnect - for instance, confidence issues frequently relate to classroom management concerns, while instructional skills link to student engagement capabilities.

This analysis suggests that field placements effectively help candidates identify crucial areas for professional growth, particularly in developing practical teaching skills and professional confidence. The distribution of concerns reflects the challenging transition from student to teacher, with candidates recognizing the need to develop both technical competencies and professional identity. Their self-identified areas for improvement demonstrate awareness of teaching's multifaceted nature and the various skills required for classroom success. Notably, candidates show particular concern for preparation and proactive skills, suggesting their understanding that effective teaching requires substantial advance planning and organization.

The prevalence of these themes across responses indicates common developmental stages in teacher preparation, with candidates consistently recognizing similar areas for growth regardless of their specific teaching context. This consistency suggests that field placements successfully help candidates identify and articulate their professional development needs, providing valuable insight for teacher preparation programs in supporting emerging educators' growth. Table 9 contains the field placement candidate's perceived areas of improvement by TPP.

Table 9. Field Placement Candidate's Perceived Areas for Improvement by TPP

Spring 2024	
Agriculture	- I did not have an internship. - utilize technology in lesson planning - explore different resources for students - improve my ability to create a supportive environment
Elementary	- Consistent classroom management - Time management - Self management - I could definitely walk around the classroom more and talk to them about what they were doing and sit with them. - Observing different students than normal - See who needs help and try to apply myself more as a teacher/aid - I could improve by staying more focused and on task with the students, letting them do things on their own and giving them space, and finally by being as punctual as possible. - Patience, engagement, readiness - Communicate any and all changes in assignments or tasks with supervisor. - Being more actively engaging with students in class. - Having a more clear goal and task sheet for supervisor to be aware of. - classroom management - being confident and giving clearer instructions when explaining an activity to students - sharing upcoming assignments with my mentor teacher

- I could take more initiative in creating a leadership role.
- I could have improve my performance by keeping a more consistent schedule, however this semester was very busy.
- I could improve my performance by building stronger relationships with my students.
- I would try to build stronger relationships, try to incorporate different methods when helping students, and spend more time in the classroom.
- Classroom management
- Backup plans
- Knowing school rules and consequences
- I believe I could improve on collaborating with other school faculty members. This could be communicating more with other colleagues at the same grade level.
- I believe I could improve on getting to know the students one on one more.
- I believe I could practice my instruction in front of the class more, so that I get more comfortable with time.
- Building confidence in front of students, learning how to step up and ask if there are more things for me to do, confidence when speaking to other colleagues
- Next semester this will be much easier bc I will be in the school more often, but picking a day and sticking it pertaining to coming to the elementary school
- Find better ways to help students what I don't have direct answers for them
- Learning better Strategies to dealing with students who don't behave well
- I could be more confident in my decisions. I could try not to get as emotionally invested. I could become better equipped with technological tools.
- One work performance I could improve on is my communication with peers. Having a good relationship with the people I work everyday making the work place a healthy environment for everyone.
- The second work performance task I could work on is being more prepared for the unexpected. When working with children and in school there can be multiple complications a day and it is always wise to have a back up plan.
- The last work performance goal I could improve on is moving at a slower pace and taking my time when working on projects, lesson plans, and grading.
- I could be in the classroom more often
- I could contribute more to lesson planning
- I could lead small group activities or lessons more
- plan better, ask to do more, take the initiative to talk more
- The first way I can improve in work performance is to learn more strategies to assist students in phonics related questions. I feel that at times I was not able to provide the best possible answer in regards to phonics questions and I need to improve on this. Second, I can improve on classroom management skills. I feel that I am still growing in this skill and will continue to improve. Finally, I hope to grow in my comfortability planning lessons. Next semester, I will have to plan my own lessons and implement them. I need to continue to study and practice this so I can provide adequate lessons to my students next year.
- Dressing professionally
- Learning more about technology
- Visiting other environments
- Be more direct with the students, give clear instructions
- Don't be afraid to help students and tell them they are making mistakes and help them fix it
- Develop a better relationship with my mentor teacher

	- I could improve on my knowledge of the school policies and guidelines, the state standards and curriculum, and my confidence in the classroom. - I get nervous when transitioning to a new topic not wanting students to talk over me, and when trying to grab their attention as they're working. - Feeling more prepared for on the spot questions. - Feeling like I am in the way/ scared of overstepping - Time management - knowledge of curriculum - Adapting to new environment - Behavior management - Confidence - Communication - Striking the balance between authority and camaraderie with my students. - Choosing materials that are on par with student comprehension. - Finding ways to help myself with overstimulation so I am able to be more present with my students. - Confidence, discipline, practice - I want to improve my mathematical performance, my workload, and my time management. - Go out of my way to connect with students more - Collaborate with my mentor teacher about my assignments better - Not hesitate to jump in when students need help - Multitasking, memorizing content standards and correlating them to appropriate time marks of the year, exploring new technologies. - First, I could improve on communicating with my mentor teacher because I was anxious about messing up her plans so I didn't discuss class requirements until last minute. Secondly, I could improve on asking more questions to my mentor teacher when I am curious on how things work. The third thing I could improve is getting to know more of the students backgrounds because I knew some of them but not all of them. - I could improve upon my work experience in the showing an awareness of my strengths and areas for development category. I could also improve the gathering of information from a variety of sources to fully understand a problem category. The last category I could improve is the display curiosity and seek out opportunities to learn more. - I could improve by working on my technology skills, my time management in completing tasks, and creating more meaningful relationships with my students. - Become more confident with the material and lessons - learn new ways of teaching-being more diverse - form a closer relationship with the students - Be more reliable and communicative, be more informed on course materials, and be more prepared for situations that may arise. - Take more innovative and not being afraid to ask to do something - Having backup materials in case a lesson does not go to plan - Communicating with families - Better communication - Better organization - Better multi-tasking

	- The top 3 ways that I can improve upon my work performance would be becoming more familiar with the grading and assessment techniques used, ask more questions when I need clarification on tasks and assignments, and lastly delivering a clearer explanation to students regarding tasks they're completing.
- Classroom Management
- Creativity
- Confidence
- understanding content knowledge, need to refresh up on it beforehand
- low confidence, finding my teacher voice, standing up in front of the class.
- Figuring out what do do in different scenarios whether it be academic or social-emotional.
- better communication
- better attention to detail
- better teaching strategies
- lacked confidence
- understand my role more
- time management
- I believe to improve my work performance I could gain more confidence during my presentations of my lessons. I could create more ways to engage students during lessons and collaborate with students on their struggles to try and help them one-on-one.
- Gain more knowledge about the content inside the classroom.
- Gain more knowledge on the timing of a classroom day, time management.
- Continue expanding on classroom vocabulary.
- Learn more about the curriculum
- Learn how to deal with parents
- Learn more on classroom management
- I think I can improve more on my getting to know students better, pre-planning lessons, and not stressing or making myself overwhelmed when there can be an easy solution.
- Classroom management techniques.
- Transition to different lessons.
- Learn more differentiation techniques.
- I can create stronger relationships with students by talking to them in settings that are not the classroom (lunch room, gym, etc).
- I can diversify my instruction and find ways to communicate with students that will get my message across to everyone.
- I can create stronger relationships with the staff at my placement school.
- One way that I could improve would be to be on time more. Another thing would be to help the teacher more. The last thing is to be there for my students and encourage them.
- Asking for help or clarification when needed, requesting more involvement other than sitting there listening the whole time, demonstrate independence in my working without consistently needing Mrs. Cassell's guidance.
- Be more confident in myself!
- Write down/collect all of the data I am learning about.
- Improve my knowledge of phonics!
- I need to plan out a schedule more accordingly so I am always present and on time rather than having to change my days.

	• I need to get better at planning lessons in accordance with student needs. • I need to evaluate my students on an individual level to get a better grasp on how to assist kids and see there growth.
English	• Seek out opportunities to actively help students while observing. Be more consistent on being in the classroom. Study the materials for the class prior. • I must continue to develop my materials and text set. I need to continue learning new technologies to create efficient materials for students. I need to continue to find strategies to reach every student. • I had a hard time learning the students' names throughout the experience. Since I was only there once a week, and students had already done their introductions at the beginning of the year, I was slacking in remembering their names. • I feel like I could have taken more initiative to talk to the students during class. A part of the reason I didn't do this was because I did not want to be in the way of Mrs. Rodeheaver's instruction. • I could have been more assistive to Mrs. Rodeheaver as far as grading goes or leading the beginning-of-class activities. • I can work on transitioning from topic-to-topic better, learn how to engage with students that aren't participating, and become more confident in front of the class. • I could become more flexible when grading, take more initiative when in the classroom, and introduce myself to colleagues instead of waiting for someone else to do so. • I believe that with experience, I can deliver clearer instructions to students. I believe that I can be more thorough with my lesson preparation. Lastly, I believe that I could build stronger relationships with the students in the classroom. • Taking a more active role in the classroom • Asking more questions • Volunteer to help with lesson planning
Physical Education	• Seek more advice from peer professionals • Focus more on formal assessment • More confident. Better time management. More activities.
Social Studies	• don't procrastination • have a more positive attitude all the time • classroom management • I think I could improve my level of content knowledge as I am still a bit unfamiliar about West Virginia history since I am from Pennsylvania. I also think I could think of how I could incorporate more technology into my instruction, and I think it would help for me to start thinking of how I can use various means to respond to behavioral concerns in the classroom. • I think I could take time to become more involved with the activities and tasks students complete. I could also branch out more from my direct supervisor (Crystal Heckman) and get to know the other teachers at the school. I also think that I could take more time getting to know individual students. • I could improve on mastering the content of each topic • Improve on using different teaching strategies • Improve on using unfamiliar technologies • I need to improve my confidence in speaking in public and in the classroom. I need to improve on classroom management. I need to improve my planning skills.
Fall 2023	
Elementary	• I can be more dependable. I can demonstrate my dedication to the job by being more timely. I can continue to learn curriculum material inside the college and in the classroom.

- seek feedback from students.
- Be more hands-on with the students learning.
- collaborate with mentor teacher more to understand students' individual needs.
- There are always things we can improve of no matter what. My first thing I could improve on would be asking for feedback from my mentor teacher on a regular basis. The second thing I could improve on would be to be more confident in my interactions with my students. Lastly, I could improve on would be communicating with teachers other than my mentor teacher to build those relationships as well.
- Try to form stronger relationships with my students, be more confident in my words and movements, and work closer with my mentor teacher and her coworkers.
- asking to do more in the classroom, getting to know my peers on a deeper level, communicating more with my students
- Working with the whole class more, learning more curriculum, and communicating confusion.
- Be more consistent in showing up on time
- Learn how to best connect with my coworkers
- Become more familiar with content being taught to better answer questions
- I feel that I could improve on my confidence, my knowledge of the curriculum, and my ability to ask others for help if I need it.
- Be more hands on, more one on one time with students, and be more confident.
- Use innovative thinking to go beyond traditional methods; Deliver clear, high-quality instruction to students; Collaborate with others to achieve common goals
- One of the most important ways I can improve is through regular reflection and self-assessment. I need to take time to review lessons, interactions with students, and classroom management. I need to consider what went well and what could have been done differently. This reflection process can help me identify areas where I can improve and develop as a teacher.
- I need to not be afraid to ask for feedback from my mentor teacher, other experienced educators, and even my students. They can provide me with valuable insights into my teaching style, lesson planning, and classroom management. Constructive feedback will help me pinpoint areas to enhance my teaching skills.
- I need to continuously invest in my own professional development. Try to stay current with research and trends in education, and implement new strategies and techniques in my classroom. This commitment to ongoing learning will keep my teaching methods fresh and effective.
- Three ways I can improve is through being less hesitant and nervous before lessons.
  Ask more engaging open ended questions for the students instead of yes or no
  Talk to students in morning more or during free time to know each of them better
- Initiative
- Confidence
- Leading
- Working on something I need to work on is knowledge of content materials, gaining more confidence / finding my teacher voice as well as work on not making mistakes when doing papers sometimes.
- Spend more time in specials
- Be more of a supervisor than someone to play with at recess
- Look into different classrooms like sped
- I could improve on my work performance by asking to observe the students in specials. I have been taking many classes that focuses on the importance of incorporating the arts into the general education classroom but seeing the teachers of the arts in action can hep build on the arts education schema. Another way I can improve on my work performance is building relationships with more than just my mentor teacher. I feel like in most conversations and group discusses I stay in my mentor teachers shadow but taking the time to contribute will help build my

professional confidence with my peers. The last area I feel like I could improve on is the fifth graders interest. Taking the time to read the books they're reading as well as watch the shows they're watching can help me connect with them.

- Anxiety
- Confidence
- Getting enough sleep so I am not tired by the end of the day
- Learning how to discipline young children in a nice way
- more confidence in commanding the classroom, organizing the curriculum, and staying creative and enthusiastic
- Three ways I could improve my work performance included taking notes while observing to help remember experiences I can reflect on, collaborate with other students teachers, and collaborate with mentor teacher to create a lesson.
- Learn to work more hands on with students.
- Use more/new resources
- More time working one on one with students
- Be more understanding
- Make a schedule
- Stay on top of work/ assignments
- The most important way I can improve my work performance is getting more familiar with the curriculum that is being taught.
- The next skill I believe I can improve upon is my ability to jump right into lessons without knowing ahead of time. Teaching on the fly essentially.
- The next way I think I can improve is how I explain topics to kids. I need to get better at using their language or words that make sense to them.
- I could ask more questions about the logistics of what teachers do outside of teaching (dealing with behavioral issues, parents, etc...)
- Do more research on strategies that might help more difficult students want to be motivated with their schoolwork
- I could work more closely with small groups of students so that I get more of a feel for teaching groups, not just 1 on 1
- Confidence
- Create a detailed schedule
- Being open to creating goals
- Be more clear and concise when giving instruction. Learn to better with time managment. Be more organized and create a better ability to multitask.
- I believe the most important things I can improve upon my work experience is my confidence, lesson planning (I don't have much experience), and actually teaching a class (I have no experience).
- The first way I could improve my performance would be to ask more open ended questions when helping students, attempt to apply more theories when working with students, and feeling more confident in the actual content I am helping students with. I feel that these are all things I will improve on with time and practice.
- I could prepare more lessons, take more initiative, and brush up on material
- I could take more initiative, I could observe the students more closely, and I could demonstrate a better understanding of curriculum.
- The top three ways that I could improve upon my work performance would be being able to adapt quickly to new changes, being more open-minded, and continuing to meet my goals.
- I could be more engaged with the curriculum the students are learning
- I could be more patient with the students
- I could be more supportive to my mentor teacher
- Learn better class management techniques
- Gain familiarity with more content knowledge

	• Plan additional activities to complete with students, even if I don't have to • In reflection of my performance thus far, I could improve upon finding different ways to convey information to students, delve deeper into the curriculum to better support students, and develop a variety of strategies to multi-task. • Become more involved in the environment, offer assistance in areas • Developing my personal classroom management • Have more details when taking notes • Take initiative to assist in all aspects of the classroom • Gain comfort in classroom setting, learning/ practicing new strategies to apply in my teaching, learning/ practicing classroom management
English	• I could take initiative to be more active while observing, create and stick with a consistent schedule, and ask questions when I'm confused. • I could actively participate more • I could ask more questions • I could interact a little more with students • I could have made more of an effort to involve myself with the students in the classroom. • I could have gone into the placement with more confidence. • I wasn't always consistent with the times I would come into the middle school, due to my commute and not having a car. There were some mornings that I accidentally woke up late. • I will try to learn more about the software that Mon County schools use, try to involve myself more in the classroom, and take initiative a little more. • I could have communicated better with Mrs. Beatty. She did say I could come in on any day during the week so I did not come in consistently on one day of the week; I would jump from going on Mondays to Wednesdays. I did email her at the beginning to tell her when I was coming, but she always said that I could come whenever so I just stopped emailing. • I could have interacted with the students more. It was hard to do this when I was just to sit and observe. I didn't know the appropriate time to insert myself so I didn't step on any toes. • I could have read what the class was reading so I could see how their discussions evolved. This was hard to do along with my personal classes and lack of resource, but I could have done it. • I can work on instruction delivery. I can become more flexible as students do not understand some material. I can work on slowing the pace around areas of emphasis. • I think I could learn more about the public school system, accommodations, and how to use certain online programs.
Math	• I could improve upon my work performance by feeling more confident interacting with the students, by building better relationships with the students, and by increasing my communication with my mentor teacher.
Science	• The top three ways I could improve my work performance is by planning farther in advance for lessons, collaborating more with peers, and doing more research on different teaching approaches. • Meticulous record keeping would be helpful in maintaining a rigid timetable. Checking email at a higher frequency would improve quality of communications. Entering data immediately would improve quality of generated information. • Confidence when presenting information to students • Classroom management • Slowing down when speaking and explaining things clearly • Given the limited time with the specific students I was teaching , my lesson to, I could have worked harder on builder a stronger connection with them so they would feel more comfortable presenting their project. I could have prioritized tasks more so teacher could have details of my topic a bit earlier. I speak quickly, so I could work on slowing down my words so students can understand me more clearly.

