

Skills Survey Data & Results Evidence for Field & Clinical Placements as Scored by Mentor Teachers

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Section I: Executive Summary for Skills Survey Field and Clinical Placements

The Skills Survey Data gathered from Mentor Teachers across Field and Clinical Placements spanning Spring 2023 through Spring 2024 demonstrates that the EPP maintains consistent performance across most indicators, with career readiness scores ranging from 6.2 to 6.4. The Spring 2024 semester showed the highest overall performance (6.4), indicating a slight upward trend. This data validates that candidates are successfully demonstrating professional dispositions aligned with InTASC standards through the survey's 30 questions, which assess eight overarching skills: professionalism, communication, technology, teamwork, critical thinking, career and self-development, leadership, and equity and inclusion.

Across all Teacher Preparation Programs (TPPs), equity and inclusion emerged as a consistent strength, with candidates scoring between 6.5-6.7 over the assessment period. Technology integration showed notable improvement from Fall 2023 (5.4) to Spring 2024 (6.5), with particularly strong performance in Agriculture (7.0) and Elementary Education (6.5). Teamwork also maintained stable high performance (6.3-6.5) with the strongest scores seen in Physical Education and Social Studies. When comparing field and clinical placements, clinical settings generally showed higher and more consistent scores, suggesting successful professional growth as candidates progress through their program.

Areas identified for further development include critical thinking, which received the lowest overall scores among all categories despite showing improvement in Spring 2024. Leadership skills demonstrated fluctuation across semesters (5.9-6.3), indicating a need for targeted interventions. Program-specific analyses revealed that Elementary Education showed consistently strong performance across all categories with scores averaging 6.4, while Mathematics Education demonstrated exceptional leadership (6.8-7.0) but more variable performance in critical thinking. Agriculture Education displayed an interesting pattern with strong field placement scores but declining clinical performance, particularly in teamwork (4.8-6.1), suggesting the need for targeted support during clinical experiences.

Gender analysis indicated that female candidates generally showed slightly higher scores and more consistent performance between field and clinical settings. Male candidates demonstrated more variable performance, particularly in field settings. However, the EPP acknowledges that these gender comparisons should be interpreted cautiously due to the disproportionate number of females across most programs, and other assessment data points should be considered for comprehensive analysis.

Qualitative feedback from mentor teachers highlighted relationship building, initiative, flexibility, and professionalism as consistent strengths across all content areas. Areas for improvement included classroom management, confidence, content knowledge, time management, and voice projection. In secondary programs, additional needs were identified around content depth, student engagement, and classroom discussions. These insights, combined with the quantitative data, have led the EPP to identify several key recommendations for program enhancement.

The EPP plans to investigate further opportunities for student teachers to practice and develop classroom management skills in various contexts prior to clinical placements. Additional focus will be placed on incorporating differentiated instruction into coursework and helping candidates project their voices effectively. Activities and reflective practices will be developed to help candidates build professional confidence, while also enhancing supports for time management and lesson pacing. The EPP also recognizes the need to improve alignment between field and clinical experiences to

ensure smoother transitions and create targeted interventions for specific programs, particularly Agriculture Education's clinical experience. Finally, more integrative approaches to critical thinking and leadership development will be implemented across all programs.

This comprehensive analysis demonstrates the EPP's commitment to developing well-prepared candidates who understand and apply principles of learner development, while continuously identifying specific areas for program enhancement and improvement. The data suggests overall program effectiveness while highlighting targeted opportunities for growth to better prepare candidates for the diverse challenges of the teaching profession.

Section II. Survey Information

Mentor Teachers and candidates are asked to provide ratings on a Skills Survey that the EPP uses as its dispositional assessment. Mentor teachers and candidates associated with candidates in their final semester of field placement hours, during clinical placement, or in a semester of residency complete this survey. 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 candidates assessed by mentor teachers by gender and TPP in field placements. Table 2 outlines the number of candidates assessed by mentor teachers by gender and TPP in clinical placements.

Table 1. Skills Survey Scores by Mentor Teachers for Field Placements by Gender and TPP

Semester	All	Agr	Elem	English	Math	PE	Science	SS
Spring 2024	105	4	70	7	2	3	1	17
Female	87	3	69	5	2	-	-	9
Male	18	1	1	2	-	3	1	8
Fall 2023	97	-	64	7	-	-	7	19
Female	81	-	63	5	-	-	4	9
Male	16	-	1	2	-	-	3	10
Spring 2023	72	2	57	-	1	-	-	8
Female	63	1	56	-	1	-	-	3
Male	9	1	1	-	-	-	-	5

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

Table 2. Skills Survey Scores by Mentor Teachers for Clinical Placements by Gender and TPP

Semester	All	Agr	Elem	English	Math	PE	Science	SS
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Spring 2024	87	1	57	-	2	21	6	-
Female	72	-	57	-	-	9	4	-
Male	15	1	-	-	2	12	2	-
Fall 2023	90	2	63	3	1	-	2	-
Female	74	1	62	3	1	-	2	-
Male	16	1	1	0	-	-	-	-
Spring 2023	40	7	24	-	-	9	-	-
Female	39	6	21	-	-	4	-	-
Male	9	1	3	-	-	5	-	-

Section III. Skills Survey Items

The skills survey is made up of thirty questions that are scored on a seven-point Likert scale. Mentor teachers rate the candidates 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. Skills Survey Results for Field Placements

For the three semesters (Spring 2023 - Spring 2024) of data analyzed the EPP maintains consistent performance across most indicators, with overall career readiness scores ranging from 6.2 to 6.4. The Spring 2024 semester showed the highest overall score (6.4), indicating a slight upward trend in overall performance. For a candidate at this stage in their progression an overall score of 5.5 or above is considered to meet expectations.

Five skills are also worthy of mentioning. The first one is equity and inclusion where candidates scored consistently high scores across all semesters (6.5-6.7). With Spring 2024 showing the highest performance at 6.7. For all TPPs equity and inclusion was seen as an area of strength. Technology Integration showed notable improvement from Fall 2023 (5.4) to Spring 2024 (6.5). These scores were Particularly strong in Agriculture (7.0) and Elementary Education (6.5). While Teamwork maintained stable high performance (6.3-6.5) with the strongest scores being in Physical Education and Social Studies. Areas the EPP has identified as needing further analysis and targeted intervention development are critical thinking and leadership. The area of critical thinking had the lowest overall scores among all categories. While leadership showed fluctuation. Both areas for growth are also understandable at this point in a candidate’s progression. What the EPP sees these scores as useful for is in the development of a specific skills development action plan for candidates during their clinical experiences.

When looking at this data by TPP Elementary Education showed consistently strong performance across all categories with scores around 6.4. With the strongest area being in Equity and Inclusion (6.5-6.7) and technology integration showing improvements. Mathematics Education had mixed performance across categories although leadership scores were strong (7.0). Critical thinking was shown to need attention.

Gender performance analysis indicates that female candidates generally show slightly higher scores and excel in communication and professionalism. While male candidates show strength in teamwork. With the smallest gender gap in performance being in equity and inclusion. Overall, since the number of males across the EPP is low we believe this analysis does not provide as much insight as across TPPs. Table 5 shows overall and skills career readiness scores for field placement candidates.

Table 5. Overall Skill and Career Readiness Scores for Field Placement Candidates by Mentor Teachers

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Overall Career Readiness		Spring 2024	6.4	6.8	6.4	6.3	6.1	6.7	6.2	6.3
Female			6.5	7.0	6.4	6.9	-	-	6.2	6.5
Male			6.2	6.3	7.0	4.9	6.1	6.7	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.1	-	6.1	6.4
Female			6.2	-	6.2	6.3	6.1	-	6.5	6.6
Male			6.0	-	6.1	5.4		-	5.6	6.3
		Spring 2023	6.3	6.6	6.4	-	6.5	-	6.2	5.4
Female			6.3	6.8	6.4	-	6.5	-	6.2	3.8
Male			6.4	6.5	7.0	-		-	6.1	6.3
Professionalism	4, 6, 9	Spring 2024	6.4	6.8	6.4	6.4	6.0	6.8	6.6	6.3
Female			6.4	7.0	6.4	6.9	-	-	6.6	6.4
Male			6.2	6.1	7.0	4.9	6.0	6.8	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.0	-	6.3	6.3
Female			6.2	-	6.2	6.4	6.0	-	6.6	6.6
Male			5.9	-	6.3	5.0	-	-	5.8	6.1
		Spring 2023	6.3	6.8	6.4	-	6.8	-	6.2	5.5
Female			6.3	6.9	6.4	-	6.8	-	6.4	3.8
Male			6.5	6.8	7.0	-	-	-	6.1	6.5

Communication	5, 9, 10	Spring 2024	6.4	6.8	6.4	6.3	6.2	6.7	6.0	6.2
Female			6.4	7.0	6.4	6.8	--	-	6.0	6.4
Male			6.1	6.3	7.0	4.9	6.2	6.7	-	6.1
		Fall 2023	6.2	-	6.1	5.9	6.3	-	5.9	6.4
Female			6.2	-	6.1	6.2	6.3	-	6.4	6.6
Male			5.9	-	5.8	5.3		-	5.2	6.3
		Spring 2023	6.3	6.9	6.4	-	6.5	-	6.2	5.3
Female			6.3	6.8	6.4	-	6.5	-	6.3	3.7
Male			6.4	7.0	7.0	-	-	-	6.1	6.2
Technology	7	Spring 2024	6.5	7.0	6.5	6.4	6.0	6.7	6.0	6.3
Female			6.5	7.0	6.5	7.0	-	-	6.0	6.3
Male			6.2	7.0	7.0	4.8	6.0	6.7	-	6.2
		Fall 2023	5.4	-	5.1	5.3	6.5	-	6.1	5.9
Female			5.5	-	5.2	5.1	6.5	-	6.6	6.7
Male			4.9	-	0.0	5.8	-	-	5.3	5.2
		Spring 2023	6.4	6.5	6.5	-	7.0	-	6.4	5.9
Female			6.5	6.4	6.5	-	7.0	-	6.3	5.5
Male			6.3	6.5	7.0	-	-	-	6.5	6.1
Teamwork	3, 7, 10	Spring 2024	6.5	6.8	6.5	6.4	6.3	6.8	6.3	6.4
Female			6.5	7.0	6.5	6.9	-	-	6.3	6.5
Male			6.3	6.0	7.0	5.2	6.3	6.8	-	6.3
		Fall 2023	6.4	-	6.3	6.2	6.2	-	6.1	6.7
Female			6.4	-	6.3	6.3	6.2	-	6.6	6.6
Male			6.4	-	6.3	5.8	-	-	5.6	6.7
			-	-	-	-	-	-	-	-
		Spring 2023	6.3	6.8	6.4	-	7.0	-	6.1	5.3
Female			6.3	7.0	6.4	-	7.0	-	6.2	3.8
Male			6.3	6.5	7.0	-	-	-	6.0	6.3
Critical Thinking	6, 7	Spring 2024	6.3	6.7	6.3	6.2	4.5	6.6	5.5	6.2
Female			6.4	6.9	6.3	6.8	-	-	5.5	6.4
Male			6.0	6.3	7.0	4.8	4.5	6.6	-	6.0
		Fall 2023	5.7	-	5.5	5.7	6.2	-	5.9	6.1
Female			5.7	-	5.5	6.0	6.2	-	6.4	6.5
Male			5.6	-	6.0	5.0	-	-	5.3	5.8
		Spring 2023	6.1	6.3	6.2	-	6.0	-	6.1	5.2
Female			6.1	6.7	6.2	-	6.0	-	6.3	3.5
Male			6.2	6.0	7.0	-	-	-	5.8	6.3
Career & Self Development	1, 9	Spring 2024	6.4	6.7	6.4	6.2	5.0	6.8	6.7	6.4
Female			6.4	6.8	6.4	6.9	-	-	6.7	6.6
Male			6.0	6.3	7.0	4.7	5.0	6.8	-	6.1
		Fall 2023	6.2	-	6.0	6.0	6.1	-	6.4	6.7
Female			6.1	-	6.0	6.3	6.1	-	6.6	6.5