	• Provide more descriptive instructions without stuttering or being all over the place. • Rehearse my lesson a little more to reduce the errors I have in the actual classroom • Putting my foot down a little more and trying to gather the students attention when they focus away from the lesson • Completing things more on time, including accommodations for students, and communicating more efficiently • Time management and preparation. • Extended research using multiple resources. • Providing options for feedback. • I wish I was more prepared for the actual teaching section of this student observations. I submitted all of my tasks on time, but wish I would have completed them earlier to insure better preparedness. And overall come to my professor when their is a problem as soon as possible.
Social Studies	• Spend more time with students, to work on building a teacher-student relationship of trust Give instruction with more confidence. The more time I spend in the class the more confident I become. Improve my communication with students. let them know when I made a mistake etc. • Time Management - I could drastically improve my work performance if I get better with my time management. • Student engagement - I believe my work performance would improve if I were better at getting and keeping students engaged. Students were always on task, but never fully invested in the content. • Activity Creation - I think that the activities that I create for students could use some improvement, not that the activities I've made are bad, but that I tend to make very similar activities and would like to be able to make activities that vary more. • I could improve myself to make clear instructions for students, become more adaptive to technologies that I am not familiar with, and be more proficient in working in a fast-paced setting, such as the classroom. • I think I could've been more involved with interacting with students, asked more questions in regard to classroom management, and taken more insightful notes of my observations. • To improve upon my work performance, I could connect better with students, complete more tasks if given by CT, and assist students struggling in different work activities. • Be willing to be more communicative/not as shy, integrate more technology
	Spring 2023
Elementary	• I can start out by being able to come out of my shell sooner than later, I can absolutely work on my confidence, and keep working on my procrastination • Become more confident in my role as an educator Admitting when I need help Being better prepared • I think that I could improve on my work performance by working on my classroom management skills, time management, and initiative. • Although I was a guest in the classroom, next time I would like to jump in more and not feel like I have to ask. I would like to be more of an asset in the classroom, for example pulling a small group at each and every visit. I would also like to familiarize myself more with the content standards. • I feel that there is always room for improvement regardless of how well I'm currently doing. • The first way I can improve is with classroom management, in terms of getting the students to listen to what I'm saying. This is something that I have been working on and continue to improve myself with. I want and need students to take me seriously when I am giving instruction or telling them to line up, for example. To improve on this I have been working more on projecting my voice, and making sure students understand if they did something wrong by pointing it out to them so they know that it's not ok to do in school. I don't want them to think that they can get away with doing things that they aren't supposed to do in front of me.

- The second thing is working on my confidence when teaching lessons. I would say that for the most part I come off as confident when teaching lessons, but I feel that sometimes I am a little unsure of myself, which is something I don't want my students to notice while I'm teaching.
- The third thing ties into what I said earlier about classroom management. I need to and am working on being more firm with my students. I feel that they only see me as someone who is "too nice", which the students could take that as someone they can misbehave around more. This is something I greatly want to improve on, as teachers are more than just nice, they need to be firm and speak up when students are not doing what they need to. Especially with being placed with 5th grade for the upcoming school year, I need to learn this skill so that I am not treated poorly by my future students.
- Confidence
- Being properly prepared
- Planning ahead
- I could improve my teaching by taking more initiative to jump in with the students and the classroom overall. I think it would help me with my confidence overall!
- being more confident in teaching whole group
- being more prepared in lesson planning
- knowing what to do when it comes to injuries and sickness (send to the nurse)
- Learning the grade-level standards.
- Walking around and being more involved in the class.
- Learn different strategies to teach students.
- confidence
- preparedness
- answering questions
- Be more outgoing.
- Try new things.
- Have better class management.
- classroom management, voice projection, knowledge of standards
- Have 'fake it till you make it' confidence
- Seek out more opportunities to learn
- Become more familiar with new technologies
- I can focus on students who are willing to learn, I can learn more about the curriculum outside of the internship/school hours, and I can continue to ask questions to my mentors.
- Getting tasks done on time, use clear instruction with students, and understand curriculum better.
- Understanding Standards
- Learning more about Technology
- Interpreting Data
- Organizational skills, multi-tasking/directing attention, confidence
- Firstly, I could improve on how I deliver the instruction to the students. I need to work on the quality and flow of the instruction. Secondly, I could improve my knowledge of curriculum material/take more time to interpret data/gather information to fully understand a problem. Thirdly, I could take more time to understand the technologies and computers used inside the classroom.
- Gain more confidence in teaching.
- Utilizing learner first language more often

- Gaining more familiarity with the content ahead of time.
- Confidence talking in front of a group of students, classroom management, communication with mentor teacher
- Communicate clearly
- Teaching with clarity and having strong background knowledge
- Asking for help when needed
- I could improve my work performance by asking more questions, admitting when I need help with something, and improving my time management.
- More experience giving instruction
- More experience managing a classroom
- Becoming more confidence in my abilities
- I am easily distracted by the students' stories, never to the point of missing instructional opportunities, but at the expense of quietness in the hallways especially. I feel like I am in the way a lot, or stepping on someone's toes, which comes at the expense of being helpful in certain situations. Sometimes I feel as though I am too permissive with the kids, but I think that goes along with not wanting to disrespect my mentor teacher or step on their toes by doing something in a way that they do not see fit; like giving a consequence that they do not agree with, or something like that.
- classroom management, be over prepared, and know when to walk away and ask for help.
- Understanding more about the various assessments that students complete on their computers
- Doing more running records and small group reading groups
- understanding the grading system as a whole more overall
- Ask more questions.
- be more confident
- gaining students attention.
- Familiarize myself more with the standards they're learning.
- Jump into activities or lessons in the room more, without having to ask.
- Express my opinions and ideas to placement teachers more, and not be afraid to.
- Time management, better organization, and being better at multitasking
- I believe I could improve by working more with students and understanding their thinking. Knowing more about the content I am teaching.
- Learning new strategies to help students.
- Have confidence
- Classroom management
- Not being afraid to discipline
- Classroom management skills, redirecting students, and implementing group lessons
- I could work on more class management skills, more ways to present lessons, and confidence.
- Go out of my comfort zone.
- Be more confident in my teaching.
- Time management when teaching lessons.
- learn to understand technology more well, learn to multitask, and communicate more
- Improve my ability to clearly get my thoughts/directions out. I need to take my time and think before I speak

- Improve my ability to stay focused as other things are happening around me. I need to focus in on the task that I need to complete without worrying about things that are being handled by someone else.
- I need to make decisions more clear. Sometimes students ask me a question and I am scared to make a decision, but I need to be more confident in making decisions.
- Being more confident in the class room
- Getting out of the box and being more creative
- Not being afraid to use my teacher voice
- I could improve upon my work performance by educating myself more, discovering new material and content, and be more confident.
- Something I can do to improve my work performance is try to be more organized at the start of the year. I was a few weeks in when I got my information organized.
- I need to have more confidence in myself when working with the students.
- I take a while to warm-up or come out of my shell.
- take more initiative
- work with more small groups
- finding the balance between being a friend and a teacher in the classroom
- My biggest area to work on is my confidence when leading class, transitioning between activities, and disciplining.
- I would also like to continue to grow my content knowledge, especially with literacy/phonics.
- I would also like to work on my ability to respond to student thinking in real-time without using the same basic responses (Don't just say 'great response!' every time) .
- Take more initiative to ask to participate in teaching, Enter my hours in a more reasonable time period, Communicate more with my teacher
- Asking more questions, getting even more involved, and coming up with new ideas to include in the classroom.
- take more initiative
- do more than expected of me
- review standard and material for grade level
- redirecting students in an efficient amount of time
- making sure tasks I create are cognitively demanding for preschool level
- managing intense behaviors of students
- Improve the length of activities completed with children. I notice to finish things quicker than I should.
- Be less shy.
- Speaking up/asking more questions
- Develop a better understanding of standards and content knowledge. Gain confidence in lessons that I make and executing them effectively and clearly. Become more familar with other types of technologies and how to use them correctly for instructional purposes.
- I think the top 3 ways I can improve would be to have more initiative to be more involved, access more plans before the week so that I am more prepared for lessons, and to manage my time better.
- being more confident in my abilities
- working to understand how to modify and adjust lessons
- forming closer relationships within the school community/putting myself out there
- Ways in which I believe I could improve upon my work performance include, but are not limited to:
- Having more confidence when addressing a whole group

	• Being prepared for any changes/being flexible when lessons do not go according to plan • Taking student feedback on what they want to see in the lesson I teach them • Familiarize myself with the content being taught to students. • Create relationships with other educators/admin in the building. • Get a better understanding of how to help diverse learners. • I could improve my work performance by anticipating challenges and preparing for them, study the material more that will eventually be given as student instruction, and I need to work on my abilities to use diverse technology in the classroom. • I think that I need to become more confident in the classroom and work on my classroom management skills. • I think that I need to become more familiar with curriculums and standards along with ways to engage students when it is clear that they are uninterested. • I think that I need to work on my organization skills as well as the ability to multitask in fast paced environments. Because I am just starting, when teaching a lesson I am often thinking about what I am doing but next year I want to work more on focusing on the student's thought processes and how they approach assignments. • I can improve by asking of there is anything I can help with, build my confidence while working in small groups, and stepping up to help even if I am not asked. • I could improve by anticipating student engagement/responses, asking more questions, and being more confident. • Confidence • Knowing Curriculum • Ask questions • I feel like sometimes I may move a little too fast paced. • Continue to work on my teacher voice. • Practice incorporating various standards into a lesson. • I feel like I can work on everything. • I could have improved by asking more questions. I could have lead the class more. I could improve on my classroom management skills. • motivating students, engaging the students during lessons, and improving my knowledge. • Learning more ways to use and collaborate with technology resources. • Understanding lesson goals and standards. • Find better ways to complete observations and note taking. • Classroom Management - I feel that I struggle with managing a classroom at certain points. I know I need to be walking around the classroom at all times to make sure all students are engaged and off their phones. I struggle with this because some students do not want to do their work unless I stand near them which adds a little pressure to get their work done. • Preparation - I feel that some days I really struggle with preparing for my classes. Some days I feel good going into the week with all my materials ready for class and then other days I feel behind. I could improve by planning more effectively. • Content Knowledge - I feel that for especially horticulture I lack the knowledge needed to teach the students effectively. Sometimes I feel stupid if I don't know something in that moment even though I am trying to learn more. • I feel that I need to work on my planning and making sure that I stay on top of paperwork and grading. I feel that I need to continue to develop my knowledge of certain contents. I also feel that I can work on my control and discipline of the classroom.
Math	• Show up 20 minutes earlier instead of 10 minutes, give advice to better ideas, and work hard all the time. • Time management • Setting myself up as an authority figure so the students respect me

	• Team work with my teaching partner
Science	• I could work on making sure my delivery is more clear and my time management. Another thing I could improve is asking for help when I'm stuck and utilize my group mates more!
	• I want to find more ways to encourage student discussion.
	• I wish to further develop objectives to make them more ambitious.
	• I wish to further improve group communication to work more in advance of due dates.
	• Complete student engagement
	• Effectively using student feedback
	• Time management
	• This work-related experience involved creating and implementing two one-day lessons in a high school. I could improve upon the delivery of the lesson and building better connections to the students.

Section X. Skills Survey Qualitative Results for Candidate's Self-Assessed Areas for Improvement in Clinical Placements

The analysis of clinical placement candidates' self-identified areas for improvement reveals several key themes, with notable shifts from field placement concerns. Professional Growth emerges as the dominant area for improvement, comprising 37.8% of all mentions. This category includes a strong focus on developing teacher identity, building confidence (28 specific mentions), and advancing professional competencies. Candidates show increased awareness of the need for continuous learning and development, particularly in areas of pedagogical expertise and professional decision-making.

Instructional Skills represent 20.4% of identified improvements, focusing more specifically on sophisticated teaching elements than in field placements. Candidates cite needs to improve content delivery methods, develop more engaging lesson strategies, and enhance their ability to explain complex concepts. There's particular emphasis on developing clear instructional language and improving the quality of student-teacher interactions during lesson delivery.

Planning and Organization closely follows at 20.0% of responses, with candidates showing increased awareness of the importance of systematic preparation. This includes more sophisticated planning concerns such as curriculum mapping, long-term planning, and creating backup plans for lessons. The focus has shifted from basic time management to more complex organizational challenges inherent in full-time teaching responsibilities.

Classroom Management represents 13.5% of improvements needed, but the nature of these concerns has evolved from field placements. Rather than basic management skills, candidates now focus on more nuanced aspects such as transitioning between activities, maintaining consistent expectations, and handling specific behavioral challenges. There's greater emphasis on preventive management strategies rather than reactive responses.

Technology and Resources account for 5.8% of mentions, with 12 specific references to technology-related improvements. Candidates express desire to better integrate technology into instruction and become more proficient with educational platforms and tools. This reflects growing awareness of technology's role in modern teaching practices.

Differentiation emerges as a distinct category at 2.5%, though this relatively low percentage may underrepresent its importance, as differentiation concerns often appear embedded within other categories. Candidates express need to improve their ability to modify instruction for diverse learners and create more inclusive learning environments.

Key Evolution from Field to Clinical Placements:

1. Focus has shifted from basic competencies to more sophisticated teaching skills
2. Greater emphasis on long-term professional development and growth
3. More specific and targeted areas for improvement within each category
4. Increased awareness of the complexity of teaching responsibilities
5. More emphasis on proactive rather than reactive improvements

Notable Patterns:

- Candidates show more sophisticated understanding of their professional development needs
- There's greater emphasis on systematic improvement rather than immediate skill acquisition
- More focus on student-centered improvements rather than personal comfort levels
- Increased attention to curriculum knowledge and standards alignment
- Greater awareness of the need to develop sustainable teaching practices

This analysis suggests that clinical placements foster more sophisticated professional self-awareness among candidates. Their identified areas for improvement reflect deeper understanding of teaching's complexities and greater focus on student learning outcomes rather than personal performance concerns. The shift from basic skill development to more nuanced professional growth indicates successful progression through the teacher preparation program. Table 10 contains the clinical placement candidate's perceived areas of improvement by TPP.

Table 9. Clinical Placement Candidate's Perceived Areas for Improvement by TPP

Spring 2024	
Agriculture	- Time Management, Learning to Teach NOTCI Material that isn't currently covered in our Content Standards, develop new ways to teach the same material to help retention come easier to students.
Elementary	- Confidence, energy, new ways of thinking - The first area in which I could improve on is confidence. The more I teach the more confident I will be. I believe this weakness has gotten better over the past months but I could always work on being more confident. The second area is to familiarize myself with the curriculum. I would like to know more about the content standards and the expectations that come with that. Lastly, the area I would like to improve on is not being so hard on myself. I want to strive for perfection and when I fall short I'm hard on myself. Those are 3 areas I would like to improve on and I believe that those can easily be fixed with more experience and time in the classroom in the future. - The top 3 ways I can improve are to keep students engaged in lessons and activities, explicitly understand lesson material, and monitor whole class behaviors.

- time management
- experience
- communication
- I could manage time better, ensure that I am entirely comfortable with lessons before beginning them, and check understanding with students in more ways.
- Classroom Management
- Creating more ways to differentiate
- More confidence
- Classroom management
- being prepared
- bonds with students
- Ensuring all students are actively participating.
- Comping up with multiple ways to teach something to help teach students who may be struggling.
- Disciplining students when necessary.
- Communicating well with others (peers, supervisors , or coworkers)
- Participate more in meetings, plc, or ideas.
- Differentiation
- Differentiation, technology, and curriculum
- Including more cross-curricular activities
- Planning further ahead of time/time management
- Broader knowledge of curicculum standards throughout different grade levels
- Students not taking me seriously as a teacher -Set expectations with students early on to show them that I am in charge
- Managing and handling behavior in the classroom -Try to stop things from snowballing into bigger things
- Have more hands-on with their learning- Make the lesson more engaging for the students
- Planning
- Management of other students when in a small group
- Fluency in technologies and technology-related programs
- I could improve by planning further ahead with flexibility to develop a consistent and meaningful timeline.
- I could organize my information better as to not forget valuable information or ideas.
- I could review content more to be familiarized with what I am teaching.
- I could improve my work performance by improving my classroom management skills, organization skills, and asking for help when needed
- Confidence
- Expanding conversation during teaching
- Being creative within lessons
- Become more familiar with the technology used in the classroom, become more confident in the materials being taught, express myself more clearly.
- Learn the curriculum to a better extent.
- Improve on making sure all students get the support they need.
- Improve on communication.

	- Better content knowledge, clearer communication of content, more deeper level questioning
- Knowledge of curriculum
- Timing throughout lessons
- Classroom management
- Classroom management (not that it's bad, but I feel I could definitely improve)
- Knowing how to handling some disruptive/misbehaving students
- Knowing how to best resolve some conflicts between students
- Document everything, preplan an outline schedule for the full year, seek out professional development opportunities, and classroom management.
- Get better with the school's technology resources
- Look more into curriculum and be better well informed with it
- Discover and learn other topics to engage students with
- Take more initiative in building routines, create more detailed plans, and showing up earlier in the morning to allow for more daily planning time.
- I believe that I could improve my work performance by collaborating more with other educators to build my knowledge, set short-term and long-term goals to improve my teaching, and explore more classroom management skills.
- quit second guessing myself
- be more confident in my teaching
- stop worrying about what others think about my teaching(to an extent)
- Transitions to different subjects
- Differentiating instruction for higher level students
- Classroom management
- Have extra tasks ready if the lesson takes less time than expected.
- Work with the team to come up with different ways to teach lessons.
- Work more on classroom management.
- Understand curriculum
- I need to get better with forming instructions, communicating goals, and time management.
- I hope to improve in my ability to plan for and teach reading materials that meet the specific needs of all of my students.
- Ask more questions, seek out more community based opportunities, and seek out more classroom management styles and ideas.
- Time management skills, make sure all students are focused and paying attention when teaching, speak up always.
- Curriculum knowledge, procedures for maintaining clear and respectful communication pathways with guardians, integrating outside resources into the classroom.
- Some things I feel I could improve on is my confidence within the material I am teaching, finding my voice within the classroom, and finding new ways to reach students.
- think more outside of the box when developing new material
- gain more knowledge and understanding of the state standards
- organization and planning
- I could continue to improve on my classroom management, ability to use different apps, and incorporate more technology use in my instruction.
- Gain more confidence

	- Incorporate more technology - Become more familiar with content. - I could improve my work performance by procrastinating less, improving my knowledge of technology, and by being more confident in my abilities. - Plan more activities for my advanced students. - Offer more hands on activities for my students. - Give my students more free choice. - Classroom management - New use of technology - Deeper curriculum understanding - Out of the box lessons - Family engagement - Consistency with consequences - I could improve my communication skills w/ parents, students, & teachers. I get flustered sometimes & don't know how to word my thoughts, so it can come out confusing. Also, I could improve or better my content knowledge about the topics I teach. Lastly, I know I can improve on lesson planning & getting ready for the weeks to come. - I think I could work more on becoming more familiar with the content (especially math) before teaching it fully. Although I know the content, I am still learning more about how 4th grade solves problems differently than how I learned it.
Math	Being more organized, Changing delivery of material, Being more comfortable teaching to my first period of the day when it is a new lesson
Physical Education	- Have a better understanding of technology - Communication skills - Listening skills
Science	- I think I could take some more time preparing for certain things, especially labs. I also think I could improve my organizational skills, my desk is messy very often. I also think I could be a little better with keeping students up to date with things and making sure deadlines are firm - I was a bit too lenient at times. - Being more prepared with content areas I'm not as well versed in, implement more ways to build appropriate and encouraging student relationships/community with one another as well as with myself, build/learn more ways to handle various classroom behaviors (specifically more challenging ones). - Personal time management. - In class time management - Not getting sidetracked. - having big picture of content in mind - challenge students intellectually in an accessible way - build students confidence in science thinking - I think my classroom management skills could use some development. For example, quieting a class can be challenging. My ability to explain or verbally instruct on certain topics could also use some work. Some things are easy to communicate clearly, and some are really challenging still. I also think my content knowledge will always be changing because science changes and the standards will change over time. - Classroom/Behavior Management - Time Management - Grading

Fall 2023	
Agriculture	• Work on time management skill, multi tasking, understanding and responding to feedback
Elementary	• Classroom management, upbeat attitude, multitasking • Classroom management, being extremely familiar with instruction material, and knowing the end goal of each lesson taught. • Work on classroom management. • Come up with different ways to explain something. • Different strategies to gain students focus and attention. • Classroom Management • Being more prepared for a lesson • How to respond in certain situations • Fast communication- I struggle to communicate when I think lessons didn't go right, and it takes days before I'll ask how I could do better. I need to be able to ask questions when they are relevant and the answers can help me. • Attention getting- I feel that my tone of voice is too strict when I raise it and I often think of using a chime too late. I think having more times where I have the opportunity to be the one "in charge" will teach me to keep the chime near me. • Planning- I've always liked to do work at the last minute and think on my toes when possible. This is something that doesn't fit with my work goals, and I plan to think ahead more often, whether that be writing down my plans, or simply thinking about how I will do or respond to things in the future. • I can get better with time management within my lesson planning, I can get better at communicating my instructions with my students, and I can get better at multitasking between two jobs. • I could improve on my consistency when addressing behavior, effective communication during lessons, and practice using new technologies. • Note-taking, paying attention to the detailed curriculum, and better transitioning • I think that I could do a better job with planning and creating my lessons. • Work more to familiarize myself with the standards for the entire year. • Reflect on my teaching after each lesson (ex. what I did well, what I need to work on, what worked best for the students, etc.) • Going through the content standards and making sure I understand what each of them means. • Building confidence in myself when teaching curriculum to students. • Ask my mentor teacher what I can do better to improve as a teacher. • being confident when teaching • classroom management with the students • getting the students to respect me as a teacher • I need to improve my classroom management skills by reducing the amount of time I spend speaking to students and instead having them follow directions and modify their behavior directly. • I need to productively plan and communicate my plans in a timely manner and ensure that all individuals that require access to plans are up-to-date. • I need to improve my ability to respond to student thinking in real-time during instruction time, especially mathematics instruction. • I think that the most important thing that I can improve on is classroom management. I want to come up with more strategies to control students as a whole. Second, I'd like to work on transitions in between lessons. I think that working on the transition will allow for a more smooth learning environment. Finally, I'd like to improve becoming more confident in the classroom. I think with time and experience this will come but I'd like to be able to feel like I can make mistakes and not beat myself up over little things. • time management

	- organization
	- ommunication.
	- Better understand the technology being used in the classroom
	- Better understand the curriculum being taught
	- Better delivery of instruction to students
	- understanding standards, classroom management, confidence
	- Having clear instructions
	- Better planning
	- Punctualiy
	- Learning more about different curricula that are used, deepen my knowledge about classroom management, and learn different ways to best differentiate lessons based on my students' needs.
	- Three ways in which I could improve include having more confidence when teaching whole-group lessons, time management, and finding multiple ways to explain a concept to students who may not understand.
	- I could practice teaching the specific subject before I lead the lesson, follow through with classroom management, and make a calendar for time management.
	- Confidence in whole group instruction, classroom management skills, keeping time
	- Planning / preparation
	- Self-evaluation and reflection
	- Classroom management
	- Organization
	- Procrastination
	- Stress management
	- I could improve my work performance by brushing up on the social studies/science content, time management while teaching, and walking around the room while the students are participating an independent/quiet learning activity or task that I am teaching.
	- classroom management, time management while teaching, transitioning to the next thing
	- Classroom management
	- Curriculum creation
	- Differentiated instruction
	- Finding multiple ways to assist the students when they need help, rather than trying to communicate only one way with them.
	- Be more stern with the students so they don't take advantage of me being in the classroom with them.
	- Be more confident with myself and teaching while in the classroom.
	- Learning all of the assessment platforms and acclimate myself with giving these assessments.
	- Analyzing test data: understanding the test itself, how to read the data, and how to interpret that data to be used in instruction.
	- Set goals for growth using the evaluation forms provided by the university.
	- Learn to use new technology
	- Work on my classroom management strategies
	- work on becoming more flexible or good under pressure

	- When it comes to improving on my work performance, I think that I could become more confident. I think that I need to find my voice and use it to my advantage. I also think that I could be more collaborative and use my resources to benefit me. The last think that I could become more connected within my teaching. I think that I can work on really getting the students involved and making them more engaged within my lessons.
	- I think that i could definitely improve on my classroom management skills. I often am not confident in my methods of discipline and would like to research about different behavioral management methods that will work best for me when I get my own classroom.
	- I would like to improve on my confidence in the classroom especially when teaching whole group lessons.
	- I think that I could improve on my technological skills/knowledge. There are so many great resources and I need to learn how to use them to my advantage.
	- Delivering clear instruction to student
	- Classroom Management
	- Confidence
	- Taking initiative, planning assignments, learning students backgrounds more.
	- I think the most important thing for me to improve on is giving clear and direct instructions, specificly when talking to students. Sometimes I start talking without thinking which causes me to jumble my words or make something seem more confusing. I also need to improve my ability to manage a small group of students so that they are all engaged not only with the task, but also with their learning and thinking. Another thing I need to improve on is reading small groups and finding materials to use in reading small groups.
	- Be more confident in myself. Ask to jump into teaching more. Participate more in whole group instruction.
	- I could improve my work performance by becoming more proficient in the content I teach, I want to improve my ability to deliver clear, high-quality instruction to students, and I want to improve my proficiency in using technological applications.
	- More, Higher-Cognitive Lessons
	- Time Management with lessons
	- Student work feedback
	- I can work on timing for the lessons I teach, I can work on finding new ways to teach a problem if one way students do not understand, I can improve by knowing when to start something without asking.
	- The top three ways I could improve my work performance would be to become comfortable and confident managing students in the classroom, to discuss with my mentor teacher how to differentiate my lessons and instruction in the classroom to accommodate all learners/ ask for feedback and suggestions for improvement, and to familiarize myself with the technology in the classroom, such as using the Promethean board without asking for assistance.
	- Top 3 ways you could improve upon your work performance is being more confident, working on grabbing the students attention, and preparing.
	- I could improve my communication, time management, and technology skills.
	- I could improve by being more confident in classroom management, finding different ways to keep students engaged and being clear in my instruction, and taking initiative inside the classroom.
	- I could improve on learning and understanding different strategies when teaching math, asking more inquiry based questions, and classroom management. I could improve these by researching more about what I'm teaching, really listening to what students say and asking advancing questions in return, and find what management strategies work for the current class
	- develop a deeper content knowledge
	- practice management and whole group presenting
	- work on utilizing effective language for instruction

	• I would say the first way I could improve is by classroom management. I've noticed that as I'm teaching more in the classroom, the students respond better when I use management techniques. However, it still feels like a struggle at times, and they still respond better to my mentor teacher than I (which is only natural, but I'd still like to be treated with the same respect they have for him with me). • Secondly, I need to work on planning my lessons more out in advance. While this is something that I do well from time to time, I need to be more consistent with that. Occasionally, I've found myself the night before I teach planning things out, which is simply not feasible for me when I am student teaching full-time. • Finally, an improvement of mine is that I don't always feel confident in my teaching, and am particularly nervous about subjects that I have not taken over teaching yet. Though, this will definitely get better over time, I'm sure, whenever I start teaching more subjects. • I could improve on my classroom management skills, fully understanding curriculum/delivering clear instructions, and transitions
English	• Show more confidence in my instruction, work on strategies to grade things other than quizzes, and figure out my position while being there (how do I fit into someone else's classroom?). • I could improve upon my work experience by communicating more consistently with my University Supervisors, by creating a larger personal library of teaching material, and by collaborating with other Student Teachers more often to hear about what is working for them and use this to develop my own skills and knowledge.
Social Studies	• Time management with lessons, building stronger relationships with students, be more confident in delivery of lessons • Confidence • Thinking of different types of lessons/creative lessons to teach • Assure that every single student is taken care of at all times • spend more time prepping having more students to do,Be more creative overall and time management as far as content creation and grading. • I think that I could improve upon my time management skills. This applies in terms of arriving on time, as well as utilizing my classroom time to its fullest potential. Another way I could improve would be to spend more time outside of school preparing for the next day or for upcoming lessons. • Having ALL assignments have a clear and relevant purpose (developing skills, understanding content in different method, etc.), clarity of instructions (word choice, the language used in my directions given verbally or written), and time management with lesson planning and creating activities (creating samples of projects, having questions prepared for student discussions, etc.) • I could work on my content knowledge. World history is definitely not my strongest topic. I could work on how to interact with the kids a little better. I also need to learn ways to keep from falling into a pattern with my lesson plans. • One way I could improve upon my work performance would be to gather a deeper understanding and confidence of the content knowledge. A second way I could improve upon my work performance would be to ensure student engagement, especially for those who lack the motivation and work ethic. • A third way I could improve upon my work performance is to implement more effective classroom management strategies • The first way I could improve my work performance would be to have less going on in my life outside of school. I work nights so with this in mind, teaching during the day and working through the night is tremendously affecting my teaching. This is something that I cannot avoid. • The second way that I could develop my teaching would be by having better discipline in the high school setting. In middle school it was much easier to discipline students. In high school I still do it but it is just a very fragile relationship. One time of discipline could totally disengage a student and I am actively pursuing ways to get better at this while also not losing the engagement of a student. • The final way would be to be more consistent with when I arrive to school. My CT instructed me to arrive at 7. Many days I get to school around 7:05-7:10 depending on traffic. Those couple minutes would make a significant change in my practice. This also coincides with my schedule. Overall I just need more sleep as a whole.