Male			6.4	-	6.0	5.5	-	-	6.1	6.8
		Spring 2023	6.3	6.7	6.4	-	6.0	-	5.9	5.5
Female			6.2	7.0	6.4	-	6.0	-	5.8	3.7
Male			6.5	6.3	7.0	-	-	-	6.0	6.6
Leadership	3, 8, 10	Spring 2024	6.3	6.8	6.3	6.1	7.0	6.7	5.7	6.3
Female			6.4	7.0	6.3	6.9	-	-	5.7	6.4
Male			6.1	6.3	7.0	4.2	7.0	6.7	-	6.1
		Fall 2023	5.9	-	5.8	5.1	6.0	-	6.2	6.4
Female			5.9	-	5.8	5.9	6.0	-	6.6	6.5
Male			5.8	-	6.0	3.3	-	-	5.7	6.3
		Spring 2023	6.0	5.8	6.2	-	6.0	-	6.0	4.7
Female			6.0	6.0	6.2	-	6.0	-	6.2	2.8
Male			5.9	5.5	7.0	-	-	-	5.8	5.9
Equity and Inclusion	2, 8	Spring 2024	6.7	6.8	6.7	6.5	6.8	6.7	6.0	6.6
Female			6.7	6.7	6.7	7.0	-	-	6.0	6.6
Male			6.5	6.3	7.0	5.3	6.8	6.7	-	6.6
		Fall 2023	6.5	-	6.5	6.7	6.2	-	6.3	6.4
Female			6.5	-	6.5	6.9	6.2	-	6.8	6.7
Male			6.0	-	6.7	6.0	-	-	5.8	6.1
		Spring 2023	6.5	6.8	6.6	-	6.7	-	6.3	5.8
Female			6.5	7.0	6.6	-	6.7	-	6.3	4.5
Male			6.6	6.7	7.0	-	-	-	6.3	5.8

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

Section V. Skills Survey Results for Clinical Placements

For the three semesters (Spring 2023 - Spring 2024) of data analyzed the EPP maintains consistent performance across most indicators, with overall career readiness scores ranging from 6.2 to 6.4. This stability suggests effective program implementation and consistent expectations across clinical experiences. For a candidate at this stage in their progression an overall score of 6.0 or above is considered to meet expectations.

Four skills are also worthy of mentioning. The first one is equity and inclusion where candidates scored consistently high scores across all semesters (6.5-6.6). For all TPPs equity and inclusion was seen as an area of strength especially in Elementary and Mathematics Education. Technology Integration also showed strong overall performance (6.3-6.5). These scores were Particularly strong in Science (6.5-6.7) and Mathematics (6.5-7.0) Education. While Elementary Education showed consistent improvement. Professionalism maintained stable high performance (6.2-6.5) with the strongest scores being in Mathematics (6.8-7.0) and Elementary (6.2-6.6) Education. Areas the EPP has identified as needing further analysis and targeted intervention development are critical thinking and leadership. The area of critical thinking had the lowest overall scores among all categories (6.0-6.3). The EPP is looking to review other assessment data in relation to critical thinking skills and then implement curricular changes to address this area of candidate development. While also continuing to maintain strong technology integration and equity and inclusion focus.

When looking at this data by TPP Elementary Education (6.2-6.7) showed consistently strong performance across all categories. With the strongest area being in Equity and Inclusion and technology integration showing improvements. Mathematics Education also showed consistently high scores (6.5-7.0) with the strongest skill being leadership. Science Education showed a stable performance trend with consistent scores across skills. Equity and Inclusion being the best for these candidates also.

Gender performance analysis indicates that female candidates generally show slightly higher scores and excel in equity and inclusion. While male candidates show strength in technical areas. With the smallest gender gap in performance being in professionalism. Overall, since the number of males across the EPP is low we believe this analysis does not provide as much insight as across TPPs. Table 6 shows overall skills and career readiness scores for clinical placement candidates.

Table 6. Skill and Career Readiness Scores for Clinical Placement Candidates by Mentor Teachers

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Overall Career Readiness		Spring 2024	6.4	6.8	6.4	6.3	6.1	6.7	6.2	6.3
Female			6.5	7.0	6.4	6.9	-	-	6.2	6.5
Male			6.2	6.3	7.0	4.9	6.1	6.7	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.1	-	6.1	6.4
Female			6.2	-	6.2	6.3	6.1	-	6.5	6.6
Male			6.0	-	6.1	5.4		-	5.6	6.3
		Spring 2023	6.3	6.6	6.4	-	6.5	-	6.2	5.4
Female			6.3	6.8	6.4	-	6.5	-	6.2	3.8
Male			6.4	6.5	7.0	-	-	-	6.1	6.3
Professionalism	4, 6, 9	Spring 2024	6.4	6.8	6.4	6.4	6.0	6.8	6.6	6.3
Female			6.4	7.0	6.4	6.9	-	-	6.6	6.4
Male			6.2	6.1	7.0	4.9	6.0	6.8	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.0	-	6.3	6.3
Female			6.2	-	6.2	6.4	6.0	-	6.6	6.6
Male			5.9	-	6.3	5.0	-	-	5.8	6.1
		Spring 2023	6.3	6.8	6.4	-	6.8	-	6.2	5.5
Female			6.3	6.9	6.4	-	6.8	-	6.4	3.8
Male			6.5	6.8	7.0	-	-	-	6.1	6.5
Communication	5, 9, 10	Spring 2024	6.4	6.8	6.4	6.3	6.2	6.7	6.0	6.2
Female			6.4	7.0	6.4	6.8	--	-	6.0	6.4
Male			6.1	6.3	7.0	4.9	6.2	6.7	-	6.1
		Fall 2023	6.2	-	6.1	5.9	6.3	-	5.9	6.4
Female			6.2	-	6.1	6.2	6.3	-	6.4	6.6
Male			5.9	-	5.8	5.3		-	5.2	6.3
		Spring 2023	6.3	6.9	6.4	-	6.5	-	6.2	5.3
Female			6.3	6.8	6.4	-	6.5	-	6.3	3.7
Male			6.4	7.0	7.0	-	-	-	6.1	6.2

Technology	7	Spring 2024	6.5	7.0	6.5	6.4	6.0	6.7	6.0	6.3
Female			6.5	7.0	6.5	7.0	-	-	6.0	6.3
Male			6.2	7.0	7.0	4.8	6.0	6.7	-	6.2
		Fall 2023	5.4	-	5.1	5.3	6.5	-	6.1	5.9
Female			5.5	-	5.2	5.1	6.5	-	6.6	6.7
Male			4.9	-	0.0	5.8	-	-	5.3	5.2
		Spring 2023	6.4	6.5	6.5	-	7.0	-	6.4	5.9
Female			6.5	6.4	6.5	-	7.0	-	6.3	5.5
Male			6.3	6.5	7.0	-	-	-	6.5	6.1
Teamwork	3, 7, 10	Spring 2024	6.5	6.8	6.5	6.4	6.3	6.8	6.3	6.4
Female			6.5	7.0	6.5	6.9	-	-	6.3	6.5
Male			6.3	6.0	7.0	5.2	6.3	6.8	-	6.3
		Fall 2023	6.4	-	6.3	6.2	6.2	-	6.1	6.7
Female			6.4	-	6.3	6.3	6.2	-	6.6	6.6
Male			6.4	-	6.3	5.8	-	-	5.6	6.7
			-	-	-	-	-	-	-	-
		Spring 2023	6.3	6.8	6.4	-	7.0	-	6.1	5.3
Female			6.3	7.0	6.4	-	7.0	-	6.2	3.8
Male			6.3	6.5	7.0	-	-	-	6.0	6.3
Critical Thinking	6, 7	Spring 2024	6.3	6.7	6.3	6.2	4.5	6.6	5.5	6.2
Female			6.4	6.9	6.3	6.8	-	-	5.5	6.4
Male			6.0	6.3	7.0	4.8	4.5	6.6	-	6.0
		Fall 2023	5.7	-	5.5	5.7	6.2	-	5.9	6.1
Female			5.7	-	5.5	6.0	6.2	-	6.4	6.5
Male			5.6	-	6.0	5.0	-	-	5.3	5.8
		Spring 2023	6.1	6.3	6.2	-	6.0	-	6.1	5.2
Female			6.1	6.7	6.2	-	6.0	-	6.3	3.5
Male			6.2	6.0	7.0	-	-	-	5.8	6.3
Career & Self Development	1, 9	Spring 2024	6.4	6.7	6.4	6.2	5.0	6.8	6.7	6.4
Female			6.4	6.8	6.4	6.9	-	-	6.7	6.6
Male			6.0	6.3	7.0	4.7	5.0	6.8	-	6.1
		Fall 2023	6.2	-	6.0	6.0	6.1	-	6.4	6.7
Female			6.1	-	6.0	6.3	6.1	-	6.6	6.5
Male			6.4	-	6.0	5.5	-	-	6.1	6.8
		Spring 2023	6.3	6.7	6.4	-	6.0	-	5.9	5.5
Female			6.2	7.0	6.4	-	6.0	-	5.8	3.7
Male			6.5	6.3	7.0	-	-	-	6.0	6.6
Leadership	3, 8, 10	Spring 2024	6.3	6.8	6.3	6.1	7.0	6.7	5.7	6.3
Female			6.4	7.0	6.3	6.9	-	-	5.7	6.4
Male			6.1	6.3	7.0	4.2	7.0	6.7	-	6.1
		Fall 2023	5.9	-	5.8	5.1	6.0	-	6.2	6.4
Female			5.9	-	5.8	5.9	6.0	-	6.6	6.5

Male			5.8	-	6.0	3.3	-	-	5.7	6.3
		Spring 2023	6.0	5.8	6.2	-	6.0	-	6.0	4.7
Female			6.0	6.0	6.2	-	6.0	-	6.2	2.8
Male			5.9	5.5	7.0	-	-	-	5.8	5.9
Equity and Inclusion	2, 8	Spring 2024	6.7	6.8	6.7	6.5	6.8	6.7	6.0	6.6
Female			6.7	6.7	6.7	7.0	-	-	6.0	6.6
Male			6.5	6.3	7.0	5.3	6.8	6.7	-	6.6
		Fall 2023	6.5	-	6.5	6.7	6.2	-	6.3	6.4
Female			6.5	-	6.5	6.9	6.2	-	6.8	6.7
Male			6.0	-	6.7	6.0	-	-	5.8	6.1
		Spring 2023	6.5	6.8	6.6	-	6.7	-	6.3	5.8
Female			6.5	7.0	6.6	-	6.7	-	6.3	4.5
Male			6.6	6.7	7.0	-	-	-	6.3	5.8

Section VI. Comparison of Field and Clinical Placement Candidates on Skills Survey

For the three semesters (Spring 2023 - Spring 2024) of data analyzed the EPP maintains consistent performance across most indicators, with overall career readiness scores ranging from 6.2 to 6.4 for both field and clinical candidates. Equity and inclusion were the highest scoring skill across both settings while professionalism was also seen as a strength. With technology integration showing improvement trends in both settings. Field placements show greater score variability across programs while clinical placements demonstrate more consistent performance patterns. This is understandable when aligned with candidates place in their progression toward graduation and certification. It also gives the EPP an opportunity to develop structures to support candidates in this part of the progression. One such idea being to develop a mentoring program.

In the skill area of professionalism scores ranged from 6.2 to 6.4 in field placements while for clinical placements scores ranged from 6.2-6.5. Mathematics showed exceptional performance in clinical settings (6.8-7.0). Although we are proud of these scores, we are also aware that given the number of candidates in this TPP is low scores are skewed. In the area of technology integration field placement results showed significant improvement from Fall 2023 (5.4) to Spring 2024 (6.5). While during clinical placements scores were more consistent (6.3-6.5). In the area of critical thinking field placement scores showed variability (5.7-6.3) while once again clinical placements showed more consistent scores (6.0-6.3). Overall, we note that clinical placements may provide more structured professional development opportunities across all skills, while field placements offer more varied experiences. To address this issue, we as an EPP see the need to develop clearer learning objectives across TPPS for field placement settings.