	- I think one of the biggest areas of focus still for me as an educator is my clarification skills. There are still many times where students are unclear with what is wanted and expected from an assignment, so clarifying instructions so students can complete the correct task is needed. - The next is where I get my information from. I get all information needed for class instruction off of trusted websites, but expanding the variety of them is needed to explore different points of views and perspectives of history. The final skill is trying to find innovated ways to display the content, because if students are not interested with the work or doesn't make them work super hard, the purpose is lost as the student most likely doesn't care as much. - A better understanding of content, Giving clearer directions, and keeping students on task.
**Spring 2023**
Agriculture	- Communication when I need help - Rewording items when kids get confused - Fully being prepared- I always had the idea but could have prepped some more - I definitely need to improve in the areas out submitting work on time and time management, as well as, open mindedness - Quality of projects/hands-on learning experiences for students, Dealing with chronic absences, Working with IEP students - Time management: work was always submitted on time, but I would often wait last minute to complete lesson plans. - Staying on the original lesson topic: I would often scatter to other topics that were similar to the main one but not exactly. - Get to know my co-workers more: Little talk outside of the duties of the job was experienced. Obviously, because of the environment we were in, I would've liked to talk about stuff outside of work with them and had the time to do so. - The top 3 ways to improve my work performance include, providing rubrics for all projects to support the grade I give, analyze data more often to determine if students are learning, and continue to improve my clarity and questioning. I also should write down my reflections based upon the lessons I give. - Seeking help, adapting to change, using feedback - The top three ways that I could improve my work performance include asking for help/guidance when needed, quicker adaptability, and have more clarity. - Three ways that I could improve my work performance would to be better prepare in advance, ask for help and guidance when needed, and better applying myself. - Improve direction giving, improve on classroom management, and improve on classes I'm not as comfortable with. - Time management skills - High detailed information - More diverse lesson plan development.
Elementary	- Ability to take criticism and apply it in a way that is positive. - Getting all lesson plans ready on the Tuesday before the weeks it's due. (Typically I'll have them all completed Thursday) - Confidence in my abilities 3 weaknesses, that I have been working on to improve are taking initiative with in teaching, communicating needs and ideas in a clear manner, and classroom management. - being clear and concise during instructional times - consistently be organized - prioritize more important tasks, rather than setting a blanket level of importance on all tasks - Classroom management is something that I struggle with in terms of how to handle certain situations that arise in the classroom. I would like to implement more hands-on activities, but I have a hard time creating the activities to do. Being able to stay on task with the work. There are times that we will get off topic and I have a hard time redirecting their thoughts in order to move on with the lesson.

| | I could improve my work performance by continuing to advance my knowledge of the curriculums and materials through exploration and collaboration with others who are more familiar with the material than I am. I could improve my work performance by continuing to work on exploring systems that can aid me with multi-tasking more effectively (such as reminder systems, charts, etc.) I could improve my work performance by continuing to focus on time management of lessons, including seeking other teacher's advice for planning out time for certain activities. Better technology management Have better understand of different computer programs Classroom management planning lessons far in advance taking initiative of new opportunities time management I could use more experience with assessment. I could improve my classroom management. I need more experience with teaching science/social studies. classroom management time-management paying attention to detail Continue to improve communication with fellow colleagues Take time to better understand specific students issues and how to avoid or minimize outbursts in the classroom Work on long term planning for future events One thing to work on is working collaboratively with my peers such as my mentor teacher and teacher's aide. Another thing to work on is organization and collecting data from assessments. The last thing is to work on planning more differentiation in my lessons. I think I could take more of an initiative to learn more about the curriculum programs we use or seek out professional development. I also think I could be better about asking questions, even if I am nervous to ask or afraid of looking ignorant. My confidence is also something that could be holding me back. Learning about more resources (technology, books, worksheets) Better classroom management Provide more opportunities for students who are "bored" when they know the material very well. Moving in even when students aren't finished, responsive classroom techniques Integrating technology, Pushing students to higher-order thinking, and Phonics curriculum Classroom management, incorporating new technologies, and multi-tasking Classroom management Build more working relationships Interpret data data analysis parent's communication time management I can improve through better use the various resources available for student learning, specifically online resources. |

	• I can improve through continuing to learn how to create specific modifications and extensions to lesson topics for different learners. • I can improve by becoming more familiar with the curriculum and its resources. • The top three ways that I can improve upon my work is to learn more about the curriculum in my school, prepare more for lessons ahead of time, and develop more engaging activities. There were several moments throughout my residency experience where I thought I knew the curriculum but then during the lessons I would have questions or confusion with some of the more complex questions and examples. This showed me that it would be helpful to review material before the lesson. That point goes along with the second improvement that I mentioned which is to prepare more for lessons ahead of time. This would make my job as a teacher easier and make the lessons and activities better for students. The last step that I can make to improve my work performance would be to develop more engaging activities. This would provide a better learning experience for my students. • I could improve by using the feedback provided to me, set new goals for myself, and adapt new ways for learning. • Time management • Plan way in advance, patience, positive attitude • Three ways I could improve my work performance is working on new strategies to analyze data more efficiently, learn new technology to incorporate into the class, and using new strategies to go above and beyond for my students. • classroom management • Organization • Procrastination • Discipline
Math	• The top three ways that I could improve upon my work performance is to explore innovative ways to teach that go beyond the traditional approach, approaching tasks with more confidence to serve as a better role model, and to further develop working relationships with coworkers. • I see myself as a creative person, but I also appreciate routine within my life. At times, students thrive with routines, but they can become boring. I would like to explore more innovative ways to make math exciting while still teaching the content effectively. Throughout my experience, I have noticed myself falling into a routines of notes and practice, and I would like to push myself more to bring my creativity into my teaching. I also see myself as a passive person who constantly takes the humble route; therefore, I can lack confidence in my abilities for fear of failure. • I would like to improve on my confidence levels and learn to trust my abilities more often. Finally, my passive nature has also made me an introvert and I struggle to go out of my way at times to create relationships. Although, these social skills and confidence have improved over time, I still see room for improvement and would like to become a more out-going personality.
Physical Education	• First way I can improve on my work performance would be to not procrastinate as much. Second way I can improve on my work performance is learning how to get ALL students engaged at a time and not just 90% of the class. Third way that I can improve on my work performance is become more technologically advanced and efficient. • I believe that I could contribute new ideas during work meetings/ planning. I also think I could improve on professionalism over email/ text. Lastly, I think I could be more social in the workplace and collaborate with classroom teachers. • Communicating with the cooperating teacher earlier to begin planning for instruction. Keeping a record of the verbal post-lesson reflections with the teacher. Communicating more with other members within the school. • Focus on school instead of edtpa. Use time outside of school to fix lesson plans. Adapt to different language barriers.

	• Being more prompt and on time with lesson planning and being prepared to teach lessons and units. Displaying a higher level of understanding when it comes to curriculum and teaching styles and methods. Preparing and setting up for lessons in advance and then proactively providing students with real time feedback and instruction. • Make sure I do important tasks first. For instance, at times I would prioritize school assignments over lesson planning. Although, teaching was my priority this semester. • Giving myself more downtime. This semester was very busy. If I am ever this busy again, I will be sure to schedule more downtime in my life. • Cleaning my environment. I work best in a clean and organized environment. This was difficult because I was sharing my space with a coworker. Although, when I teach next I will be sure to make sure I am working in a clean environment (classroom/office). • Plan more extensions and modifications for students. Have more assessments in class other than verbal closure questions. Have more visuals and also student choice in activities. • Develop my own management strategies • Develop strong unit plans for multiple units • Develop strong lesson plans for each and every lesson • Use more resources available to me • Plan lessons ahead • Relate top students more • I could improve upon my work performance in the following areas: time management, implementing differentiated instruction, consistently using classroom management strategies.
Social Studies	• I could improve upon my confidence in my ability to be a good teacher. I feel as though this is something that is and can weigh me down in the future. • I could improve upon my social confidence interacting with staff and students • I could improve upon my lesson planning details and things to make students more engaged. • Arrive early, have more confidence, develop deeper understanding. • Take more initiative when it comes to interacting with the class • Try to get in front of the class and take the opportunity to teach more • Get involved with helping students and asking them more questions • Improve confidence in my ability to present content to students. • Improve my classroom management skills. • Improve my ability to connect with students on a personal level. • Create more of a routine • More variety in assignments • Work on growing relationships with others • Know the curriculum better, Improve classroom management, & differentiate lessons. • I need to understand World History and Economics more so I can be prepared to teach those in a real class. I need to understand student likes and dislikes a little bit better as I'm not exactly up to date with what is popular. I need to not be a push over with discipline. • I think that I can always do a better job at knowing the course material. It's impossible to know every piece of information about every topic, so I will always do my best to freshen up on topics that I'm not familiar with • I think that I can do a better job at findings ways to capitalize on my strengths and put an emphasis on my areas of development. As a teacher candidate, I am always looking for ways to become a better educator and learn from my mistakes.

	•	I have done a pretty good job in student observations at meeting my goals and expectations but I want to really make sure throughout student teaching that I am fully on top of every component of student teaching. Furthermore, making sure that not only am I completing all the requirements to the best of my ability but learning and developing as educator from them.
•	I need to maintain better self-care and health practices so I am sick less often. I hated having to miss observation days but there were times I was very sick with a fever and could not make it to school.
•	I am constantly working to strengthen my content knowledge.
•	I need to become more confident and speak up for myself more. There was a time when my cooperating teacher and I made plans for me to lead instruction so I could record video, but she would forget and do the lesson herself. There are other small instances where I needed to respectfully speak up for myself. She even said to me herself I needed to start speaking up.
•	I feel very unprepared with regards to the content area. I 100% need to go back and re-teach myself.

Section XI. Skills Survey and InTASC 1: Self-Assessment

Field Placements

Based on the analysis of InTASC 1 trends and self-assessment scores of candidates during field placements, several key findings have emerged. Overall, the average scores across all programs show a slight upward trend from Spring 2023 (6.2) to Spring 2024 (6.5), with most programs maintaining consistent performance between 6.0 and 6.8.

Program-specific trends reveal that Agriculture (AGR) demonstrated the most variation, significantly improving from 5.7 in Spring 2023 to 7.0 in Spring 2024. Elementary Education (ELEM) maintained relatively stable scores, ranging from 6.2 to 6.6, while Social Studies (SS) showed improvement from 6.2 in Fall 2023 to 6.8 in Spring 2024. The EPP scores slightly improved from 6.2 to 6.4 and then remained stable.

Gender analysis indicates that Spring 2024 had the largest gender gap, with females averaging 6.62 and males 6.28. In contrast, Fall 2023 showed a slight reverse gap, with males scoring marginally higher (6.24 vs. 6.13). Spring 2023 had the most equal scores between genders, with females scoring 6.18 and males 6.20. Areas of strength include Agriculture's recent performance, with a score of 7.0 in Spring 2024, and the upward trend in Social Studies. Additionally, there is overall program stability across most disciplines. Table 11 illustrates the self-assessment skill and career readiness scores for field placements InTASC 1.

Table 11. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 1

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Career & Self Development	1, 9	Spring 2024	6.4	7.0	6.4	6.3	-	6.1	-	6.8
Female			6.4	7.0	6.4	6.3	-	-	-	7.0
Male			6.2	-	-	6.3	-	6.1	-	6.5
		Fall 2023	6.4	-	6.6	6.0	5.9	-	6.2	6.2
Female			6.4	-	6.6	6.1	5.7	-	5.8	6.2
Male			6.3	-	-	6.0	6.5	-	6.2	6.2
		Spring 2023	6.2	5.7	6.2	-	6.3	-	6.6	-
Female			6.2	5.7	6.2	-	6.3	-	6.5	-

| Male | | | 6.3 | 5.7 | - | - | 6.3 | - | 6.5 | - |

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placements

The analysis of InTASC 1 trends and self-assessment scores of candidates during clinical placements highlights several key findings. Overall, the EPP average has shown steady improvement from Spring 2023 (6.08) to Spring 2024 (6.42), with most programs exhibiting positive growth trends over the three semesters. The highest scores in Spring 2024 were achieved in Mathematics and Physical Education (PE), both scoring 7.0.

Program-specific changes reveal that Mathematics showed the strongest improvement, with a 16.7% increase from Spring 2023 to Spring 2024. Agriculture, however, displayed significant volatility, with scores fluctuating from 5.4 to 6.7 and then to 6.0. Elementary Education demonstrated steady improvement, with an overall increase of 3.4%, while Physical Education improved by 6.1% from Spring 2023 to Spring 2024. Social Studies, on the other hand, showed a slight decline of 3.1% from Spring 2023 to Fall 2023.

Gender analysis indicates a notable gap in Spring 2024, with males scoring higher (6.60) compared to females (6.33). In Fall 2023, females slightly outperformed males (6.46 vs. 6.40), whereas in Spring 2023, males scored higher (6.24 vs. 5.98). Despite these variations, both genders showed overall improvement from Spring 2023 to Spring 2024. Table 12 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 1.

Table 12. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 1

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Career & Self Development	1, 9	Spring 2024	6.2	6.0	6.1	-	7.0	7.0	6.2	-
Female			6.2	-	6.1	-	7.0	-	6.0	-
Male			6.7	6.0	-	-	-	7.0	6.7	-
		Fall 2023	6.2	6.7	6.1	6.7	-	-	-	6.3
Female			6.1	6.7	6.1	6.7	-	-	-	6.7
Male			6.3	-	6.7	-	-	-	-	6.2
		Spring 2023	6.1	5.4	5.9	-	6.0	6.6	-	6.5
Female			5.9	5.2	5.9	-	6.0	6.2	-	6.7
Male			6.4	6.0	5.7	-	-	6.8	-	6.3

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

Comparing the trends in self-assessment scores of candidates during field and clinical placements indicate a consistent upward trend in average scores from Spring 2023 to Spring 2024, with field placements showing an increase from 6.2 to 6.5 and clinical placements improving from 6.08 to 6.42. This positive growth trend is observed across most programs.

Program-specific trends highlight that Agriculture (AGR) showed significant improvement in field placements, rising from 5.7 to 7.0, while clinical placements displayed volatility with scores fluctuating from 5.4 to 6.7 and then to 6.0. Elementary Education (ELEM) maintained stable performance in both contexts, with field placements showing scores between 6.2 and 6.6, and clinical placements demonstrating a steady improvement of 3.4%. Social Studies (SS) improved from 6.2 to 6.8 in field placements, whereas clinical placements indicated a slight decline of 3.1% from Spring 2023 to Fall 2023. Additionally, clinical placements highlighted strong performance in Mathematics and Physical Education (PE), with both subjects achieving the highest scores of 7.0 in Spring 2024.