For the Elementary Education program consistent performance was seen across both settings with strong equity and inclusion scores in both also. Technology integration skills were seen to improve across both settings. The key difference was that scores showed less variation and remained more consistent during clinical placements. For Mathematics candidates' clinical placements showed stronger overall performance especially in critical thinking. While leadership scores were more consistent in clinical placements. It is noted that for Agricultural Education scores were higher during field placements. This is a cause for concern as we as an EPP have seen improvement in all other TPPs performance from field to clinical placements. Agriculture will analyze the reason for this and update their curriculum as needed.

Section VII. Skills Survey Qualitative Results for Candidate’s Strengths in Field Placements

Comments from the skills survey (Spring 2024, Fall 2023, and Spring 2023) open ended question asking mentor teachers to highlight candidate’s strengths that they observed while in the last semester of their field placements resulted in the following trends. Across all content areas relationship building, initiative and proactivity, flexibility and adaptability, professionalism, enthusiasm and positive attitude, and willingness to learn were all consistently identified across all content areas as strengths.

For the elementary program creativity, small group instruction, and patience were seen as strength. With one mentor teacher commenting, “This Candidate is organized, efficient, and detail oriented. She has an eye for problem solving in the classroom and can spin the plates necessary to teach young children. She is warm and positive toward children and communicates expectations and learning targets clearly.” In secondary education the notes strengths were content knowledge, engaging instruction, and classroom management. In this area one comment stated, “This candidate is highly professional in her interactions with students and adults. She demonstrates a strong work ethic, is organized and prepared for each class, and thinks quickly on her feet when something occurs causing an adjustment in delivering her lesson (technology issues, last-minute schedule changes, etc.).” In English these students’ abilities to analyze skills and conduct writing instruction were seen as strengths. While in Social Studies contextualization and discussion facilitation were highlighted. One of the social studies mentors commented, “This candidate does such a wonderful job on creating connections with the students. He can easily make them laugh but also listen to what ever issue they may have. This strength translates into how he speaks with his co-workers as well. He is very kind and wants to engage in conversation with anyone. He has a lot of history knowledge.” For the mathematics candidates problem-solving and conceptual understanding were noted. Sciences areas of strengths were inquiry-based learning and safety awareness. While Agriculture was strong in practical skills and program management. With one comment stating, “This candidate performed his teaching duties responsibly and dependably and worked cooperatively with the agriscience staff to support FFA activities and program events. His top three work-related strengths would be his diligence, character, and desire to achieve.”

As a results of all these remarks across the three semesters (Spring 2024, Fall 2023, Spring 2023) we as an EPP see the need to continue to emphasize and develop relationship-building, adaptability, and content knowledge while also expanding training in educational technology across all programs, with particular attention for student teachers to integrate technology effectively in their lessons. Across all programs instruction in differentiated instruction to help candidates address diverse learning needs must be incorporated.

The data from field placements demonstrates that the TPPs are successfully developing many of the key skills and qualities needed for effective teaching. Candidates in field placements consistently show strengths in areas crucial to successful teaching, such as relationship building, initiative, and adaptability. The differences observed across content areas and grade levels reflect the unique demands of these specializations, indicating that the programs are effectively preparing students for their specific teaching contexts. Table 7 provides all the qualitative responses for Field Placement Candidate’s Strength by TPP.

Table 7. Qualitative Responses Outlining Candidate’s Strengths During Field Placements by TPP

Spring 2024	
TPP	Comments

Agriculture	<ul style="list-style-type: none"> • He knows his content • Likes what he is doing • Very engaged • Voice - When speaks as a student, she is soft spoken. But when she is in front leading the class, she uses her teaching voice and makes sure everyone hears her and understands. • Understanding - is very good at understanding the situation at hand. If she has questions, she is not afraid to ask. • Communication - She makes sure we are on the same page and there is no misunderstanding. • I think will be a wonderful teacher!! • Communication - she communicates well with the class and is not afraid to ask for advice or guidance. Understanding the content - she know the content and standards very well • Passion - I love that these students all want to teach and are excited about it. • I think will do great things in teaching. • Voice - she has a very good teacher voice. Speaks very well and you can hear her. Caring - Cares about her classmates and I think that will carry over to her students. Wanting to do well - Asks how she could improve • I would let her teach my family members!
Elementary	<ul style="list-style-type: none"> • did an outstanding job building a relationship with each student and provided support when she noticed a student struggling • was punctual and spent extra time with us weekly. • was flexible with our school schedule and always willing to learn. She got to experience multiple IEP meetings, a 504 meeting, a field trip, and PLC weekly. • Building relationships with students - The students adore her. She interacts with them & goes out of her way to make them feel loved and special. • Organization and professionalism - always communicates well with me and discusses her assignments in depth. She takes initiative in the classroom to lead small group instruction and support students as needed during independent work. She is timely with all she does. • Positive attitude and work ethic - is such a joy to be around. She has a positive attitude and is willing to take on challenges. She is well prepared and demonstrates a growth mindset. • She was great with building relationships with students and relating lessons to things they are interested in. • This is so important and super beneficial for good classroom management. • She always came in with a positive can-do attitude. • She was always very punctual and a very hard worker. She always stepped in and helped students when they needed it without an direction needed from me. • Great repertoire with students • Flexible and understanding • Communicates effectively • is punctual and reliable. She always did what was asked of her. took initiative and would assist students without being asked. She sought out opportunities to teach and improve and wanted to learn how to improve her teaching. • student rapport - willing to talk and get to know the students • Flexibility • kind to others • works to form strong relationships with students, she engages in meaningful conversations with coworkers, and works to understand and improve her teaching practice. • Great communication skills. • Positive attitude and willingness to learn. • Utilizes resources in the classroom/school.

- was extremely comfortable around the students. She took the time to talk with the students and get to know them. She always provided a helping hand. was willing and able to help out with anything in the classroom, from taking the students for bathroom breaks in the hallway to doing whole group read alouds.
- was always prepared for each day.
- Adaptability, Patience, Empathy
- She quickly developed a great rapport with students.
- She was on time for her placement and if she needed to be absent she was sure to notify me according.
- She began planning for activities in advance.
- Punctuality
- Adaptability
- Dependability
- She is open minded and takes information openly. She does not show any upset when she is corrected.
- She works constantly to improve herself. Asks for knowledge correction and feedback.
- She was willing to try anything I asked her to do with the students, from whole class to small groups.
- is able to easily talk with students and has built good relationships with them.
- She shows concern and compassion for those who struggle academically. She is open to ideas about how to teach academics and accepts constructive criticism without incident.
- Positive attitude and full of enthusiasm!
- Builds relationships well with students and adults.
- Always on time!
- Tries hard, willing to help, and open to suggestions.
- had strengths in this placement that made her a prospective teacher with great potential. One area is with her rapport with the students. From the first day of her placement, she had learned all of their names and started making connections with them that would positively impact them for the duration of her time in our classroom. Also, when given direct instructions, she followed my requests for tasks and willingly executed them well. She welcomed the opportunity to begin teaching simple mini lessons in a whole group setting (checking over morning work, completing interactive notebook pages, etc.) and succeeded in this instruction. In addition,
- has the desire to succeed in this career. She welcomed my feedback and we had impactful discussions that show her drive to grow and her positive outlook on her future placements.
- Kind
- Enjoys Children
- Respectful
- is very organized, prepared, and willing to jump right in and assist the learners as needed without being asked. acts professionally is was always present and on time if not early.
- is excellent at communicating, is dependable, and has built a great rapport with the students in my classroom.
- always jumped in to help without being asked. She communicated with all students with respect. She was always willing to help out with any projects or paperwork that I had left at the end of each day, even if that meant staying after school.
- is a team player and is willing to do anything that is asked of her. She is respectful to students and staff and worked to build relationships with the students. She is dedicated to student learning as evidenced by small group instruction.
- has a string love of students and helping them to learn!
- She is doing a great job building relationships and interacting with students.
- She has good communication with teachers about upcoming assignments and date and times.
- Quickly develops a rapport with students; developing trust and earning respect.

- Prompt and punctual.
- Willing to take on new tasks.
 - Understanding how to continue to move forward with the class when one student is having a behavioral meltdown.
 - Can build relationships with the students, creating trust and respect.
 - Understanding how to handle a small group and keep students focused and on track who are not in the group.
- is always willing to do what she needs to help in the classroom. She is kind to the other teachers and the students. She always works hard to make her time in the classroom valuable. does a great job!
- built appropriate relationships with the students. She was helpful, did her assignments in a timely manner and was overall a great intern/student.
- always accepts criticism and correction well, she works to improve upon whatever might be giving her difficulty. She also does a great job building rapport with students, our class enjoys their time with her.
- Building a relationship with the students as well as me (mentor/coworker) --- always talked to the students and interacted with them. She got to know them and their needs. Every week the students knew that Wednesday's were day! They were excited to see her and she was excited to see them. This strength will help her as a teacher by getting to know the students and building a connection with them.
- Volunteering, jumping right in/helping out in the classroom --- volunteered to read a book to the class many times. She was not afraid to do so and she even did a nice job when reading to class. always jumped in to help students with writing tasks or during stations when she saw a need from students that needed to be met. She played a very active role as a student teacher and was very involved.
- Positive attitude and drive to learn --- has a positive attitude and is happy to be teaching/learning. She is interested in learning new teaching skills and isn't afraid to ask questions. You can tell that she is dedicated to what she is doing. has an open mind. This will help her as a teacher as things change all the time for teachers.
- Flexibility to support students needs
- Ability to manage challenging behaviors
- Willingness to ask questions to ensure best practices when interacting with students
- A strength that does have is being a team player when prompted by a teacher. She is willing to step in and help when she is asked as long as she feels comfortable with the activity. ELEM Field
- jumped in immediately and started engaging with students from day one. She has worked to build relationships with them. She is also engaged in my teaching, walking around the room supporting students as needed. Does not hesitate to learn new things and asks for help. is going to be an amazing teacher!
- She is good about letting me know when she is going to be absent or out sick and when she is going to reschedule.
- She has good communication with the children.
- Rapport with the students, punctual, organized with assignments, allows plenty of time to plan/gather resources for assignments, is flexible with daily schedule changes, always willing to work with any of students (even the challenging ones), learns strengths and weakness of each student, always has an open line of
- communication and availability.
- Builds student rapport/relationships
- Kind to coworkers/peers
- Knowledgeable of content
- Flexibility
- Dependability
- Innovative
- Always prompt, excellent with communication and good rapport with students.
- Hard worker
- Takes initiative

- Builds strong relationships with students
- genuinely enjoys our students. She has taken the time to develop positive relationships with them.
- is insightful, noticing learner strengths and weaknesses. She is not afraid to ask questions as to which strategies would be the best to use in specific circumstances.
- has a deep desire to foster learner success. I have been very pleased with her assistance in my classroom and I would be glad to work with her again.
- She works well with the students when she is here. She shows care towards the students when interacting with them. She will take the initiative to sit down and work with the students.
- is most importantly good at being positive. She is able to spend time with the kids and play games with them always with a positive attitude. She also is able to listen carefully and without interrupting and will ask questions to clarify if she is uncertain or needs more information. displays proficiency with relevant computer applications and is able to use a computer proficiently.
- We love having in our classroom. Her future students will be fortunate to have her as their teacher.
- easily established rapport with the class. She has been organized and helped me to become more organized or has offered suggestions for student organizations. was eager to jump in and help with students and lessons. She frequently circulated the classroom and offered assistance to students she recognized as needing a little help. She has many skills that will help her in the teaching profession, a positive
- attitude being the most important one!
- Dependability
- Building relationships with students
- Professionalism
- is eager to learn and willing to try new things. She openly welcomes ideas. merges those ideas with her current skill level, and tackles any project suggested that can improve her methodology. She demonstrates a dedication to educating children and desire to make a difference in their lives. has even volunteered to come in on extra days. She has become part of our classroom family. That says a lot about the kind of person she is and the dedication she has to her students.
- makes strong connections with students. The students she worked with in small groups or one-on-one felt empowered by . They were more willing to tackle challenging concepts and persevere to reach their goals.
- was organized and prepared. She conducts herself in a professional manner, yet is relaxed enough to integrate into staff discussions and the culture of the building.
- has great classroom management and is able to give fair disciplinary measures when needed. is also great with finding creative activities for the students and when teaching, is able to keep them focused and on task. She has built a great relationship with her students and they respect and listen to her.
- Helping students as they came to the table and guiding them to figure out the answer.
- Offering to help mentor teacher with grading.
- Building relationships with students and other staff.
- has built a strong rapport with the students in the classroom this semester. Each day she continued to learn new things about each student every day she was in the classroom. This allowed the students the opportunity to build a closer relationship with a trusted adult. has spent the semester working with students in small groups, teaching whole group review lessons, and supporting students during whole group instruction. was always willing to help where needed and did a great job showing initiative and jumping in. was interested in learning and would often ask questions to gain more knowledge/understanding of content, students, and teacher job expectations. Lastly, showed a great strength in being flexible and
- adaptive.
- Very flexible when it comes to the classroom
- Jumps in to help without even being asked
- Truly cares about the students and their learning.
- Classroom Management

- Organization
- Time Management
- She shows initiative and jumps right in with students.
- She is able to build relationships with students very quickly.
- She does not hesitate when given tasks and adapts to change quickly.
- developed relationships with all the students and was always helping anyone that needed support. She consistently created a positive atmosphere for the students to learn in and succeed. Despite some of the challenging behaviors in my class, she handled a variety of situations and stayed in control. has a heart for children and teaching. It is obvious that she wants all students to succeed and have a great learning experience!
- is an amazing young professional. She always came to school prepared, positive, and happy. She built strong relationships with a few of the students. She was always on time and ready for the day. I really enjoyed . I think she learned a lot being in my classroom. My class is full of students who struggle academically, socially, and emotionally, behavior outburst, as well as students in the gifted program.
- Student relationships, small group/individual support,
- builds strong relationships and connections with students through learning their strengths, weaknesses, and interests. She displays a willingness to learn and adapt when plans and schedules change unexpectedly. She is a team player and collaborates well with her grade-level team.
- Adaptability: Student teachers often face diverse classroom environments, each with its own set of challenges and dynamics. Those who demonstrate adaptability can quickly adjust their teaching style, lesson plans, and communication methods to meet the needs of different students and situations. This flexibility enables them to effectively engage with a variety of learners and support their academic growth.
- Collaboration and Teamwork: Effective teaching often involves collaboration with colleagues, mentors, and other stakeholders. A student teacher who excels in collaboration can actively participate in team meetings, share ideas, and contribute constructively to group discussions. They are also willing to seek feedback, incorporate suggestions, and work collaboratively to enhance the overall learning experience for students.
- Passion for Learning and Growth: The best educators are lifelong learners who are passionate about their subject matter and committed to continuous improvement. A student teacher who demonstrates a genuine enthusiasm for teaching and a willingness to explore innovative teaching methods and pedagogical approaches is likely to inspire their students and colleagues alike. They actively seek out professional development opportunities, reflect on their teaching practices, and strive to refine their skills to become more effective educators.
- As a future teacher, some of top strengths are being helpful, flexible, and in general very personable. is more than willing to step in as needed to answer questions as able when posed by the students, she also takes care of tasks like read alouds, facilitating games, and helping students to transition between activities in the classroom. also works to complete her assignments from WVU but was flexible with time constraints, choosing which students to work with, etc. is always extremely kind and welcoming to the students and other staff. Students from her previous placement see her in the hallways and delight in saying hello to her. The students in my class enjoy getting to know her during recess time and while working with her.
- Positivity, willingness to learn, flexibility
- Adaptability: Student teachers often face diverse classroom environments, each with its own set of challenges and dynamics. Those who demonstrate adaptability can quickly adjust their teaching style, lesson plans, and communication methods to meet the needs of different students and situations. This flexibility enables them to effectively engage with a variety of learners and support their academic growth.
- Collaboration and Teamwork: Effective teaching often involves collaboration with colleagues, mentors, and other stakeholders. A student teacher who excels in collaboration can actively participate in team meetings, share ideas, and contribute constructively to group discussions. They are also willing to seek feedback, incorporate suggestions, and work collaboratively to enhance the overall learning experience for students.
- Passion for Learning and Growth: The best educators are lifelong learners who are passionate about their subject matter and committed to continuous improvement. A student teacher who demonstrates a genuine enthusiasm for teaching and a willingness to explore innovative teaching methods and pedagogical approaches is likely to inspire their students and colleagues alike. They actively seek out professional development opportunities, reflect on their teaching practices, and strive to refine their skills to become more effective educators.
- She is a great communicator. She let me know her schedule and when to expect her.
- She worked really hard to get to know the kids and build a relationship with them. You can tell she really enjoys seeing how their brains work.

	<ul style="list-style-type: none"> • is a really hard worker. She is willing to jump in and help out in all areas. She really is a great person to work with. Her attitude is wonderful, and she's always pleasant. • I would be delighted to work with her again. She really enjoys learning and will be a great educator. • Reached out to me and kept me informed about attendance/showing to school. • Informed me about assignment requirements to complete in a timely manner. • Always polite; mild mannered/easy going. • Very organized. • Positive attitude. • Knowledge of all subject matter. • has been a pleasure to work with. My students and I have enjoyed our time with her. • is dependable and interacts with students in a positive manner. • Kind, caring, and compassionate toward the students. • Takes initiative in the classroom and is always asking what she can do to help. • Works well with students and understands their individual strengths and weaknesses • He is great at working with students. He is a natural at getting them to try and succeed. He asks great questions and is a good listener. He will be a fantastic teacher. • is very professional, polite, great at multitasking, and constantly seeks out ways to help. • Building relationships with students • Open minded • Great attitude • has a very pleasant personality, is professional in all situations, and goes out of her way to work one-on-one with the students. She has done an excellent job helping the students and I. • Always respectful to staff members and students • Flexible and reliable • Building rapport with students • is well prepared. • is flexible and able to make changes as needed. • is able to control the class and redirect in a respectful manner.
English	<ul style="list-style-type: none"> • is conscientious, goal-oriented, and deeply concerned with the success of each student. • Eager and willing to adapt and learn. • Quick to see the positives in students. • Consistently works to better himself and others. • Organized, efficient, empathetic • is eager to be an amazing teacher. She is hungry to learn and a hands-on observer. She was happy to be in my classroom each time. • is kind and open to all students, forging relationships with students even in a limited capacity. • was open and receptive to feedback. • is highly professional in her interactions with students and adults. She demonstrates a strong work ethic, is organized and prepared for each class, and thinks quickly on her feet when something occurs causing an adjustment in delivering her lesson (technology issues, last-minute schedule changes, etc.), communicates effectively with students and sets clear expectations for performance and behavior while providing engaging and relevant activities. She is a natural and possesses teaching skills well beyond her years.

	<ul style="list-style-type: none"> brought so many creative ideas to my classroom! The project that she created for my classes to engage in was fantastic - it was relatable, it helped students dig deeper into the content, was engaging and rigorous. The examples that she used throughout her lesson were things that students could relate to and were interested in. Her creativity, relatability, and content knowledge are great strengths. She will be a great asset to any classroom!
Mathematics	<ul style="list-style-type: none"> He was always on time and completed his observation while there. has been flexible to accommodate both his own schedule at WVU and the schedule at our school. He has been on time every time he has come to observe, and he has been very respectful to both myself and students in my classes. He has formed relationships with several students after observing only 2 times.
Science	<ul style="list-style-type: none"> asked numerous questions during her observations this semester. She is always seeking new ways to understand classroom ideas both from me and from other students in the class. She is always attentive and engaged and took multiple opportunities to observe teacher-student observations outside of the classroom (in the hallways, lunchroom, ISS, etc.)
Social Studies	<ul style="list-style-type: none"> was incredibly organized. She was always eager to try new things, and she was very personable and easy to work with. The students really responded well to her and really liked her. I really enjoyed working with her. interacting with all my students in a kind, respectful and encouraging manner. He was always well prepared for class. He was eager to attend daily teacher team meetings, our school book fair, student IEPs, and 5th grade student administration chats. He interacted amazingly with my co-workers and school staff. He always dressed and acted in a professional manner. He brought new technology and ideas to my history classes and I would highly recommend him for future placement as a history teacher. does such a wonderful job on create connections with the students. He can easily make them laugh, but also listen to what ever issue they may have. This strength translates into how he speaks with his co-workers" as well. He is very kind and wants to engage in conversation with anyone. He has a lot history knowledge. This is definitely a strong asset to have in our job. Finally, is always willing to do anything for you. He is constantly offering to take things off my plate and assist myself and the other social studies teacher with any tasks. Very strong base of knowledge. He was able to add to class discussions regularly. Brings a great deal of resources as an instructor. He introduced me to at least 6 or 7 resources that I will be able to use in my classes. Able to communicate very well with students. He listened to what students asked him thoughtfully and responded in kind. is a very positive person, he relates very well with the students, and he has an eagerness to do well. She engages tasks in a very proactive manner. Additionally, has the ability to "read the room" and understand how to interact accordingly. Lastly, having strong social skills in a variety of different capacities allows for strong and effective communication. openness to learning and adjusting flexibility in teaching, planning, grading etc.. Strength in connecting with students on individual levels Open minded Relatable Enthusiastic has always been eager to jump right into any learning situation. She is always ready to help. She has also demonstrated an ability to corroborate with others. I believe she will be great at co-teaching. She was able to jump in and help students whenever they needed it. Content Knowledge relationship building with students Use of various classroom management strategies, like proximity control Organization Communication Positive Personal skills relating to students Ability to jump in and help without being told to

	<ul style="list-style-type: none"> • Eagerness to learn and practice her skillset needed for education • is very positive. He is willing to help students. He is very professional in his conversations and attire. • Respectful. Will was never rude and always appeared to listen when I was offering him advice, suggestions, or support. He never came across as he already knew everything there was to know and needed no suggestions. • Accepting. Will never judged others or had any negative comments to say about any students to me or any other adults in the building. • Patience. The two times that Will took over my lessons with a class, he did demonstrate patience with the students. • has always been eager to jump right into any learning situation - she helps with current situations and is able to redirect students. She is always ready to help. She has also demonstrated an ability to corroborate with others. I believe she will be great at co-teaching. • Student is highly enthusiastic and energetic. • Student takes correction well. • Student is driven to succeed. • demonstrates strong foundational knowledge. • executed well designed lessons. • had a positive interaction with students. • The ability to study a situation and provide insightful ways to approach a problem. Secondly, to show concern for students needs and make them feel they are important. Lastly, she works well with her co-workers and builds positive relationships.
Fall 2023	
Agriculture	<ul style="list-style-type: none"> • support FFA activities and program events. His top three work-related strengths would be his diligence, character, and desire to achieve. I first met ten hours after he arrived in Connecticut. We had scheduled a full day of SAE visits. This set the tone for my understanding of commitment to work and his character to follow through. completed his student teaching experience with a steady, uncompromising level of professionalism that led to the maturing proficiency required by any successful teacher. He is a hard worker, who navigates the stress and pressure of a fully functioning three-circle agriscience program well. is goal-orientated, which will lead to his successful management of an agriculture program in the future. I saw a spark of competition ignite his passion through his coaching of the Meat Science Career Development team and the teacher walking challenge. His desire to achieve also led to the effective planning of FFA events and instruction in the classroom. • Thought out lessons. • Connecting with those bubble students. • Working 1 to 1 with students. Use of Technology in the classroom with students. • Overall was a good teacher. I feel with time and having her own classroom, just like with all teachers, what struggles she had will be solved. • Punctuality • Prepared • Hard working
Elementary	<ul style="list-style-type: none"> • has such a positive attitude for learning and is never afraid to ask for help when needed. • is very comfortable with flexibility and adjusting lessons as needed to accommodate students needs. • is committed to her teachings and she puts in additional time to meet and discuss lessons. • She continually challenges herself to learn and apply more effective interactive read aloud strategies within a challenging • class of high needs students. • Within a very challenging classroom of students with almost a third being foster children, she has rose to the challenge of handling all students and effectively managing their behavioral and emotional needs within the first few months of kindergarten. • While numerous students struggle with self-motivation to apply themselves and perform to their fullest potential, she successfully worked with all students to learn and complete their work assignments. • is a go getter!! She is always willing to help with lessons, prep work, preparing activities, etc... She has been a blessing to have this year! She is also great with "on the fly" activities when something comes up and I am pulled away from the class for a few minutes. This has happened a few times and

she has always been able to pick right up where I left off and follow a lesson plan or activity. Lastly, is very reliable. She has been on time and dependable since the beginning. If something ever has come up, she has always notified me a few days or weeks before and had a plan on how to make up the day or hours. She has been so wonderful to have and the students absolutely LOVE her!