Gender analysis reveals notable differences, with field placements showing a significant gap in Spring 2024 (females 6.62, males 6.28) and clinical placements indicating males scoring higher in Spring 2024 (6.60 vs. 6.33). Despite these variations, both genders showed overall improvement from Spring 2023 to Spring 2024.

Areas of strength include the high scores achieved in Mathematics and PE in Spring 2024, consistent improvement in average scores, and overall program stability. Field placements also showed significant improvement in Agriculture and Social Studies. In summary, both submissions demonstrate positive trends in candidate self-assessment scores, with notable improvements in specific programs and overall stability.

Section XII. Skills Survey and InTASC 2: Self-Assessment

Field Placements

An analysis of InTASC Standard 2 self-assessment scores during field placements across three semesters reveals remarkably stable trends in candidate's perceived performance and perception. From Spring 2023 through Spring 2024, overall scores maintained a consistent range between 6.5 and 6.7, with Fall 2023 showing a slight peak at 6.7 before a minor decline to 6.6 in Spring 2024.

When examining program-specific data for Spring 2024, Elementary Education candidates stand out with the highest self-assessment scores at 7.0, while other programs cluster tightly around the 6.6-6.7 range. This clustering suggests a strong consistency in how candidates across different subject areas perceive their abilities in learner development. The maximum variation between programs is only 0.4 points, indicating relatively uniform self-assessment patterns across the EPP.

The data demonstrates minimal gender differences, though female candidates tend to rate themselves marginally higher than their male counterparts by approximately 0.1-0.2 points. Male candidates have shown particularly stable self-assessments, maintaining a consistent 6.5 score across all three semesters.

The consistency of scores across time periods, gender demographics, and program areas suggests that candidates are developing similar levels of confidence in their ability to understand and support learner development, regardless of their specific program or gender identity. The data provides a compelling picture of candidate self-perception regarding their ability to meet InTASC Standard 2, with all programs performing at

satisfactory levels and no concerning trends or underperformance in any area. Table 13 illustrates the self-assessment skill and career readiness scores for field placements InTASC 2.

Table 13. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 2

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Equity and Inclusion	2, 8	Spring 2024	6.6	7.0	6.6	6.7	-	6.6	-	6.7
Female			6.6	7.0	6.6	6.7	-	-	-	6.7
Male			6.5	-	-	6.7	-	6.6	-	6.7
		Fall 2023	67	-	6.8	6.5	6.6	-	6.4	6.6
Female			6.7	-	6.8	6.6	6.7	-	6.1	6.8
Male			6.5	-	-	6.2	6.3	-	6.8	6.4
		Spring 2023	6.5	6.7	6.5	-	6.7	-	6.7	-
Female			6.5	6.7	6.5	-	6.7	-	7.0	-
Male			6.5	6.7	-	-	6.7	-	6.8	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placements

The analysis of InTASC 2 trends for self-assessments during clinical placements reveals a pattern of steady improvement across programs and demographics. The EPP average has shown consistent growth, increasing from 6.32 in Spring 2023 to 6.52 in Spring 2024, with most programs maintaining scores above 6.0 throughout the observed period. Mathematics and Physical Education emerged as the highest performing programs in Spring 2024, both achieving scores of 7.0, with Mathematics demonstrating particularly notable growth of 11.1% from Spring 2023.

Program-specific analysis shows varying patterns of development. Mathematics exhibited the most substantial improvement, while Elementary Education maintained steady progress with a 3.2% increase over the period. Physical Education showed solid growth of 6.1% from Spring 2023 to Spring 2024, and Agriculture demonstrated more modest improvement of 1.7%. The EPP program maintained consistent progress with a 1.6% increase. Social Studies showed a slight decline of 1.5% from Spring 2023 to Fall 2023, though its overall performance remained strong.

Gender performance analysis indicates persistent but relatively small differences across semesters. In Spring 2024, males scored slightly higher than females (6.55 versus 6.50), a pattern that was also evident in Fall 2023 (6.53 versus 6.48) and Spring 2023 (6.46 versus 6.23). Notably, both gender groups showed improvement from Spring 2023 to Spring 2024, with females demonstrating particularly strong growth from their Spring 2023 baseline.

Overall trends are positive, with most programs showing improvement or maintaining strong performance levels. The data suggests that the clinical placement program is effectively supporting candidate development in equity and inclusion competencies. Table 14 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 2.

Table 14. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 2

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Equity and Inclusion	2, 8	Spring 2024	6.4	6.0	6.4	-	7.0	7.0	6.3	-
Female			6.4	-	6.4	-	7.0	-	6.2	-
Male			6.7	6.0	-	-	-	7.0	6.5	-
		Fall 2023	6.4	6.3	6.3	6.7	-	-	-	6.5
Female			6.4	6.3	6.3	6.7	-	-	-	6.7
Male			6.5	-	6.7	-	-	-	-	6.4
		Spring 2023	6.3	5.9	6.2	-	6.3	6.6	-	6.6
Female			6.2	5.9	6.2	-	6.3	6.2	-	6.6
Male			6.6	5.8	6.4	-	-	6.8	-	6.7

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

An analysis of InTASC 2 (Equity and Inclusion) self-assessment scores across both field and clinical placements reveals distinct patterns and trends. In field placements, scores showed a consistent upward trajectory, with the EPP average improving from 6.2 in Spring 2023 to 6.4 in Spring 2024. Field placement scores demonstrated notable variation across programs, with Agriculture showing significant improvement from 5.7 to 7.0, while Elementary Education maintained relatively stable scores between 6.2 and 6.4. Social Studies and Mathematics also demonstrated strong performance in field placements, with scores reaching 6.8 and 7.0 respectively by Spring 2024.

Similarly, clinical placement scores exhibited positive trends, with the EPP average increasing from 6.32 in Spring 2023 to 6.52 in Spring 2024. Mathematics and Physical Education emerged as the strongest performers in clinical placements, both achieving scores of 7.0 in Spring 2024. Most programs in clinical placements, maintained scores above 6.0, with Mathematics showing particularly impressive growth of 11.1% from Spring 2023, while Elementary Education demonstrated steady improvement of 3.2%.

Gender performance patterns differed between field and clinical placements. In field placements, Spring 2024 showed the largest gender gap with females averaging 6.62 and males 6.28, while Fall 2023 demonstrated more balanced performance. In clinical placements, males consistently performed slightly higher across all three semesters, though the gap remained relatively small, with Spring 2024 showing male scores of 6.55 compared to female scores of 6.50. Both genders showed improvement from Spring 2023 to Spring 2024 in both placement types.

The combined analysis suggests that candidates' self-assessed competency in equity and inclusion strengthens as they progress through their program, with both field and clinical placements contributing to their development. The strong performance in Mathematics and Physical Education across both placement types could provide valuable insights for program improvement. While some gender performance gaps persist, the overall trend shows positive development in candidates' ability to work with diverse learners and create inclusive learning environments.

Section XIII. Skills Survey and InTASC 3: Self-Assessment

Field Placement

Analysis of InTASC Standard 3 self-assessment data from Spring 2023 through Spring 2024 reveals a positive trend in candidates' perceived competence in creating effective learning environments. Overall scores improved steadily, with Leadership showing a more significant increase (+0.2 points) compared to Teamwork (+0.1 points). This consistent improvement across both categories suggests that candidates perceive they are developing stronger skills in facilitating productive learning environments that support social interaction and student engagement.

Gender-based analysis shows interesting patterns across semesters. Female candidates demonstrated improvement in both Teamwork (+0.2 points) and Leadership (+0.3 points) over the year-long period, while male candidates maintained stable Teamwork scores but showed a decline in Leadership self-assessments (-0.3 points). Notable fluctuations occurred in Fall 2023, when female candidates rated themselves substantially higher than male candidates (by 0.6-0.9 points), which contrasted with the Spring 2023 pattern where male self-ratings were higher. By Spring 2024, these gender differences had largely normalized to minimal gaps.

Program-specific analysis identified Agriculture as showing remarkable improvement in both categories, with gains of 1.2-1.3 points year-over-year. This significant progress suggests that certain practices within the Agriculture program may be particularly effective for developing InTASC 3 competencies. Other programs showed mixed results, though overall trends remained positive across the EPP. These findings suggest opportunities for cross-program collaboration to share effective practices, particularly those implemented in Agriculture.

Based on these trends, recommendations include maintaining the current approach to InTASC 3 development. Overall, the data indicates that candidates are developing stronger competencies in creating learning environments that foster positive social interaction, self-motivation, and active engagement, aligned with InTASC Standard 3 expectations. Table 15 illustrates the self-assessment skill and career readiness scores for field placements InTASC 3.

Table 15. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 3

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Teamwork	3, 7, 10	Spring 2024	6.4	7.0	6.4	6.3	-	6.8	-	6.7
Female			6.4	7.0	6.4	6.4	-	-	-	6.8
Male			6.5	-	-	6.0	-	6.8	-	6.7

		Fall 2023	6.4	-	6.6	6.3	5.6	-	5.9	6.1
Female			6.6	-	6.6	6.5	6.2	-	6.0	6.3
Male			5.7	-	-	5.8	4.5	-	5.8	5.9
		Spring 2023	6.3	5.8	6.2	-	6.5	-	6.8	-
Female			6.2	6.0	6.2	-	6.0	-	7.0	-
Male			6.5	5.7	-	-	7.0	-	6.9	-
Leadership	3, 8, 10	Spring 2024	6.2	7.0	6.2	6.0	-	6.2	-	6.5
Female			6.2	7.0	6.2	6.0	-	-	-	6.7
Male			6.0	-	-	5.8	-	6.2	-	6.2
		Fall 2023	6.2	-	6.4	5.8	6.0	-	6.0	6.4
Female			6.3	-	6.4	5.8	6.0	-	5.8	6.1
Male			5.7	-	-	6.0	6.0	-	6.2	6.8
		Spring 2023	6.0	5.7	5.9	-	6.2	-	6.6	-
Female			5.9	5.7	5.9	-	5.7	-	5.8	-
Male			6.3	5.7	-	-	6.7	-	6.7	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placement

Analysis of candidate self-assessment data for InTASC Standard 3 during clinical placements from Spring 2023 through Spring 2024 reveals several meaningful trends. Overall, the data demonstrates a positive trajectory in candidates' perceived competence in creating effective learning environments, with both Teamwork and Leadership categories showing improvement.

The EPP-wide Teamwork scores increased slightly from 6.3 in Spring 2023 to 6.4 in Spring 2024 (+0.1 points), maintaining consistency between Fall 2023 and Spring 2024. Leadership scores showed more substantial growth, rising from 6.0 in Spring 2023 to 6.2 in both Fall 2023 and Spring 2024 (+0.2 points). This consistent improvement across both categories suggests that clinical experiences are effectively developing candidates' abilities to create productive learning environments that support social interaction and student engagement.

Gender analysis reveals intriguing patterns across semesters. For Teamwork, female candidates improved from 6.2 to 6.4 (+0.2 points) year-over-year, while male candidates maintained stable overall scores (6.5 in both Spring 2023 and Spring 2024). However, male Teamwork scores fluctuated significantly, dropping to 5.7 in Fall 2023 before recovering. In Leadership, female candidates demonstrated stronger growth (+0.3 points, from 5.9 to 6.2) while male candidates showed a decline (-0.3 points, from 6.3 to 6.0). This created a reversal in gender performance: males initially self-rated higher in Spring 2023, but by Spring 2024, females self-rated slightly higher in Leadership.

Program-specific analysis identified Agriculture as showing remarkable improvement in both categories, with year-over-year gains of 1.2 points in Teamwork (5.8 to 7.0) and 1.3 points in Leadership (5.7 to 7.0). Elementary Education demonstrated consistent improvement as well.

The data indicates that clinical placements are generally effective in developing InTASC 3 competencies, with candidates showing increased confidence in their ability to create learning environments that foster positive social interaction, self-motivation, and active engagement. Table 16 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 3.

Table 16. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 3

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Teamwork	3, 7, 10	Spring 2024	6.2	5.7	6.1	-	7.0	7.0	6.3	-
Female			6.2	-	6.1	-	7.0	-	6.3	-
Male			6.6	5.7	-	-	-	7.0	6.3	-
		Fall 2023	6.1	6.0	6.1	7.0	-	-	-	5.9
Female			6.2	6.0	6.1	7.0	-	-	-	6.3
Male			5.8	-	6.7	-	-	-	-	5.7
		Spring 2023	6.2	5.9	6.0	-	6.0	6.6	-	6.4
Female			6.1	5.9	6.0	-	6.0	6.3	-	6.3
Male			6.4	6.0	5.8	-	-	6.8	-	6.5
Leadership	3, 8, 10	Spring 2024	6.0	6.3	6.0	-	7.0	7.0	5.8	-
Female			6.0	-	6.0	-	7.0	-	5.7	-
Male			6.6	6.3	-	-	-	7.0	6.0	-
		Fall 2023	5.9	7.0	5.8	5.7	-	-	-	6.5
Female			5.8	7.0	5.8	5.7	-	-	-	6.7
Male			6.0	-	5.7	-	-	-	-	6.4
		Spring 2023	6.0	5.7	5.8	-	5.0	6.5	-	6.3
Female			5.8	5.6	5.8	-	5.0	6.2	-	6.3
Male			6.3	5.8	5.6	-	-	6.8	-	6.3

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

Candidate self-assessment data for InTASC Standard 3 across both field and clinical placements from Spring 2023 through Spring 2024 demonstrates a consistent positive trajectory in perceived competence with learning environments. Overall EPP scores show modest but steady improvement in both Teamwork (6.3 to 6.4) and more substantial growth in Leadership (6.0 to 6.2), indicating that candidates are developing stronger abilities to create supportive and engaging classroom environments through their placement experiences.
Gender analysis reveals interesting patterns, with female candidates showing improvement in both categories (+0.2 in Teamwork, +0.3 in Leadership) while male candidates maintained stable Teamwork scores but experienced a decline in Leadership self-assessments (-0.3).

Program-specific results identified Agriculture as demonstrating exceptional growth in both domains (approximately +1.2-1.3 points), suggesting effective practices that could benefit other programs.

The consistency of these patterns across both field and clinical placements strengthens the validity of these findings and suggests that placement experiences are generally effective in developing candidates' abilities to establish learning environments that foster positive social interaction, active engagement, and student motivation, though targeted support may be beneficial for specific demographic groups and continued monitoring of program-specific outcomes is warranted.

Section XIV. Skills Survey and InTASC 4: Self-Assessment

Field Placement

Analysis of InTASC Standard 4 self-assessment data reveals relatively stable overall Educator Preparation Program (EPP) scores across the examined semesters, with values of 6.2 in Spring 2023, 6.4 in Fall 2023, and 6.3 in Spring 2024.

Program performance varied notably, with Agriculture showing the highest score (7.0) in Spring 2024, while Mathematics demonstrated the lowest (5.8) in Fall 2023. Average program scores fluctuated slightly, dropping to 6.18 in Fall 2023 before rising to the highest level of 6.52 in Spring 2024.

Gender differences showed an interesting evolution: males scored higher in Spring 2023 (6.6 vs. 6.2), females scored higher in Fall 2023 (6.5 vs. 6.0), and scores equalized at 6.3 for both genders by Spring 2024. The most significant gender disparities appeared in Fall 2023 Social Studies (0.9 point female advantage) and English (0.6 point female advantage in both Fall 2023 and Spring 2024).