- is prompt to work, has not missed any work days, and is willing to help.
- is incredibly organized, cooperative, and does anything asked of her.
- Flexibility
- Adaptability
- Consistently meets goals and planned activities.
- Building relationships
- Calm and welcoming demeanor
- Dependable
- Punctuality
- organization
- repertoire with students
- Initiative
- Positive attitude and personality
- Willingness to learn and adapt.
- Taking initiative to help while in the classroom on grading papers, working with students, or creating projects to do with the students
- Approaches all tasks given with a positive outlook and willingness to tackle any task
- Readily accepts feedback professionally
- has shown the ability to be flexible with her plans and schedule.
- has been respectful to students and other adults, and has developed relationships with each student.
- is reflective on her practice and has shown great growth because of it.
- is very organized.
- takes initiative and jumps in to help during lessons she isn't the main teacher in.
- has made really great relationships with the students in the class and has gotten to know them on an individual level.
- First, he is always prepared and ready for anything. Teaching does not always go to plan and sometimes I change things and he
- always is ready to know what he can do and how he can support things.
- Second, He connects with the students. He notices their learning styles and quickly picks up on social cues. During parent conferences' prep and in our discussion he always contributes some nugget of informal assessment.
- Third, He seems to know the content during his small reading groups. He asks them insightful questions and helps them unlock meaning from their novel studies. In the other curriculum he is always asking questions and wanted feedback on what he could have done differently and how he did overall. He is very good this way.
- Listens to the students and forms positive relationships.
- Thinks about students individual needs and interests and tries to incorporate them into lessons. Takes initiative in all situations.
- Great communication
- Strong relationships with students
- Always willing to help in the classroom
- has an excellent report with the children and they connect and trust her.
- brings ideas to the table, works well with everyone and has a knack for teaching!
- Building relationships
- Organized

- Neat
- is routinely on time and attends weekly staff meeting. She is very knowledgeable of the content being taught and can jump in to assist with a lesson if asked. She actively participates in the instructional day. She also is fluent with technology.
- is always prepared for her lessons.
- She does a great job with building relationships with the students.
- She goes with the flow and is flexible.
- Strong knowledge of curriculum /material being taught Always on time to placement and doesn't miss days
- Built a strong and positive relationship with students and coworkers
- She has great rapport with all students. She is always willing to help those who struggle with a certain task.
- She is always willing to go beyond what is expected.
- She is very well organized.
- Patient and caring toward students.
- Enforces safety in the classroom.
- Flexible with schedule, routines, and teaching/learningstyles.
- is organized, efficient, and detail oriented. She has an eye for problem solving in the classroom and is able to spin the plates necessary to teach young children. She is warm and positive toward children, and communicates expectations and learning targets clearly. Put simply, she's going to be an excellent elementary school teacher.
- Very reliable and dependable. Always caring and compassionate with all students. Very professional.
- Excitement, Flexibility, positive attitude, willingness to learn! You will make a great teacher! Very prepared for lessons
- Communication with coworkers on next steps
- Small group instruction
- Dependable
- Responsible
- Empathetic
- Innovative thinking
- Computer applications
- Dedication to task at hand
- Communication
- Building relationships
- Organized
- is a great addition to our class. She is very accepting of all the members of our class. The students love her. She is technically proficient and helps create items on the computer. Alexandria is also very punctual and responsible to provide me with any needed information related her placement. She conducts herself very professionally.
- Her ability to work with the students - builds trust. She does a great job of helping the students in a professional way without babying them. Olivia has a positive attitude and a great smile that is contagious.
- Building relationships with our students
- Differentiation when working in small group
- Is self motivated when completing daily classroom tasks and preparation
- Flexibility/adaptability
- Great report with students and staff
- Responsible
- Organization

- She is eager to step in and help where needed without being asked
- She is very flexible Constantly offering to help
- Constantly picking up and teaching when needed. Kind to me and students. Really enjoys teaching and cares about students
- Relationship building
- Technology proficiency
- Flexible with changes in schedule or plans
- 1.is always open to suggestions for lesson ideas. She is also very accepting of suggestions on how to improve/strengthen future performance.
- 2. has good communication and relays information I may need to know in a timely manner.
- She has also established a good rapport with the students.
- She is always striving to learn more. She asks amazing questions and seeks out feedback from me and takes all feedback very well. She always thanks me for feedback. She is constantly asking, "What can I do?" whenever she is finished with a task
- Positive Rapore with students- Kinley does a great job making all students feel seen in class. She tries to talk with all students everyday. Some students even go to her as their trusted adult.
- When is teaching she makes the lessons engaging. The students will listen to her and respond well. She has also done a great job teaching small groups. She had jumped right in and is comfortable teaching low and high level groups.
- Adaptability- she is very flexible with it comes to schedule changes or needing to change a lesson. She is willing to help out and do what she can to make the day run smoothly.
- received compliments from a recent substitute. I informed Sarah that I had an emergency and would be out, therefore she was doing the entire morning. She crushed it! She adhered to the plans, managed the classroom and was successful in the process! Kudos! She is also prompt, dressed professionally and good with routines.
- has a love of working with children. She works hard to develop meaningful relationships with students and has done a great job learning how to modify assignments for students who need more support. She treats all students and staff with respect and gives everyone she encounters a big smile.
- Extremely hard working. She is always willing to help with any task given. Wants to learn and absorb as much as possible.
- Willingness to learn and grow
- Understands the needs of the students and plans her lessons according to those
- Passionate
- Rapport with 2nd grade team
- Rapport with students
- Adaptability
- Collaborative
- Patience
- willingness to try new things
- is well prepared, outgoing, and very positive with the students and staff.
- She implements standards based instructional activities that integrate new technologies. is willing to try new things and asks questions to further her understanding. She is willing to jump right into instruction.
- is reliable, highly motivated, and cares deeply about the students.
- sees the needs of her students and adjust lessons to meet those needs. She is Consistent and fair when dealing with behaviors in the classroom.
- is a team player - she has input when planning but respects the ideas of others. Takes initiative Proactively engages and assists the students rather than wait for them to come to her Goes above and beyond her requirements
- does a great job working with students in small groups. She does a good job of telling the students what the focus/skill of the lesson is before beginning. Finally, does a good job of being patient while working with the students.
- Dependable, positive and cooperative.

	<ul style="list-style-type: none"> • Relationship building, modifying assignments, following school wide expectations • The top three strengths are: her interest in wanting to learn how/why we do certain things, organizational skills, ability to grow from feedback and suggestions. • Interacts appropriately with students and fellow teachers in a positive, encouraging manner. • Does a good job extending a given lesson to reach all different learners. • Hard worker, always willing to help, and is proactive when working in the classroom. • does a great job with technology and taking initiative when it comes to using new technology platforms in the classroom. • She has formed a great bond with students who often struggle to form bonds. She shows patience and calmness when helping and making them feel comfortable. • She is responsible and is willing to take on tasks outside of her time in order to be prepared and 'keep up' with what is happening in the classroom. • Dependability • Reliability • Ability to reflect and receive constructive suggestions • has a calm rapport with the learners. She is very willing to learn. is very patient with the learners and is always willing to try new things. has a positive attitude and truly cares for our learners. • never hesitates to take the lead in the classroom. • is always on time and has only missed one day of which she notified me in a timely manner. • was flexible and always open to feedback. • Lesson plans are organized and well-developed with age-appropriate activities. • Has developed a rapport with teachers, students, and parents. • Always on time and shows up for work daily ready to teach and help students. Flexibility with a schedule of a school day. • is a wonderful individual to work with. Three of her top work-related strengths are: • She is always willing to step in and help out. • She truly cares about the children and their futures. • She is flexible and can easily adjust to change. • has great rapport with the students. She is always willing to help and work with the students. She has provided good tactile and engaging grammar lessons that the students have enjoyed while learning new material. • is extremely flexible and is always willing to jump in and do what is needed! • She is kind with all learners and makes everyone feel special. • She is a very fast learner and picks up on everything! • Organized, Helpful with mundane tasks, Creative • Exciting classroom with lots of energy and enthusiasm. • Extremely teachable and always eager to take suggestions and improve. Never defensive. • Very organized with activities well thought out and planned.
Science	<ul style="list-style-type: none"> • is a quick study and learns the topics and concepts quickly and can repeat them/teach them to the students. • She has a good rapport with the students. She is caring, yet stern. She sets expectations and encourages the students to achieve to those expectations. • is task oriented and efficient in completing the tasks, such as grading papers and recording the grades in the gradebook. • is very hard-working and focused on her job. She is always looking for ways to help and to contribute to a group effort. She cares about students and is also focused on building relationships with them.
Social Studies	<ul style="list-style-type: none"> • He is committed to what he is doing. He has very good interpersonal skills. He is not afraid to take a risk for the sake of getting the job done when he does not fully know the outcome.

- Organized
- Prepared
- Hardworking
- has a great report with students and is willing to listen to their needs.
- is energetic and enthusiastic in his delivery and instruction of various materials.
- His passion for history and teaching is contagious.
- is a great team player and is willing to complete whatever task is presented to him. Communication
- Organization
- Seeks feedback to make improvements
- Self-Reflection
- Amazing with technology and adapting to new platforms.
- Holds yourself to the highest standards and makes every effort to accomplish the tasks given. Willingness to keep trying even when faced with conflicts.
- delivery of instruction,
- ability to ask questions,
- initiative
- Dependable
- Dedicated to his students and desires to do a good job as a teacher. Punctual and Trustworthy
- is great at finding new materials and resources. He works hard to find relevant primary and secondary sources to bring into the classroom.
- asks for feedback and takes it to heart. When he is asking for suggestions, he listens and adapts his lessons accordingly. He is willing to learn and grow.
- does a great job monitoring class behavior and keeping students on task. He walks around the room, checks in with students, and works to keep them on task.
- is an above average instructor. Her delivery is very good and she has come up with some lessons that are very creative and well received from the students. does a great job of connecting with students that are similar in nature to - which is often times a group of students that can fall through the cracks. isn't afraid to ask for help when she feels like she needs it, which is extremely beneficial in this profession.
- is very enthusiastic about his content and being in the classroom and it shows in his interactions with students.
- is very open and receptive to feedback from his mentor teacher. He genuinely appreciates the feedback and I have seen him turn around and use it. I appreciate that understands that when I offer constructive feedback that I am only trying to help him to improve and he does not take it personally.
- works to build connections and relationships with his students to create a positive learning environment.
- The greatest attribute she has is hard work ethic and wanting to get better. She has the perfect personality for teaching. The students have a good report with her she genuinely give them her best effort when she in front of them teaching.
- Technology knowledge is great! This will allow her to come up with new techniques, activities, and engagement for her students.
- Her grading and assessment skills are very good.
- Highly Organized
- Very Dependable
- High Level of Content Knowledge
- Extremely well organized
- Team player who does not complain
- Pleasant disposition and works well with the students. They respect her
- does an excellent job of coming to class on time and being prepared. He completes his lesson plans and materials prior to class. is organized and completes his tasks in a timely manner.