Program-specific trends revealed improvements in Elementary Education and Agriculture. The Agriculture program's exceptional improvement from 6.3 to 7.0 suggests effective practices that could benefit other programs.

While the EPP maintains healthy self-assessment scores generally above 6.0 on what appears to be a 7-point scale, inconsistent data collection across programs limits comprehensive longitudinal analysis and suggests a need for more standardized assessment practices. Table 17 illustrates the self-assessment skill and career readiness scores for field placements InTASC 4.

Table 17. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 4

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.3	7.0	6.3	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.3	6.3	-	-	-	6.5
Male			6.3	-	-	5.7	-	6.8	-	6.3
		Fall 2023	6.4	-	6.6	6.3	5.8	-	6.1	6.1
Female			6.5	-	6.6	6.5	5.9	-	6.1	6.7
Male			6.0	-	-	5.9	5.7	-	6.2	5.8
		Spring 2023	6.2	6.3	6.1	-	6.5	-	6.6	-
Female			6.2	6.3	6.1	-	6.6	-	6.5	-
Male			6.6	6.3	-	-	6.5	-	6.6	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placement

InTASC 4 self-assessment scores during clinical placements show a gradual improvement across the EPP (Educator Preparation Program) over the three semesters analyzed. The overall EPP score rose slightly from 6.1 in Spring 2023 to 6.2 in Spring 2024, indicating modest but positive growth. Average program scores demonstrated consistent improvement from 6.12 in Spring 2023 to 6.33 in Fall 2023, and further to 6.42 in Spring 2024, suggesting enhanced candidate confidence in content knowledge during clinical experiences.

Gender analysis reveals that male candidates consistently self-assessed higher than female candidates across all three semesters. The gender gap was most pronounced in Spring 2024 (0.5 point male advantage) and remained consistent at approximately 0.3 points during earlier semesters. This pattern was evident across multiple programs, with males rating themselves higher in Science, Agriculture, Physical Education, and Social Studies.

Program-specific trends show notable improvements in several areas. Mathematics demonstrated the most significant growth with an 11.48% increase (from 6.1 to 6.8) between Spring 2023 and Spring 2024. Agriculture showed strong improvement (8.93% increase) from its lowest position in Spring 2023 (5.6) to a more competitive score (6.1) by Spring 2024. Physical Education consistently maintained high ratings, improving from 6.5 to 7.0 (7.69% increase), achieving the highest program score in Spring 2024.

The overall trend indicates positive development in candidate self-assessment of content knowledge during clinical placements, with Mathematics, Agriculture, and Physical Education showing the most substantial improvements. Table 18 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 4.

Table 18. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 4

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.2	6.1	6.1	-	6.8	7.0	6.1	-
Female			6.1	-	6.1	-	6.8	-	6.0	-
Male			6.6	6.1	-	-	-	7.0	6.2	-
		Fall 2023	6.1	6.3	6.0	6.9	-	-	-	6.1
Female			6.1	6.3	6.0	6.9	-	-	-	6.1
Male			6.2	-	6.3	-	-	-	-	6.1
		Spring 2023	6.1	5.6	6.0	-	6.1	6.5	-	6.4
Female			6.0	5.6	6.0	-	6.1	6.4	-	6.2
Male			6.3	5.7	5.8	-	-	6.7	-	6.5

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

Analysis of InTASC Standard 4 self-assessment data reveals complementary patterns across field and clinical placements. In field placements, EPP scores remained relatively stable (6.2-6.4) while clinical placement scores showed gradual improvement from 6.1 to 6.2 over the three semesters.

Gender differences displayed opposing patterns: field placements evolved from male advantage to gender parity, while clinical placements consistently showed male candidates self-assessing higher than females (with the gap widening to 0.5 points by Spring 2024).

Program performance varied significantly between settings, with Agriculture demonstrating remarkable improvement in field placements (rising to 7.0) while showing moderate growth in clinical settings (8.93% increase). Mathematics presented an interesting contrast—showing concerning downward trends in field placements while achieving the strongest growth (11.48%) in clinical settings most likely due to low number of candidates submitting self-assessments. Physical Education maintained high ratings across both placement types, reaching 7.0 in clinical placements by Spring 2024.

Overall averages improved in both settings, with clinical placements showing steady progress from 6.12 to 6.42. The data suggests that candidates generally assess content knowledge differently between field and clinical contexts, with field placements yielding higher overall scores. The EPP believes this is due to candidates having a better understanding of how much content knowledge is needed once in clinical settings.

Section XV. Skills Survey and InTASC 5: Self-Assessment

Field Placement

Analysis of candidate self-assessment data for InTASC Standard 5 (Communication) reveals several notable trends across semesters, programs, and demographic groups. Overall, the Education Preparation Program (EPP) average has shown modest improvement, increasing from 5.9 in Spring 2023 to 6.0 in Spring 2024, with a temporary dip to 5.7 in Fall 2023.

When examining program-specific data, Mathematics and Physical Education demonstrated the strongest performance in Spring 2024, with scores of 7.0 and 6.9 respectively, while Agriculture recorded the lowest assessment at 5.8. Comparing Fall 2023 to Spring 2024, most programs showed improvement, with EPP increasing by 0.3 points and Elementary Education by 0.2 points, while Agriculture declined significantly by 0.7 points.

Gender analysis indicates that male candidates generally rated themselves slightly higher than females in EPP overall (6.1 vs 5.8) and notably higher in Physical Education (6.8 vs 6.0), while females rated themselves higher in Science (6.2 vs 5.8). The semester average for Spring 2024 (6.3) showed improvement compared to both Fall 2023 and Spring 2023 (both 5.9), suggesting a positive trajectory in candidates' self-perceived communication competence.

These trends highlight both programmatic strengths in Mathematics and Physical Education and potential areas for targeted improvement in Agriculture, while also revealing consistent gender differences in self-assessment that may warrant further investigation. Table 19 illustrates the self-assessment skill and career readiness scores for field placements InTASC 5.

Table 19. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 5

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Communication	5, 9, 10	Spring 2024	6.0	5.8	5.9	-	7.0	6.9	6.0	-
Female			5.9	-	5.9	-	7.0	-	6.2	-
Male			6.3	5.8	-	-	-	6.9	5.8	-
		Fall 2023	5.7	6.5	5.7	5.8	-	-	-	5.7
Female			5.7	6.5	5.7	5.8	-	-	-	5.8
Male			5.7	-	6.0	-	-	-	-	5.6
		Spring 2023	5.9	5.3	5.8	-	5.5	6.5	-	6.2
Female			5.8	5.2	5.9	-	5.5	6.0	-	6.2
Male			6.2	5.5	5.6	-	-	6.8	-	6.3

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placement

Analysis of candidate self-assessment data for InTASC Standard 5 (Communication) during clinical placements reveals significant positive trends across the examined timeframe. The Education Preparation Program (EPP) average has shown consistent improvement, increasing from 5.8 in Spring 2023 to 6.2 in Fall 2023, and further to 6.3 in Spring 2024, representing an overall gain of 0.5 points. This upward trajectory aligns with broader improvements in semester averages, which increased from 6.0 in both Spring and Fall 2023 to 6.5 in Spring 2024.

When examining program-specific data, Agriculture demonstrated the strongest performance in Spring 2024 with a score of 7.0, while English recorded the lowest assessment at 6.1, though still reflecting competent communication skills. From Fall 2023 to Spring 2024, most programs showed improvement, with Social Studies increasing dramatically by 0.6 points and EPP by 0.1 points, while Elementary Education showed a marginal decline of 0.1 points.

Gender analysis in Spring 2024 reveals interesting patterns: while EPP scores showed perfect gender parity (6.3 for both females and males), female candidates rated themselves higher in both English (6.1 vs 6.0) and Social Studies (6.6 vs 6.1). The gender trend analysis further indicates that female self-assessments have improved more substantially over time, increasing from 6.0 in both Spring and Fall 2023 to 6.4 in Spring 2024, while male assessments fluctuated from 6.1 to 5.8 and back to 6.3 during the same period.

These positive trends suggest that candidates increasingly perceive themselves as effective communicators during clinical placements, with particularly notable improvements in Agriculture and Social Studies programs. Table 20 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 5.

Table 20. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 5

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Communication	5, 9, 10	Spring 2024	6.3	7.0	6.2	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.2	6.1	-	-	-	6.6
Male			6.3	-	-	6.0	-	6.8	-	6.1
		Fall 2023	6.2	-	6.3	6.1	5.3	-	6.0	5.8
Female			6.2	-	6.3	6.1	5.3	-	5.8	6.5
Male			5.8	-	-	6.0	5.5	-	6.3	5.3
		Spring 2023	5.8	6.0	5.8	-	5.9	-	6.4	-
Female			5.8	6.0	5.8	-	6.0	-	6.3	-
Male			6.3	6.0	-	-	5.8	-	6.3	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

Analysis of InTASC Standard 5 (Communication) self-assessment data reveals distinct patterns between field and clinical placements, with clinical placements consistently yielding higher self-efficacy ratings. The Education Preparation Program (EPP) average in Spring 2024 reached 6.3 for clinical placements compared to 6.0 for field placements, demonstrating candidates' increased confidence as they progress through their preparation. Both placement types showed positive growth trajectories, with clinical placement scores improving more substantially (from 5.8 to 6.3, a 0.5-point increase) compared to field placements (from 5.9 to 6.0, a 0.1-point increase) between Spring 2023 and Spring 2024.

Program-specific analysis revealed Agriculture candidates rated themselves highest in clinical placements (7.0) while Mathematics candidates led in field placements (7.0).

Gender comparisons showed converging patterns: while male candidates generally rated themselves higher in field placements, gender differences were minimal in clinical placements, with perfect parity in EPP clinical scores (6.3 for both genders) by Spring 2024. The overall semester averages further highlight this trend, with clinical placement assessments reaching 6.5 in Spring 2024 compared to 6.3 for field placements.

These patterns suggest that as candidates transition from field to clinical experiences, their communication self-efficacy not only improves but also becomes more consistent across demographic groups, indicating the developmental value of the clinical experience in building communication competence and confidence among teacher candidates.

Section XVI. Skills Survey and InTASC 6: Self-Assessment

Field Placement

Analysis of InTASC 6 self-assessment data reveals a positive yearly trend with scores increasing from 5.8 in Spring 2023 to 6.1 in Spring 2024, representing a 0.3-point improvement. However, there was a slight decline of 0.1 points between Fall 2023 (6.2) and Spring 2024 (6.1).

Among programs, Agriculture consistently demonstrated the strongest performance, achieving the highest score of 7.0 in Spring 2024, while English showed the lowest self-assessment at 5.5. The Elementary Education program showed steady improvement from 5.8 to 6.1 over the analyzed period.

Gender comparisons indicate fluctuating patterns across semesters - in Spring 2024, females rated themselves marginally higher (6.1) than males (6.0), reversing the trend observed in Spring 2023 where males scored 0.5 points higher than females.

The overall upward trajectory in critical thinking self-assessment scores suggests that candidates perceive growth in their abilities. Table 21 illustrates the self-assessment skill and career readiness scores for field placements InTASC 6.

Table 21. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 6

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.3	7.0	6.3	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.3	6.3	-	-	-	6.5
Male			6.3	-	-	5.7	-	6.8	-	6.3
		Fall 2023	6.4	-	6.6	6.3	5.8	-	6.1	6.1
Female			6.5	-	6.6	6.5	5.9	-	6.1	6.7
Male			6.0	-	-	5.9	5.7	-	6.2	5.8
		Spring 2023	6.2	6.3	6.1	-	6.5	-	6.6	-
Female			6.2	6.3	6.1	-	6.6	-	6.5	-
Male			6.6	6.3	-	-	6.5	-	6.6	-
		Spring 2023	5.6	6.0	5.4	-	6.8	-	6.4	-
Female		-	6.2	5.5	5.4	-	6.5	-	7.0	-
Male		-	6.5	6.5	-	-	7.0	-	6.7	-
`Critical Thinking	6, 7	Spring 2024	6.1	7.0	6.1	5.5	-	6.6	-	6.3
Female			6.1	7.0	6.1	5.5	-	-	-	6.4
Male			6.0	-	-	5.5	-	6.6	-	6.0
		Fall 2023	6.2	-	6.4	5.9	5.4	-	6.0	5.8
Female			6.2	-	6.4	5.9	5.5	-	5.6	6.6
Male			5.7	-	-	5.6	5.0	-	6.5	5.4
		Spring 2023	5.8	6.1	5.8	-	6.4	-	6.4	-
Female			58	6.0	5.8	-	6.3	-	6.6	-
Male			6.3	6.3	-	-	6.5	-	6.5	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placement

Analysis of candidate self-assessment data for InTASC 6 (Critical Thinking) during clinical placements reveals a positive trend over the past year, with overall scores increasing from 5.8 in Spring 2023 to 5.9 in Spring 2024, following a temporary dip to 5.6 in Fall 2023. This represents a significant semester-to-semester improvement of 0.3 points between Fall 2023 and Spring 2024.

Among programs, Physical Education consistently demonstrates the strongest performance with the highest Spring 2024 score (6.9), while Elementary Education shows the lowest self-assessment (5.8). Notable yearly improvements were observed in Mathematics (1.3 point increase) and Agriculture (1.1 point increase), with Agriculture being the only program showing consistent improvement across all three semesters.

Gender analysis reveals persistent gaps across all semesters, with males consistently rating their critical thinking abilities higher than females (0.6 point difference in Spring 2024). The average self-assessment over all semesters shows males scoring notably higher (6.17) than females (5.67).

The overall upward trajectory suggests positive candidate development in critical thinking skills, though targeted support may be beneficial for Elementary Education candidates and female students across all programs to strengthen their critical thinking self-efficacy. Table 22 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 6.

Table 22. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 6

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.2	6.1	6.1	-	6.8	7.0	6.1	-
Female			6.1	-	6.1	-	6.8	-	6.0	-
Male			6.6	6.1	-	-	-	7.0	6.2	-
		Fall 2023	6.1	6.3	6.0	6.9	-	-	-	6.1
Female			6.1	6.3	6.0	6.9	-	-	-	6.1
Male			6.2	-	6.3	-	-	-	-	6.1
		Spring 2023	6.1	5.6	6.0	-	6.1	6.5	-	6.4
Female			6.0	5.6	6.0	-	6.1	6.4	-	6.2
Male			6.3	5.7	5.8	-	-	6.7	-	6.5
Critical Thinking	6, 7	Spring 2024	5.9	6.3	5.8	-	6.3	6.9	6.0	-
Female			5.9	-	5.8	-	6.3	-	6.0	-
Male			6.5	6.3	-	-	-	6.9	6.0	-
		Fall 2023	5.6	5.3	5.5	5.5	-	-	-	5.9
Female			5.5	5.3	5.5	5.5	-	-	-	6.0
Male			5.8	-	5.5	-	-	-	-	5.8
		Spring 2023	5.8	5.2	5.6	-	5.0	6.5	-	6.2
Female			5.6	5.0	5.6	-	5.0	6.2	-	6.1

| Male | | | 6.2 | 5.6 | 5.7 | - | - | 6.8 | - | 6.2 |

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

Candidate self-assessment data for InTASC 6 (Critical Thinking) reveals distinct patterns between field and clinical placements while maintaining overall positive growth trajectories. In field placements, scores increased from 5.8 in Spring 2023 to 6.1 in Spring 2024 (0.3 point improvement), while clinical placements showed similar yearly growth from 5.8 to 5.9. Both placement types experienced fluctuations, with field placements declining slightly from Fall 2023 (6.2) to Spring 2024 (6.1), whereas clinical placements demonstrated stronger recent improvement, rising 0.3 points from Fall 2023 (5.6) to Spring 2024 (5.9).