	<ul style="list-style-type: none"> • is hardworking and dependable. He shows up to work prepared and ready. He did not miss a single day. His lesson plans were engaging and on point. He differentiated he plans as well, students never got bored. Overall, he is a quality teacher. • has extensive knowledge in her content and does not have to ask a lot of questions or reteach herself before the lesson as she is very knowledgeable in the subject matter. • She does an excellent job at building relationships with students yet not crossing a line as a friend as students still show respect towards her as a teacher. • She has wonderful ideas and is creative in her activities. • BUilding rapport with students • Sets standardds for the day / class • Motivates students to commplete wotk • #1 strength is dependability. He always does what he says he is going to do. #2 He is inquisitive and is always asking questions on how to do things better. #3 does not take constructive criticism personally. He is always trying to improve on what he is doing to become better as an educator. • is ready for the workplace enviroment. • The education field needs more like him. • He will be a great asset to whomever employs him. • is motivated, dependable and dedicated.
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Spring 2023

Elementary	<ul style="list-style-type: none"> • Established a great relationship/rapport with the students. • Established a great working relationship with second grade team. • Wiliness to jump right in and participate in Guided Reading rotation, to gain experience in instructing small groups. • is very patient and considerate with students emotions and feelings. She does a nice job with taking time to get to know the students and their individual personalities. • demonstrates a great strength in making connections and forming relationships with the students. She was in my classroom for a short time period and the students connected with her quickly. also shows strengths in her ability to ask questions to further her understanding of material and/or strategies I use to teach and asking the "why" questions. For example, "Why do you use this strategy instead of this one". also demonstrates strength in consistently showing positive behavior and attitudes. I would never be able to tell if something was happening outside of the classroom/school environment that was/is affecting her. She always comes into the classroom with a smile and positive behaviors! • Communication with others, Use of Technology, Patience with others • Very sweet • Will help students with small groups and seems to take time with them • Prepared • is respectful to students, takes innitiative to help students and myself, and is dependable. • is a hard worker. She's always moving around the classroom and engaging with the students. She also takes the initiative to help any students that are struggling with a particular assignment. • is very dependable. I can always count on her to show up on time and on the designated days. • is excellent at developing small group lessons, and working with students one on one. • Outgoing • Confident • Builds personal relationships with the students. • Able to take feedback and use suggestions. • Builds rapport with teaching staff. • Does well when she does interact with the students.
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- is extremely motivated and looking forward to having her own classroom.
- is very punctual and works hard.
- is very observant and takes lots of notes.
- is very punctual. She works well with students when needing assistance and is very flexible with the middle schedule.
- is purposeful in building strong relationships with students, peers, and mentors. He is good at encouraging positive working relationships by listening and respecting others.
- works well in small groups with students.
- is very creative and has created her own materials to work on small groups in reading and math.
- has developed relationships with students and they look forward to her days when she is at our school.
- Jumps in and handles situations with efficiency without being asked to.
- She sets firm and clear expectations for our behavior students and all students.
- She is very professional and quickly formed caring relationships with each student.
- Consistent
- Reliable
- Positive attitude
- Shows students and staff respect and kindness.
- Jumps into situations without being asked.
- Goes with the flow with grace.
- The following were definitely strengths areas: 1-Assisting students during reading/math stations, during Technology (Code.org & I-Ready Reading/Math Lessons) & Library time, writer's workshop time and managed reading & math stations. 2-She managed small group stations with reading & math-creating her own math station. She helped when students needed to make up work that they missed due to absence. 3- took on the role of supervisor at lunch duty helping with special education student and attended WVU Art Museum supervising students throughout the museum.
- Always helping even if I don't ask her to.
- She is kind to the students and they always love when she comes.
- Asks questions and listens to suggestions.
- is quick to jump in and help students or the host teacher with tasks. She is not afraid to ask if she doesn't know something and takes feedback well.
- -Eager to help out whenever needed.
- -Enjoys building relationships with students/teacher
- -Very Organized.
- She has great rapport with all students in the classroom.
- She encourages students to do their best in all subject matter.
- She is a very dependable, enthusiastic, and knowledgeable young lady. She truly enjoys teaching!
- was always willing to assist individual students while they were working independently. She also instructed small groups during station time in reading class.
- was very flexible when it came to schedule changes during a given day.
- was always on time, if not early. This is a very important trait for a teacher.
- She really connected with most students in my classroom. The kids always look forward to when she comes and she has really built a strong relationship with them.
- She is very knowledgeable of the content and standards for our grade. She really took time to learn and understand her position.
- Reliable
- Organized
- Always willing to help

- helpful, patient, and kind. always asks if there's anything she can do to help, and she takes initiative to help when she sees a need. She very kind to the students and the staff, and she's patient with the students.
- Flexibility- is able to attend to a variety of demands with ease and enthusiasm. Those demands include taking over mini-lessons, co-teaching effectively, and attending to students' social-emotional needs. 2. Growth Mindset- is able to discuss content, lesson design, and data in a professional manner. She is able to extend her thinking and change her approach while gathering new information that may be more effective or fitting to specific situations. 3. Professionalism- has demonstrated professionalism in her relationships and approach to handling students to high expectations and with care. She is gentle and clear when directing students through academic activities, as well as transitions.
- She has done an amazing job building relationships with students, being an active observer, proactively helping when needed, and always being on time and punctual every day.
- She is very thorough in her assignments and completes them on time 2. She recognizes and understands the strengths and weaknesses of the students in the classroom 3. Helps out without even being asked
- Dedication of completing various tasks.
- Collaboration with others
- Postitive attitude
- has many strengths & I know this is her passion. She is initiative and if she sees something that needs to be done, she does it. I do not even have to ask! She helps students immediately & is willing to be a teacher for those when I cannot do it at that time. She comes up with things on the spot for them to practice or complete with her.
- She is so great with building relationships. She wants to be part of their lives. She wanted to attend birthday parties, games, etc. We went to a party together & the student was so excited. It meant so much to him that she came too! I love watching her connect all the students. Finally, even though I could go on and on, she is really enjoys this experience. She asks questions & wants to know why things happen the way they do. I love how much she wants to learn about how to be a better teacher. I know throughout the remaining time as a student teacher, she will just continue to grow as one of the best.
- is very thorough, professional in her actions and presentation as well as dependable. will be an excellent teacher. She will be a very positive addition to the profession!
- punctuality 2. flexibility 3. building relationships with students
- You have built great relationships with the kids! You focus on individual needs.
- You are quick to jump in and get things accomplished!
- Works well with children. 2. Very adaptable when schedules change, as they do frequently in education. 3. Continue to use those teachable moments that come so easily to her. 4. She is always willing to lend a hand to other staff as well.
- Positive Relationships 2. Patience 3. Adaptability
- Dependability 2. Motivate others by encouraging them and by building mutual trust
- Taking initiative
- is a great listener and has many leadership qualities. She also has great classroom management skills and has earned much respect from our class. She is always willing to try new things and has great recommendations based on observations.
 - Built great relationships with the students
 - Always willing to help out where needed
 - Reliable- always here when she is supposed to be
- is eager to learn how to be a highly effective and motivating educator. She enjoys learning new information and teaching strategies that will enhance her abilities as a future educator. Although she is just beginning to actively facilitate learning within the classroom, she is always willing to lend a helping hand by offering assistance with struggling learners, tutoring one-on-one or small groups, assessing students' current levels, assisting teachers with required paperwork, etc. She is very athirst for learning new methods of instruction and acquiring more information of the latest research to evolve her teaching by attending PLCs, professional development sessions, reading books, having discussions with educators, etc. Overall, she makes it a point

to actively be involved in all activities of teaching and assisting within the classroom like any educator who cares about their students' well-being and academics.

- Flexibility: She is flexible when needed, she has shown she is able to let go of the small things and regroup and work on the major things that need accomplished for the day. Being able to be flexible when needed is a BIG strength. Enthusiastic: She is so excited about being in the classroom and learning everything there is to know about being a classroom teacher. She asks questions and accepts advice when needed. She has the "it" of being a teacher. Some people you know will just make a good teacher in the future and she has "it". She is so relaxed in front of the students, it just comes naturally for her.
- Interpersonal skills. Good relationships with staff and students. Professional in her social skills. Modest but self-assured. 2. Analytical skills. Observes everything that is happening in the classroom, asks good questions and responds based on observations. 3. Planning, execution and self-reflection of lessons which she teaches.
- Very calm in the face of challenging behaviors.
- Flexibility - was always willing to adapt to changes in our schedule. She would complete any job that we needed her to do. She covered classes, helped with new students, and ran stations. Dependability - She never missed a day or came late. If said she would do something, it was done.
- Rapport with students
- Positivity
- Willingness to improve and learn
- has been a great asset to my class. She is always willing to work with any group of students on any subject. She is organized and efficient with her assignments. During planning she offers to help with any task at hand. She has been flexible with groups and goes where she is most needed.
- Adaptability: is able to easily adapt to different situations. She is flexible and can handle unexpected changes that arise in a classroom.
- Building Relationships/ Open Minded: She builds a positive relationship with students and encourages positive thinking and actions.
- Patience: She is patient and kind and always finds a way to focus on the positives in all situations. She is calm and connects with some challenging students.
- Adaptability ~ is eager to try new things! Creative ~ brings new technology and learning strategies to the classroom. She clearly presents and explains academic subject matter. Positive ~ has a positive relationship with students and staff.
- did an excellent job at forming relationships with students, she created plans that were specific to individual needs and responded to student behaviors appropriately.
- Classroom Management 2. Determined to Learn 3. Small Group Instruction
- Reliable, relationship building, eager to learn and help in the classroom
- Good communication on activities and assignments due so we could plan.
- Conscientious and well-prepared 3. Appeared to enjoy interacting with the students.
- is always eager to learn and help in our classroom. She works very well with our diverse population. She is responsible with completing her assignments. She is an effective communicator.
- Works hard when given specific tasks. 2. When asked to improve in an area she works on it. 3. Working one-on-one with students
- has developed professional relationships with her cooperating teacher and the students. The students feel comfortable asking her for help and are always excited to see her. I have also noticed that students in her previous placements are always eager to see her in the hallways. is very organized and always keeps me informed of her classroom assignments. She completes her assignments in a timely manner and will often work ahead. She is very flexible and has shown that she can adapt to any situation that arises within the classroom and school. When crisis arose this semester, was willing to help while I was serving on the Crisis team by helping to clear rooms and make sure everyone was safe.
- can connect with students on a personal level. She is positive with all interactions she has with her students, and she is encouraging in all situations.
- shows great initiative in both our classroom and school community. She asks questions to better her understanding of processes in the classroom. is great at building relationships with the students.
- Positive and appropriate rapport with students and faculty 2. Takes initiative.

	<ul style="list-style-type: none"> • reliable • Organized and very knowledgeable about subject matter. • She is patient with the students and can quickly differentiate activities on the spot to meet unique student needs. • She is very organized and always prepared. • Responsible--always on time and prepared. Communicative--sought more information about policies, procedures, curriculum, and students. • Cooperative and a team player--completed any task I asked, learned how to do various assessments, and helped students with their work or any issues they had. • My main goal for Lillian during this semester was to see growth in her ability to take initiative in the classroom. She has done a FANTASTIC job with seeing a need and getting things done! Just some of the ways that has worked towards this goal is stepping up to run small groups when my aide has to attend to something else, helping to prepare materials for upcoming lessons, passing out lunches, helping out substitute teachers in my absence, preparing for classroom celebrations, etc. • Personal relationships with students - has taken the time to get to know the kids in my classroom on a personal level. She is appreciated by myself, my aide, and my learners. • Communication with me - has always kept me in the loop in regard to her schedule and any changes that may occur. • develops a strong, positive rapport with the students. She has a quick understanding of the purpose of lessons taught. She isn't afraid to try new ways of presenting lessons and understands every routine has a purpose. values a strong academic base for tasks asked of students rather than doing an activity because it is 'cute'. • Flexible, Organized, Kind • Open minded - will try and do anything I ask. Happy - while she's quite, her body language and facial expressions always look happy and excited to be with the students. Hard worker - she puts a lot of effort into any task I give her
Science	<ul style="list-style-type: none"> • Very strong content knowledge, dependability, integrity and positive attitude. • content knowledge is strong. was willing to take suggestions and improve... and there were days I was blunt. genuinely seemed to enjoy being with the students. • built great relationships with students in the short time that she was here. Very artistic with notes. Willing to help students whenever needed, even if it wasn't math. Gives amazing activities for students that is appropriate and engaging. • asks good questions and solicits help for more experienced teachers. uses technology well. builds good lessons that are interesting. • is professional, organized, and has positive interactions with the students. • Attention to detail, always on time, willingness to help students • has an eye for detail and wants to make sure that everything is explained and precise. This is a nice touch, and helpful to the students. Bonus to insist that units are represented in answers since many math teachers sometimes let that slide. Another strength is Talan's enjoyment of math. It is clear that he likes to solve math problems. This will translate nicely to his students since it is always important to see a teacher doing what they like. Finally, Talan is polite and kind to his students. • has a great ability to relate and speak individually with students comfortably as their authority figure. This is a skill that is difficult for many new teachers, so well done. I appreciate the communication about changes to lesson plans, and continue to reach out with even more detail, specifics, or questions. Finally, supported her co-teacher when he was teaching and during group time by moving around the room and interacting in a non-distracting way. This is so wonderful to see early on and a great time to learn since most teachers will have a co- teacher at one point or another.