Program performance varied between settings—Agriculture dominated field placements (7.0) while Physical Education led clinical assessments (6.9). Gender differences persisted across both contexts, with males consistently rating themselves higher in clinical settings (average 6.17 vs. 5.67 for females) while showing a narrower gap in field placements. Mathematics and Agriculture demonstrated the most substantial clinical improvement (1.3 and 1.1 points respectively), with Agriculture uniquely showing consistent growth across all semesters in clinical placements.
Both placement types reveal opportunities for targeted support, particularly for Elementary Education candidates who consistently scored lower in critical thinking self-efficacy regardless of placement context.

Section XVII. Skills Survey and InTASC 7: Self-Assessment

Field Placement

Based on the analysis of InTASC 7 (Technology) self-assessment data across three academic terms, several notable trends emerge. Overall, EPP scores have remained relatively stable, hovering between 5.6 and 5.8, while the average across all programs has shown consistent improvement from 5.78 in Spring 2023 to 6.37 in Spring 2024.

Three programs demonstrate consistent upward trajectories: Agriculture improved dramatically from 5.5 to 7.0 over three semesters, Mathematics increased from 5.5 to 6.5, and Physical Education rose from 6.0 to 6.8. The Agriculture program achieved the highest technology self-assessment score (7.0) in Spring 2024, while Elementary Education reported the lowest (5.7). When examining program-specific data, Science majors maintained competitive scores (6.4) despite limited historical data, and Elementary Education showed stability but minimal growth.

Gender disparities appear significant, with male candidates consistently self-assessing higher than females across all measured terms - most notably in Spring 2024 where males averaged 6.78 compared to females' 6.07.

These patterns suggest that while technology integration competency is improving overall, certain programs and demographic groups may benefit from targeted support to ensure more equitable development of these critical instructional skills. Table 23 illustrates the self-assessment skill and career readiness scores for field placements InTASC 7.

Table 23. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 7

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Technology	7	Spring 2024	6.1	7.0	6.0	5.9	-	6.7	-	6.1
Female			6.1	7.0	6.0	6.1	-	-	-	6.2
Male			6.1	-	-	5.5	-	6.7	-	6.0
		Fall 2023	6.1	-	6.3	5.6	6.3	-	6.1	5.7
Female			6.2	-	6.3	5.8	6.3	-	5.7	6.5
Male			5.6	-	-	5.0	6.3	-	6.3	5.3
		Spring 2023	5.6	6.0	5.4	-	6.8	-	6.4	-
Female		-	6.2	5.5	5.4	-	6.5	-	7.0	-
Male		-	6.5	6.5	-	-	7.0	-	6.7	-
Teamwork	3, 7, 10	Spring 2024	6.4	7.0	6.4	6.3	-	6.8	-	6.7
Female			6.4	7.0	6.4	6.4	-	-	-	6.8
Male			6.5	-	-	6.0	-	6.8	-	6.7
		Fall 2023	6.4	-	6.6	6.3	5.6	-	5.9	6.1
Female			6.6	-	6.6	6.5	6.2	-	6.0	6.3
Male			5.7	-	-	5.8	4.5	-	5.8	5.9
		Spring 2023	6.3	5.8	6.2	-	6.5	-	6.8	-
Female			6.2	6.0	6.2	-	6.0	-	7.0	-
Male			6.5	5.7	-	-	7.0	-	6.9	-
Critical Thinking	6, 7	Spring 2024	6.1	7.0	6.1	5.5	-	6.6	-	6.3
Female			6.1	7.0	6.1	5.5	-	-	-	6.4
Male			6.0	-	-	5.5	-	6.6	-	6.0
		Fall 2023	6.2	-	6.4	5.9	5.4	-	6.0	5.8
Female			6.2	-	6.4	5.9	5.5	-	5.6	6.6
Male			5.7	-	-	5.6	5.0	-	6.5	5.4
		Spring 2023	5.8	6.1	5.8	-	6.4	-	6.4	-
Female			58	6.0	5.8	-	6.3	-	6.6	-
Male			6.3	6.3	-	-	6.5	-	6.5	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placement

Analysis of InTASC Standard 7 self-assessment data during clinical placements reveals several significant trends from Spring 2023 through Spring 2024. Overall program averages demonstrate steady improvement, rising from 5.78 in Spring 2023 to 5.98 in Fall 2023, and reaching 6.37 by Spring 2024, with increasing variability across programs (standard deviation growing from 0.25 to 0.48). The Agriculture program

shows the most dramatic improvement, advancing from 5.5 to 7.0 over three semesters, while both Mathematics (5.5 to 6.5) and Physical Education (6.0 to 6.8) also demonstrate significant positive trajectories.

Program-specific analysis reveals Agriculture, Physical Education, and Mathematics as the highest-performing majors in Spring 2024, while Elementary Education and EPP overall show stable but minimal growth over the observation period. The Social Studies program exhibited a slight decline from Spring 2023 (6.2) to Fall 2023 (5.8).

Gender differences fluctuated notably across terms—male candidates rated themselves significantly higher in Spring 2024 (6.78 vs. 6.07 for females), reversing the pattern observed in Fall 2023 when females self-assessed higher (6.08 vs. 5.50 for males).

These patterns suggest targeted interventions may be beneficial for consistently lower-performing programs, while the increasing gap between highest and lowest self-assessments (1.3 points in Spring 2024) warrants examination to ensure equitable technology integration competency development across all candidate populations. Table 24 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 7.

Table 24. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 7

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Technology	7	Spring 2024	5.8	7.0	5.7	-	6.5	6.8	6.4	-
Female			5.7	-	5.7	-	6.5	-	6.4	-
Male			6.8	7.0	-	-	-	6.8	6.5	-
		Fall 2023	5.6	6.5	5.5	6.5	-	-	-	5.8
Female			5.6	6.5	5.5	6.5	-	-	-	6.3
Male			5.5	-	5.5	-	-	-	-	5.5
		Spring 2023	5.8	5.5	5.7	-	5.5	6.0	-	6.2
Female			-	5.7	5.6	5.7	-	5.5	5.4	-	6.4
Male			-	6.1	5.3	6.0	-	-	6.4	-	6.0
Teamwork	3, 7, 10	Spring 2024	6.2	5.7	6.1	-	7.0	7.0	6.3	-
Female			6.2	-	6.1	-	7.0	-	6.3	-
Male			6.6	5.7	-	-	-	7.0	6.3	-
		Fall 2023	6.1	6.0	6.1	7.0	-	-	-	5.9
Female			6.2	6.0	6.1	7.0	-	-	-	6.3
Male			5.8	-	6.7	-	-	-	-	5.7
		Spring 2023	6.2	5.9	6.0	-	6.0	6.6	-	6.4
Female			6.1	5.9	6.0	-	6.0	6.3	-	6.3
Male			6.4	6.0	5.8	-	-	6.8	-	6.5
Critical Thinking	6, 7	Spring 2024	5.9	6.3	5.8	-	6.3	6.9	6.0	-
Female			5.9	-	5.8	-	6.3	-	6.0	-
Male			6.5	6.3	-	-	-	6.9	6.0	-
		Fall 2023	5.6	5.3	5.5	5.5	-	-	-	5.9

Female			5.5	5.3	5.5	5.5	-	-	-	6.0
Male			5.8	-	5.5	-	-	-	-	5.8
		Spring 2023	5.8	5.2	5.6	-	5.0	6.5	-	6.2
Female			5.6	5.0	5.6	-	5.0	6.2	-	6.1
Male			6.2	5.6	5.7	-	-	6.8	-	6.2

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

Analysis of InTASC Standard 7 self-assessment scores across both field and clinical placements from Spring 2023 through Spring 2024 reveals a consistent upward trajectory in technology integration competency. Overall EPP averages improved steadily from 5.78 to 6.37, reflecting an increased confidence in candidates' technological abilities. Three programs demonstrated particularly notable growth: Agriculture showed remarkable improvement (5.5 to 7.0), Mathematics strengthened considerably (5.5 to 6.5), and Physical Education demonstrated steady gains (6.0 to 6.8).

Program stability was evident in Elementary Education and EPP overall, while Social Studies showed a slight decline between Spring 2023 and Fall 2023. The Spring 2024 data revealed Agriculture as the highest-performing program (7.0) and Elementary Education as the lowest (5.7). The widening performance gap between programs (from 0.7 points in Spring 2023 to 1.3 points in Spring 2024) suggests varied levels of technology integration across disciplines.

Gender disparities fluctuated across semesters, with male candidates rating themselves significantly higher in Spring 2024 (6.78 versus 6.07 for females), which reversed the pattern observed in Fall 2023 when females self-assessed higher (6.08 versus 5.50 for males).

These patterns indicate that while overall technology competency is improving, targeted support may benefit consistently lower-performing programs and demographic groups to ensure more equitable development of critical instructional technology skills throughout the preparation sequence.

Section XVIII. Skills Survey and InTASC 8: Self-Assessment

Field Placement

The analysis of InTASC 8 standards across three semesters (Spring 2023 to Spring 2024) reveals positive growth trends in both the Leadership and Equity/Inclusion categories. Overall EPP scores for Leadership increased from 6.0 in Spring 2023 to 6.2 in Spring 2024, while Equity/Inclusion scores rose from 6.5 to 6.6 in the same period. The Agriculture program demonstrated the most dramatic improvement, particularly in Leadership where scores increased from 5.7 (the lowest recorded score) to 7.0 (the highest recorded score) between Spring 2023 and Spring 2024.

Female candidates' self-assessment scores in Leadership increased significantly from 5.9 to 6.2, while male candidates' scores slightly decreased from 6.3 to 6.0 over the three-semester period. This resulted in a notable shift in gender dynamics, from males scoring higher in

Spring 2023 to females scoring higher by Spring 2024. In the Equity/Inclusion category, gender gaps were less pronounced, with females maintaining slightly higher or equal scores throughout.

Program-specific trends show consistent improvement in English, increasing from 5.8 to 6.0 in Leadership and 6.5 to 6.7 in Equity/Inclusion between Fall 2023 and Spring 2024. Social Studies also showed steady improvement across both categories. Science program scores, while initially high (6.6 for Leadership and 6.7 for Equity in Spring 2023), were not reported in Spring 2024. Elementary Education showed fluctuation, peaking in Fall 2023 before slightly declining in Spring 2024.

Overall, the data indicates a general upward trajectory in candidate self-assessment of InTASC 8 competencies, with the most substantial gains occurring between Spring 2023 and Fall 2023, followed by more modest but continued improvement through Spring 2024. Table 25 illustrates the self-assessment skill and career readiness scores for field placements InTASC 8.

Table 25. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 8

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Leadership	3, 8, 10	Spring 2024	6.2	7.0	6.2	6.0	-	6.2	-	6.5
Female			6.2	7.0	6.2	6.0	-	-	-	6.7
Male			6.0	-	-	5.8	-	6.2	-	6.2
		Fall 2023	6.2	-	6.4	5.8	6.0	-	6.0	6.4
Female			6.3	-	6.4	5.8	6.0	-	5.8	6.1
Male			5.7	-	-	6.0	6.0	-	6.2	6.8
		Spring 2023	6.0	5.7	5.9	-	6.2	-	6.6	-
Female			5.9	5.7	5.9	-	5.7	-	5.8	-
Male			6.3	5.7	-	-	6.7	-	6.7	-
Equity and Inclusion	2, 8	Spring 2024	6.6	7.0	6.6	6.7	-	6.6	-	6.7
Female			6.6	7.0	6.6	6.7	-	-	-	6.7
Male			6.5	-	-	6.7	-	6.6	-	6.7
		Fall 2023	67	-	6.8	6.5	6.6	-	6.4	6.6
Female			6.7	-	6.8	6.6	6.7	-	6.1	6.8
Male			6.5	-	-	6.2	6.3	-	6.8	6.4
		Spring 2023	6.5	6.7	6.5	-	6.7	-	6.7	-
Female			6.5	6.7	6.5	-	6.7	-	7.0	-
Male			6.5	6.7	-	-	6.7	-	6.8	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placement

Analysis of InTASC 8 data across clinical placements from Spring 2023 to Spring 2024 reveals notable improvements in both Leadership and Equity/Inclusion categories. Overall program averages increased from 5.9 to 6.4 for Leadership and from 6.3 to 6.5 for Equity/Inclusion during this period.

The Mathematics program demonstrated the most substantial growth in Leadership competencies, improving dramatically from 5.0 (the lowest recorded score) to 7.0 between Spring 2023 and Spring 2024, representing a remarkable 2.0-point increase. Similarly, Physical Education showed consistent improvement in both categories, reaching 7.0 in Spring 2024. Elementary Education displayed steady growth in Equity/Inclusion scores, increasing incrementally from 6.2 to 6.4 over three semesters, while maintaining relatively stable Leadership scores that ultimately improved to 6.0.

Gender disparities persisted throughout the assessment period, with male candidates consistently self-reporting higher scores than female candidates in both categories. This gap fluctuated in Leadership (0.5 in Spring 2023, narrowing to 0.2 in Fall 2023, then widening to 0.6 in Spring 2024) and remained more stable in Equity/Inclusion (decreasing from 0.4 to 0.3). Agriculture program scores showed volatility, particularly in Leadership where they peaked at 7.0 in Fall 2023 before declining to 6.3 in Spring 2024.

The EPP-wide Leadership scores remained relatively stable (6.0 → 5.9 → 6.0), while Equity/Inclusion scores showed modest improvement (6.3 → 6.4 → 6.4). These trends suggest that while the overall trajectory is positive, ongoing attention to gender disparities and program-specific fluctuations may be warranted to ensure continued improvement in candidates' self-perceived competence in InTASC 8 standards. Table 26 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 8.

Table 26. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 8

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Leadership	3, 8, 10	Spring 2024	6.0	6.3	6.0	-	7.0	7.0	5.8	-
Female			6.0	-	6.0	-	7.0	-	5.7	-
Male			6.6	6.3	-	-	-	7.0	6.0	-
		Fall 2023	5.9	7.0	5.8	5.7	-	-	-	6.5
Female			5.8	7.0	5.8	5.7	-	-	-	6.7
Male			6.0	-	5.7	-	-	-	-	6.4
		Spring 2023	6.0	5.7	5.8	-	5.0	6.5	-	6.3
Female			5.8	5.6	5.8	-	5.0	6.2	-	6.3
Male			6.3	5.8	5.6	-	-	6.8	-	6.3
Equity and Inclusion	2, 8	Spring 2024	6.4	6.0	6.4	-	7.0	7.0	6.3	-
Female			6.4	-	6.4	-	7.0	-	6.2	-
Male			6.7	6.0	-	-	-	7.0	6.5	-
		Fall 2023	6.4	6.3	6.3	6.7	-	-	-	6.5
Female			6.4	6.3	6.3	6.7	-	-	-	6.7
Male			6.5	-	6.7	-	-	-	-	6.4
		Spring 2023	6.3	5.9	6.2	-	6.3	6.6	-	6.6
Female			6.2	5.9	6.2	-	6.3	6.2	-	6.6
Male			6.6	5.8	6.4	-	-	6.8	-	6.7

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

Analysis of candidate self-assessment data for InTASC 8 reveals positive growth trajectories across both field and clinical placements from Spring 2023 to Spring 2024. Field placements generally began with higher baseline scores but both placement types converged to similar Leadership averages (6.35) by Spring 2024, demonstrating consistent improvement in candidates' self-perceived competence. Equity and Inclusion scores showed parallel improvement patterns, with field placement scores maintaining a slight advantage throughout the assessment period (increasing from 6.5 to 6.6 in field placements versus 6.3 to 6.4 in clinical settings).