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

Comments from the skills survey (Spring 2024, Fall 2023, and Spring 2023) open ended question asking mentor teachers to highlight candidate’s strengths that they observed in their clinical placements resulted in the following trends. Across all content areas relationship building, flexibility and adaptability, professionalism, willingness to learn, classroom management, preparation and organization, enthusiasm and positive attitude, technology integration, and differentiation were all consistently identified across all content areas as strengths.

Agricultural education was particularly seen to have strengths in practical skills and program management. While Elementary education was highlighted for their strengths in differentiation, creativity, classroom management and parent communication. Physical education was noted for their strengths in the areas of demonstrations, safety, and adaptability. In the secondary programs, across the EPP, content knowledge, engaging instruction, and technology integration were all seen as strengths.

As a results of all these remarks across the three semesters (Spring 2024, Fall 2023, Spring 2023) we as an EPP see the need to continue to emphasize and develop relationship-building, flexibility, and professionalism while also expanding training in educational technology across all programs, with particular attention to subject-specific applications in secondary education. In elementary a specific focus on differentiation and creative lesson planning will be done while in the secondary programs deep content knowledge and engaging instructional strategies will be the focus. In the center of all this development will be increased opportunities for hands-on, practical experience, especially in specialized areas. A culture of self-reflection and continuous improvement among student teachers will also continue to be developed.

The strengths identified in this analysis demonstrate that our student teachers are developing many of the key competencies required for effective teaching. While there are common strengths across all areas, the nuanced differences in each content area provide valuable insights for targeted program improvements. By continuing to build on these strengths and addressing area-specific needs, we can further enhance the quality of our educator preparation programs and better prepare our graduates for the diverse challenges of the teaching profession. Table 8 illustrates all the strength’s comments by TPP for candidates in Clinical Placements.

Table 8. Qualitative Responses Outlining Candidate’s Strengths During Clinical Placements by TPP

Spring 2024	
TPP	Comments
Agriculture	<ul style="list-style-type: none"> • Works well with students in the shop • well organized • Tech savvy
Elementary	<ul style="list-style-type: none"> • values and accepts constructive feedback. • cares about her students. • demonstrated the ability to differentiate lessons. • Establishes classroom environment of respect and support for all studens. • Dedication to the learning of all students. • Willingness to continue to learn and grow as a teacher. • is always punctual and arrives early in order to set everything up in the classroom before students arrive. She is also committed to staying in the evenings to get lesson plans written or copied to be prepared and organized as needed. always self evaluates herself and questions what she could do better the next time if something did not go well when she teaches her lessons. Also, she has wonderful communication skills with staff, parents and

the children in her classroom. She is not afraid to handle problems or give input as needed in staff meetings, parent conferences and with students as needed. A final strength has is that she is supportive of her fellow classmates, teachers and our school community and steps in to help as needed to get a task done for whoever may need it.

- As a thirty year veteran teacher, I have truly been amazed at her ease of just stepping in and confidently teaching my class full of behavioral, educational and emotional needs while maintaining highly effective classroom management techniques. She is a reflective educator who is always striving to catapult her students to their highest academic potential while supporting their social-emotional needs. While following the county adopted texts, she includes rich teaching moments that target the individual interests of her students and strives to continue to motivate their commitment to learning by the use of differentiated learning tasks and various instructional methods. It would most definitely be my honor and privilege to teach on a team with her in the future.
- has displayed many strengths over the last several months of working with her. Most importantly, as demonstrated a strong understanding of students' needs and a variety of ways to assess those needs. She doesn't just give pencil and paper test and quizzes. She creates scavenger hunts, station games, and matching activities to evaluate students in a way that is fun and engaging. Secondly, she has made sure to get to know her knows and what they love. This guides the activities that she does and keeps students excited about learning. Lastly, plans ahead for all her lessons to provide herself with adequate time to prepare. However, she has learned to be flexible and to restructure a lesson when more time is needed.
- top 3 work-related strengths are:
- She wants to succeed in the student teaching experience so she seeks and accepts mentoring very well - does not hesitate to clarify things with the mentor teacher and/or the university supervisor; this positive outreach will serve her well as a beginning teacher.
- She demonstrates knowledge of the proficiency level of each student and includes this understanding in her classroom presentations and working relationship with the children
- has a strong desire to learn, always seeking out information when she needs it.
- is punctual, organized, and loves working with students.
- is an extraordinary educator, and her students are beyond fortunate to have a teacher of her caliber.
- Willingness to learn and improve upon any struggle or new concept
- Ability to display clear communication with others
- Use innovative thinking to go beyond traditional methods
- Compassionate
- Hardworking
- Curious
- is organized and prepared, punctual, and adaptable.
- Willingness to listen and learn.
- Problem solving.
- Relationship building.
- Flexible when schedule changes cause potential disruptions or if we need to change lessons around
- Accepts feedback without fault and makes changes as directed
- Analyzing data and using assessments to drive instruction to meet needs of students
- Smart, hardworking and knowledgeable
- Gets along with everyone and accepts who they are and works to find a way to reach all
- Loves and respects the students
- is a very hands-on and engaging teacher. She communicates with students on their level (PK/special education), provides opportunities to increase independence and thinking skills, and encourages persistence. is quick to jump in whether the situation requires fun and engagement with learning or if a student is having some challenging behavior. She is well-spoken, mild-mannered, and clear with boundaries and expectations. She takes initiative, but also asks for direction and feedback. works well with classroom and PK staff, has been building relationships with parents, and shows

genuine interest in all aspects of teaching and learning herself. was a PT student teacher in my classroom during the fall 2023 semester; she is now a FT student teacher for the spring semester and has taken over the classroom planning, management, and evaluation, among various other tasks, including learning about special education and IEP design, implementation, and data collection/evaluation. My classroom has a couple students who demonstrate aggressive and inappropriate behaviors. has jumped in to support the student and staff in safe and appropriate ways. However, sometimes accidents happen and has been struck on a couple occasions by a student. She has kept her composure, asked for direction, and continued to assist in management of these behaviors to keep the child, herself, and classroom peers safe. She continues to increase her skills and responses during these times and, when managing peers, has become responsive in keeping the routine going or deciding if students need to clear the area.

- is very good at developing relationships with her students, providing feedback to students in a non-threatening and respectful way, and collaborating with our 4th grade team.
- Organized
- Prepared
- Content knowledge
- has done well in the classroom. She has done well with planning and adapting to a new curriculum. She has built a great relationship with the students. She works well with her colleagues.
- forms relationships with the students. She is attentive and listens to the students.
- realizes when she can make improvements on a lesson. She always changes and adapts as necessary.
- is prepared and goes with the flow as things change.
- Consistently showed up to school on time and never missed a day of student teaching
- Built a positive relation with students and cooperating teacher
- has consistently proven to be dependable, utilizing a variety of teaching strategies to effectively meet the needs of all students. Her patience when dealing with a diverse range of personalities and behaviors is truly admirable.
- is dependable, coachable, and always comes well prepared for lessons. She is consistent in her disciplinary responses to students, gets to know them interpersonally, and remembers their interests.
- Very flexible and successful when flexibility is necessary.
- Very organized and completes tasks well before they would be "due."
- Great at building relationships with students. She is very sweet and loving but also firm and holds high expectations.
- Willingness to learn new things and step out of her comfort zone. She has become so relaxed in the front of the class, you would never know she is a new teacher.
- Positivity for teaching and interacting with the students, she is always smiling asking the students about their day, commenting on outfits and the adventures the students have daily in such a positive way. Making each one feel special.
- Flexibility: From day one she has been able to go with the flow, little's demand a lot of attention throughout the day, and their needs, wants and expectations are often in the forefront of their minds. Often you have to change the way you are teaching or what you are teaching in order to meet the needs of your students. I often say anyone can write a lesson plan, but a true teacher can meet the needs of their students even if they didn't have a lesson plan. She is one of those people who can just tell what needs to be done to meet their needs.
- looking at data and planning for instruction
- developing relationships and getting to know students on a personal level
- open to constructive criticism
- taking initiative
- Organized and prompt with all materials and lessons.
- Great relationship with all students.
- Flexibility

- came into an already set up classroom with some behavioral issues. She was able to adapt quickly while making small changes a little at a time to make it her own classroom.
- has many strengths. I have truly enjoyed having her this school year. My top 3 were hard to choose.
- communication / organization
- her passion for teaching
- this has been my favorite strength about her
- Creating engaging lessons/ meaningful learning experiences for our students
- is very dedicated. She is very organized and is very familiar with technology.
- is always punctual and very approachable.
- Positive energy - uplifting - happy to be here - wants to be here - dependable
- Working with students
- Extremely professional - no talking about students with others, dress, timelines/promptness
- Understanding the impact of making connections with students
- Classroom management
- Use of technology
- She builds wonderful relationships, so the students want to work for her.
- She is very flexible and able to adapt easily.
- She is very attentive and can recognize when a student isn't quite getting it.
- did a nice job developing relationships with the students and getting to know them.
- She did a nice job finding resources that enhanced her lessons.
- Easy to work with and welcomed ideas or suggestions for lessons.
- Good classroom management
- Good rapport with students
- Organized
- Relationship building, positive rapport with students and staff, positive and enthusiastic attitude
- A good rapport with students--the kiddos really enjoyed having her!
- Always open to suggestions for improvement--she has been very reflective in her teaching and asks how she can improve on specific areas.
- Dependability--even when she had to miss, she planned to make her time up--She also kept good communication with me through email, text, and calls
- She is always self reflective and accepts constructive criticism positively. She is flexible and can think on her feet when things do not go according to schedule. She is dedicated to learning more and working hard and loves teaching!
- Relationship with students- She had a good relationship with the students and they felt comfortable talking and working with her. She integrated well into the classroom.
- Lessons- She made the topics we read about engaging, which kept the students interested.
- She demonstrated positivity and a willingness to assist with school events beyond classroom participation.
- is a student with a strong personality that shines through in all aspects of her academic and extracurricular endeavors. She approaches her work with enthusiasm and determination, always striving for excellence. In the classroom, she demonstrates a compassionate and nurturing teacher voice that resonates well with her peers and fosters a positive learning environment.
- One of standout qualities is her commitment to punctuality and reliability. She consistently meets deadlines and goes above and beyond in all her assignments. excels in project-based teaching, an area where she truly shines. Her ability to plan instruction around student interests not only engages her students but also demonstrates her deep understanding of effective teaching practices.