Notably, gender dynamics differed significantly between placement types; field placements showed a reversal from male advantage to female advantage in Leadership scores, while clinical placements maintained a persistent male advantage across all semesters.

Program-specific analysis reveals that Mathematics demonstrated the most substantial growth in clinical placements (from 5.0 to 7.0 in Leadership), while Agriculture showed improvement across both settings. Elementary Education exhibited steady growth in Equity scores regardless of placement type.

The overall improvement metrics indicate an average increase of 0.1 points across both Leadership and Equity/Inclusion categories when combining both placement types. While field placements demonstrated more consistent growth patterns, clinical placements showed greater magnitude of improvement in specific programs, suggesting that different placement environments may influence self-assessment in complex ways. The convergence of scores and upward trajectory across both settings by Spring 2024 indicates positive program development in candidates' perceived competence in InTASC 8 standards.

Section XIX. Skills Survey and InTASC 9: Self-Assessment

Field Placement

Based on the analysis of InTASC Standard 9 (Professional Learning and Ethical Practice) data across three semesters, candidate self-assessments show a positive overall trend with a 5.0% increase from Spring 2023 to Spring 2024. Average scores rose from 6.17 in Spring 2023 to 6.48 in Spring 2024, indicating growing confidence in professional learning and ethical practice competencies.

Female candidates demonstrated slightly stronger improvement (5.6% increase) compared to male candidates (0.3% increase), with females scoring higher than males in the two most recent semesters.

Among programs, Agriculture showed the most substantial growth, reaching the highest average score of 7.00 in Spring 2024, while English consistently maintained the lowest scores across available data periods. Several programs including EPP, Agriculture, Elementary, and English demonstrated consistent improvement in InTASC 9 self-assessments.

Overall this suggests effective program development in professional ethics and commitment to ongoing professional learning across the majority of subject areas. Table 27 illustrates the self-assessment skill and career readiness scores for field placements InTASC 9.

Table 27. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 9

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.3	7.0	6.3	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.3	6.3	-	-	-	6.5
Male			6.3	-	-	5.7	-	6.8	-	6.3
		Fall 2023	6.4	-	6.6	6.3	5.8	-	6.1	6.1
Female			6.5	-	6.6	6.5	5.9	-	6.1	6.7
Male			6.0	-	-	5.9	5.7	-	6.2	5.8
		Spring 2023	6.2	6.3	6.1	-	6.5	-	6.6	-
Female			6.2	6.3	6.1	-	6.6	-	6.5	-
Male			6.6	6.3	-	-	6.5	-	6.6	-
Communication	5, 9, 10	Spring 2024	6.3	7.0	6.2	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.2	6.1	-	-	-	6.6
Male			6.3	-	-	6.0	-	6.8	-	6.1
		Fall 2023	6.2	-	6.3	6.1	5.3	-	6.0	5.8
Female			6.2	-	6.3	6.1	5.3	-	5.8	6.5
Male			5.8	-	-	6.0	5.5	-	6.3	5.3
		Spring 2023	5.8	6.0	5.8	-	5.9	-	6.4	-
Female			5.8	6.0	5.8	-	6.0	-	6.3	-
Male			6.3	6.0	-	-	5.8	-	6.3	-
Career & Self Development	1, 9	Spring 2024	6.4	7.0	6.4	6.3	-	6.1	-	6.8
Female			6.4	7.0	6.4	6.3	-	-	-	7.0
Male			6.2	-	-	6.3	-	6.1	-	6.5
		Fall 2023	6.4	-	6.6	6.0	5.9	-	6.2	6.2
Female			6.4	-	6.6	6.1	5.7	-	5.8	6.2
Male			6.3	-	-	6.0	6.5	-	6.2	6.2
		Spring 2023	6.2	5.7	6.2	-	6.3	-	6.6	-
Female			6.2	5.7	6.2	-	6.3	-	6.5	-
Male			6.3	5.7	-	-	6.3	-	6.5	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placement

Analysis of InTASC Standard 9 self-assessment data during clinical placements from Spring 2023 through Spring 2024 reveals an increasing trend of 5.1% improvement, with mean scores progressing from 6.04 to 6.35. Among the three categories incorporating InTASC 9, Career & Self Development demonstrated the highest self-ratings (6.46), contrasting with Communication showing the lowest (6.22). The most substantial category improvement was observed in Career & Self Development (5.9%).

By program area, PE candidates reported the highest self-assessments at 6.97, while Agriculture candidates assessed themselves lowest at 5.97.

Gender analysis indicates increasing trends for female candidates (5.8%) and increasing patterns for male candidates (4.1%), with male candidates scoring 0.15 points higher in Spring 2024. Among programs with complete trend data, Mathematics showed the strongest improvement (18.2%), suggesting particularly effective development of professional learning and ethical practice competencies in this area.

Overall, this suggests effective program development in professional ethics and commitment to ongoing professional learning across the majority of subject areas. Table 28 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 9.

Table 28. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 9

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.2	6.1	6.1	-	6.8	7.0	6.1	-
Female			6.1	-	6.1	-	6.8	-	6.0	-
Male			6.6	6.1	-	-	-	7.0	6.2	-
		Fall 2023	6.1	6.3	6.0	6.9	-	-	-	6.1
Female			6.1	6.3	6.0	6.9	-	-	-	6.1
Male			6.2	-	6.3	-	-	-	-	6.1
		Spring 2023	6.1	5.6	6.0	-	6.1	6.5	-	6.4
Female			6.0	5.6	6.0	-	6.1	6.4	-	6.2
Male			6.3	5.7	5.8	-	-	6.7	-	6.5
Communication	5, 9, 10	Spring 2024	6.0	5.8	5.9	-	7.0	6.9	6.0	-
Female			5.9	-	5.9	-	7.0	-	6.2	-
Male			6.3	5.8	-	-	-	6.9	5.8	-
		Fall 2023	5.7	6.5	5.7	5.8	-	-	-	5.7
Female			5.7	6.5	5.7	5.8	-	-	-	5.8
Male			5.7	-	6.0	-	-	-	-	5.6
		Spring 2023	5.9	5.3	5.8	-	5.5	6.5	-	6.2
Female			5.8	5.2	5.9	-	5.5	6.0	-	6.2
Male			6.2	5.5	5.6	-	-	6.8	-	6.3
Career & Self Development	1, 9	Spring 2024	6.2	6.0	6.1	-	7.0	7.0	6.2	-
Female			6.2	-	6.1	-	7.0	-	6.0	-
Male			6.7	6.0	-	-	-	7.0	6.7	-
		Fall 2023	6.2	6.7	6.1	6.7	-	-	-	6.3
Female			6.1	6.7	6.1	6.7	-	-	-	6.7
Male			6.3	-	6.7	-	-	-	-	6.2
		Spring 2023	6.1	5.4	5.9	-	6.0	6.6	-	6.5
Female			5.9	5.2	5.9	-	6.0	6.2	-	6.7
Male			6.4	6.0	5.7	-	-	6.8	-	6.3

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores

Comparative analysis of InTASC Standard 9 self-assessment data across field and clinical placements from Spring 2023 through Spring 2024 reveals consistent improvement trends in both settings (field: 5.0%, clinical: 5.1%). Students consistently rated themselves higher in field placements (6.48) compared to clinical placements (6.35), with an average difference of 0.07 points across all semesters. Both placement types demonstrated the highest self-ratings in Career & Self Development (field: 6.47, clinical: 6.46) and lowest in Communication (field: 6.38, clinical: 6.22).

Gender dynamics differed between settings, with female candidates rating themselves higher in field placements (by 0.23 points) but male candidates scoring higher in clinical contexts (by 0.15 points).

Program performance varied dramatically, with Agriculture achieving the highest field placement scores (7.00) but lowest clinical ratings (5.97), suggesting context-specific strengths. PE demonstrated the strongest clinical placement performance (6.97), while Mathematics showed the most substantial clinical improvement (18.2%).

Overall, the data indicates that candidates' professional learning and ethical practice self-assessments are improving across both placement types, with specific strengths and growth areas varying by context, program, and demographic factors.

Section XX. Skills Survey and InTASC 10: Self-Assessment

Field Placement

Analysis of InTASC 10 trends reveals a significant positive progression in candidate self-assessment scores across field placements from Spring 2023 to Spring 2024. Overall averages improved from 6.13 in Spring 2023 to 6.08 in Fall 2023, then rose substantially to 6.47 in Spring 2024, representing a meaningful upward trajectory. Communication scores showed the most consistent improvement, increasing from 5.8 to 6.3 for the EPP program over the three semesters.

Gender differences fluctuated across categories and semesters, with female candidates scoring higher in Leadership during Fall 2023 (6.3 vs 5.7) and Spring 2024 (6.2 vs 6.0), while male candidates showed stronger self-assessment in Communication during Spring 2023 (6.3 vs 5.8).

Among programs, Agriculture consistently demonstrated the highest self-ratings in Spring 2024 (7.0 across all categories), while Elementary showed the lowest average performance (6.13).

The data indicates growing candidate confidence in professional collaboration, leadership, and communication skills. Table 29 illustrates the self-assessment skill and career readiness scores for field placements InTASC 10.

Table 29. Self-Assessment Skill and Career Readiness Scores for Field Placements InTASC 10

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Communication	5, 9, 10	Spring 2024	6.3	7.0	6.2	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.2	6.1	-	-	-	6.6
Male			6.3	-	-	6.0	-	6.8	-	6.1
		Fall 2023	6.2	-	6.3	6.1	5.3	-	6.0	5.8
Female			6.2	-	6.3	6.1	5.3	-	5.8	6.5
Male			5.8	-	-	6.0	5.5	-	6.3	5.3
		Spring 2023	5.8	6.0	5.8	-	5.9	-	6.4	-
Female			5.8	6.0	5.8	-	6.0	-	6.3	-
Male			6.3	6.0	-	-	5.8	-	6.3	-
Teamwork	3, 7, 10	Spring 2024	6.4	7.0	6.4	6.3	-	6.8	-	6.7
Female			6.4	7.0	6.4	6.4	-	-	-	6.8
Male			6.5	-	-	6.0	-	6.8	-	6.7
		Fall 2023	6.4	-	6.6	6.3	5.6	-	5.9	6.1
Female			6.6	-	6.6	6.5	6.2	-	6.0	6.3
Male			5.7	-	-	5.8	4.5	-	5.8	5.9
		Spring 2023	6.3	5.8	6.2	-	6.5	-	6.8	-
Female			6.2	6.0	6.2	-	6.0	-	7.0	-
Male			6.5	5.7	-	-	7.0	-	6.9	-
Leadership	3, 8, 10	Spring 2024	6.2	7.0	6.2	6.0	-	6.2	-	6.5
Female			6.2	7.0	6.2	6.0	-	-	-	6.7
Male			6.0	-	-	5.8	-	6.2	-	6.2
		Fall 2023	6.2	-	6.4	5.8	6.0	-	6.0	6.4
Female			6.3	-	6.4	5.8	6.0	-	5.8	6.1
Male			5.7	-	-	6.0	6.0	-	6.2	6.8
		Spring 2023	6.0	5.7	5.9	-	6.2	-	6.6	-
Female			5.9	5.7	5.9	-	5.7	-	5.8	-
Male			6.3	5.7	-	-	6.7	-	6.7	-

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Clinical Placement

Analysis of InTASC 10 data for candidate self-assessment during clinical placements reveals a positive trajectory over the past three semesters, with overall averages increasing from 5.98 in Spring 2023 to 6.09 in Fall 2023, and further to 6.33 in Spring 2024. Communication scores showed the most substantial improvement with a 0.39 point increase since Spring 2023, while Teamwork and Leadership demonstrated more modest gains of 0.16 and 0.17 points respectively.

Gender analysis indicates male candidates consistently rated themselves higher than female candidates in most categories across semesters, with particularly notable differences in Leadership during Spring 2024 (males 0.60 points higher).

Mathematics emerged as the highest performing program in Spring 2024 with perfect 7.0 scores across all categories, while Agriculture recorded the lowest average at 5.93. The Elementary program demonstrated steady improvement across all three categories, emerging as the most improved program overall with a 0.17 point increase from Spring 2023 to Spring 2024. Physical Education also showed strong performance in Spring 2024, particularly in Teamwork and Leadership (both 7.0).

These trends suggest increasing candidate confidence in professional responsibilities related to InTASC 10, with opportunities to address gender disparities in self-assessment. Table 30 illustrates the self-assessment skill and career readiness scores for clinical placements InTASC 10.

Table 30. Self-Assessment Skill and Career Readiness Scores for Clinical Placements InTASC 10

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Communication	5, 9, 10	Spring 2024	6.0	5.8	5.9	-	7.0	6.9	6.0	-
Female			5.9	-	5.9	-	7.0	-	6.2	-
Male			6.3	5.8	-	-	-	6.9	5.8	-
		Fall 2023	5.7	6.5	5.7	5.8	-	-	-	5.7
Female			5.7	6.5	5.7	5.8	-	-	-	5.8
Male			5.7	-	6.0	-	-	-	-	5.6
		Spring 2023	5.9	5.3	5.8	-	5.5	6.5	-	6.2
Female			5.8	5.2	5.9	-	5.5	6.0	-	6.2
Male			6.2	5.5	5.6	-	-	6.8	-	6.3
Teamwork	3, 7, 10	Spring 2024	6.2	5.7	6.1	-	7.0	7.0	6.3	-
Female			6.2	-	6.1	-	7.0	-	6.3	-
Male			6.6	5.7	-	-	-	7.0	6.3	-
		Fall 2023	6.1	6.0	6.1	7.0	-	-	-	5.9
Female			6.2	6.0	6.1	7.0	-	-	-	6.3
Male			5.8	-	6.7	-	-	-	-	5.7
		Spring 2023	6.2	5.9	6.0	-	6.0	6.6	-	6.4
Female			6.1	5.9	6.0	-	6.0	6.3	-	6.3
Male			6.4	6.0	5.8	-	-	6.8	-	6.5
Leadership	3, 8, 10	Spring 2024	6.0	6.3	6.0	-	7.0	7.0	5.8	-
Female			6.0	-	6.0	-	7.0	-	5.7	-
Male			6.6	6.3	-	-	-	7.0	6.0	-
		Fall 2023	5.9	7.0	5.8	5.7	-	-	-	6.5
Female			5.8	7.0	5.8	5.7	-	-	-	6.7
Male			6.0	-	5.7	-	-	-	-	6.4
		Spring 2023	6.0	5.7	5.8	-	5.0	6.5	-	6.3
Female			5.8	5.6	5.8	-	5.0	6.2	-	6.3
Male			6.3	5.8	5.6	-	-	6.8	-	6.3

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Comparison of Field and Clinical Place Self-Assessment Scores