- Moreover, possesses a unique ability to get to know her students on a personal level, creating a strong rapport with each individual. This personalized approach allows her to tailor her teaching methods and support to meet the diverse needs of her peers. Coming from a school of diverse learners, this is a wonderful quality in an educator. excellent rapport with students extends beyond the classroom and contributes to a supportive and inclusive school community.
- has shown tremendous growth throughout this residency. Her top 3 strengths are her positive attitude, her reliability, and her care and concern for the students. always came in with a positive attitude each and every day. She always came on time and never missed a day. She is very caring and dedicated to the students in her care. She always took time to help them and be there for them as people, not just students. also displayed great time management skills during lessons for a new teacher.
- is very motivated to complete tasks in an appropriate amount of time. She is dedicated to ensuring all individuals are heard and understood during a conversation. is great at developing relationships with students and staff.
- is very dedicated and passionate about her work and her love for her students.
- is willing to learn and has done well with taking constructive criticism.
- Great relationship with the students
- Has the patience needed to deal with students
- Great listener makes the students feel that their stories/concerns are important
- Student Connections: develops wonderful relationships with the students in her care! She is empathetic, motivational, and nurturing.
Creative Thinking: comes up with unique ways to deliver instruction and naturally integrate "teachable moments" into her lessons.
Time Management: Allocates proper time to meet learning objectives and efficiently uses instructional time.
- is committed to building relationships, pays attention to detail, and strives to excel in all that she does.
- Passionate - is so ready for her own classroom! She loves teaching and wants what is best for each student!
- Preparedness - came prepared each day. She would write important notes/questions to ask students on sticky notes to make sure she was doing her best teaching!
- Willingness to work - would jump in when necessary. If she saw a need, she would do something about it.
- Classroom control - she has high expectations and the kids respect her.
- She is fair and consistent.
- She makes learning fun!
- Extremely strong work ethic.
Smooth transitions from subject to subject.
Fun interactive lessons when applicable to keep students engaged,
- Works well with others
In-tune with students' needs
Truly has become a part of our whole school community
- is good at making connections with students. She is great at working with students in small groups. She is very patient with the students.
- Dependable, positive and encouraging to all around her, and very cooperative.
- cares about the kids. She has strong relationship building skills that I have observed within the classroom. Her passion for helping students and meeting them where they are at will help her go far in the profession.
is timely with paperwork and is efficient at having work related tasks completed in a timely manner. Her time management is appropriate for professional needs in teaching.
is an effective communicator. She is able to convey any needs that she has for improvement or to complete a task. This has been very helpful in our work during this school year.

	<ul style="list-style-type: none"> • Math knowledge and instructions, specifically geometry Shows great flexibility and easily adapts to new situations or changes of plans Open to feedback and works hard to improve when areas of weakness are brought to her attentions • is a very empathic and caring teacher. She works very hard to relate to each child. The children can tell that she is invested in their lives. • is a natural born teacher. She can adapt to different scenarios. She is able to find effective ways of teaching a skill. Ms. is also aware that not all children learn the same. The lessons that she creates reflects this positive quality. • has high expectations for her students. She encourages students to be independent and provides positive suggestions to support a child when he/she is struggling to learn a concept. She does not immediately assume that the child "will not get it". She will adjust her teaching and find a way to ensure each child is as successful as he/she can be in that moment. • This was my first full time student teacher. went above and beyond during her time with me. She even sat through a 2 hour football game of one of our students! She has set a very high standard that I am unsure if anyone will ever meet. We worked very well together and the success of my students were proof of this. My students and I will miss her very much! • Creativity with lesson design • Using knowledge of data and knowledge of the student to design lessons to fit their needs • Forming relationships with students to build trust, connections, and respect • Work ethic- Ms. work ethic is excellent. She is dependable and responsible. • Ability to reflect and learn- Ms. is open to suggestions for improvement. • Rapport with students- She builds relationships while also setting boundaries. • Dedicated and Hard Worker • Attention to Detail • Technology and Open to Feedback • works well with students that may appear different or don't fit in well • always seeks fun and engaging lessons. • intent is always a good one for the kiddos • strong rapport with students and staff • takes initiative to help struggling students and learn material • always ready for instruction and lessons are prepared • showed her strengths with using technology. She was able to quickly understand and use all online subject platforms. She was a huge help when students had a technology issue with their computer. She is a quick learner and is willing to help.
Math	<ul style="list-style-type: none"> • Ms. is able to prove a deep understanding and effective explanation of complex topics. Her lessons are engaging and varied instruction. Ms. created and maintained a positive and supportive classroom environment. • values student diversity and writes lessons that engage as many students as possible. She chooses a variety of activities to support all learners and to present information in multiple ways. • is great at reflecting in the minute. She can identify ways to improve her lesson between classes and tweaks it throughout the day to make it most effective. • is a community member. She connects with others. She is a valuable member of the team. She actively participates in IEP / SAT Meetings, colleague lunches, vertical team meetings.
Physical Education	<ul style="list-style-type: none"> • interacts appropriately with students. He talks to them to get to know them a little outside of our content area. He has added in some progressions to his lessons, • Ability to converse and develop positive relationships with students. • Willingness to jump in and participate with the students, great demonstrations. • Takes feedback really well and puts it into practice immediately.

- Explaining and demonstrating certain skills for the lessons.
- He was on time and ready to teach every day.
- He was confident when teaching the skills that he was comfortable with.
- Very dedicated
- Very motivational (Children loved him)
- Got along very well with co workers
- was incredibly professional and always receptive to feedback to improve his teaching and planning.
- His ability to build relationships with the students in his short time here was phenomenal. He really made it a point to get to know the students, and they responded well to his teaching because of that.
- He was always on time and reliable. His ability to adapt to changing schedules and do what was asked was a strength during his time here.
- is a kind individual and does a nice job of establishing relationships with her students.
- She always has a positive outlook and good energy when she is teaching.
- Works well with others and is willing to take on additional tasks and responsibilities as needed.
- Very willing to accept feedback in order to improve.
- Very dedicated to being here and the students.
- Dependable
- Dependable employee, Every one can count on him.
- Flexible, When things change he can adapt to changes.
- Knows students, He quickly learned names of students.
- always had a positive attitude and worked well with the students.
- did a great job explaining skills and activities when it came to football.
- was always on time and very reliable.
- She is dedicated to working with her students.
- She diversifies activities according to skill level.
- She is professional.
- Develops strong relationships with students
- Dependable and reliable
- Able to adapt to new and changing situations
- Ms. is one of the most enthusiastic student teachers I have had in the past. This is a very important quality in a PE teacher. She is also very punctual in regards to deadlines and work. She has very strong and detailed lesson plans.
- always prompt with her timing
- accepts criticism wonderfully
- genuinely cares for her students
- Reliable
- Independent
- Professional
- Mr. was very adaptable. When working as a high school PE teacher, sometimes you don't know when you will be displaced from the gym or when another class will be sent to the gym because there is no sub to cover the class. Mr. was able to adapt on the fly and still have the ability to deliver a quality lesson.
- Great voice and delivery of instruction, does a good job of adapting to the needs of students, Is always kind and thoughtful when responding to students in all situations.
- Relationship Building (great with students staff)

	<ul style="list-style-type: none"> • Creating/Finding new ways and activities for a unit. • Very Professional. • Researching and planning appropriate learning activities for students • Building a positive rapport with students • Demonstrating a willingness to learn and a desire to do well • establish a good rapport with her students. • Lessons were well-thought-out and age appropriate. • collaborates well with other faculty members and always has a positive outlook. • She explains with detail and clarity, checking for understanding as she presents the material. • She provides the students with feedback, both positive and corrective. • She moves throughout the gym, making her presence known to all of the students. • teaches and acts like a veteran teacher. She does a fantastic job with classroom management. • does a great job delivering instruction so the students can easily understand what is expected. • designs stations and activities that are fun and engaging for the students. The students have ample time to practice the skills that are being taught. • excels at teaching, and has a natural talent for the profession.
Science	<ul style="list-style-type: none"> • Ms. has a very strong background in biology content knowledge. She is able to answer student questions and help students fill in missing gaps in their learning. She is able to find ways to relate the content to the students' lives. During her time here as a student teacher with me, she has built strong relationships with many students, especially a few who have needed someone like Ms. in their life. She cares about students and puts the students at the foundation of everything she does. • holds high standards for students and works diligently to keep them on task and following the rules. comes to work on time and when teaching is very present in the moment and is not easily distracted from the task at hand. Lastly, is organized and is willing to try new things and venture out of her comfort zone if time allows. • really cares and is conscientious of her work. She puts a lot of care into her planning and it shows in her daily activities and interactions with students. • does a a lot of reflection on units and daily activities. She always discusses with me on what worked and what could have went differently. She discusses what students struggled with and any particular things she may want to change for the next class. She is very reflective on their style of learning and other outside factors that could be affecting student outcome. • is professional with students. Even though she is not much older than students, she creates that line of respect and boundaries with students. They respect her and the way she interacts with them and her expectations. • cares about what she is doing and it shows. Students have respect for her because they can tell she cares about them and their learning. Her daily actions (not just words) reflect this and students can tell and respond accordingly. She has been able to build a very mutual respectful tacher/student relationship in which there is trust. • is very self sufficient when it comes to planning and organizing lectures, labs and class activities. She has an end goal in mind for students (for each topic) and plans accordingly to scaffold the learning process to get students there. I would trust her to teach my students anytime based on what I've seen. • She has expectations for students and knows what they are and aren't capable of. She knows her content very well and makes sure the overall important ideas and concepts are stressed. • create strong student-teacher relations • create safe/ supportive learning environment • engage students during class, including the note-taking process • Great rapport with students • Plans engaging activities

	<ul style="list-style-type: none"> • Exceptional attitude and work ethic
Fall 2023	
Agriculture	<ul style="list-style-type: none"> • performed his teaching duties responsibly and dependably and worked cooperatively with the agriscience staff to support FFA activities and program events. His top three work-related strengths would be his diligence, character, and desire to achieve. I first met ten hours after he arrived in Connecticut. We had scheduled a full day of SAE visits. This set the tone for my understanding of commitment to work and his character to follow through. completed his student teaching experience with a steady, uncompromising level of professionalism that led to the maturing proficiency required by any successful teacher. • He is a hard worker, who navigates the stress and pressure of a fully functioning three-circle agriscience program well. is goal-orientated, which will lead to his successful management of an agriculture program in the future. I saw a spark of competition ignite his passion through his coaching of the Meat Science Career Development team and the teacher walking challenge. His desire to achieve also led to the effective planning of FFA events and instruction in the classroom. • Thought out lessons. • Connecting with those bubble students. • Working 1 to 1 with students. Use of Technology in the classroom with students. • Overall was a good teacher. I feel with time and having her own classroom, just like with all teachers, what struggles she had will be solved. • Thought out lessons. • Connecting with those bubble students. • Working 1 to 1 with students. Use of Technology in the classroom with students. • Overall was a good teacher. I feel with time and having her own classroom, just like with all teachers, what struggles she had will be solved. • Punctuality • Prepared • Hard working
Elementary	<ul style="list-style-type: none"> • has such a positive attitude for learning and is never afraid to ask for help when needed. is very comfortable with flexibility and adjusting lessons as needed to accommodate students needs. is committed to her teachings and she puts in additional time to meet and discuss lessons. • She continually challenges herself to learn and apply more effective interactive read aloud strategies within a challenging class of high needs students. • Within a very challenging classroom of students with almost a third being foster children, she has rose to the challenge of handling all students and effectively managing their behavioral and emotional needs within the first few months of kindergarten. • While numerous students struggle with self-motivation to apply themselves and perform to their fullest potential, she successfully worked with all students to learn and complete their work assignments. • is a go getter!! She is always willing to help with lessons, prep work, preparing activities, etc... She has been a blessing to have this year! She is also great with "on the fly" activities when something comes up and I am pulled away from the class for a few minutes. This has happened a few times and she has always been able to pick right up where I left off and follow a lesson plan or activity. Lastly, Miss is very reliable. She has been on time and dependable since the beginning. If something ever has come up, she has always notified me a few days or weeks before and had a plan on how to make up the day or hours. She has been so wonderful to have and the students absolutely LOVE her! • Ms. is prompt to work, has not missed any work days, and is willing to help. • is incredibly organized, cooperative, and does anything asked of her. • Flexibility • Adaptability • Consistently meets goals and planned activities. • Building relationships

- Calm and welcoming demeanor
- Dependable
- Punctuality
- Organization
- repertoire with students
- Initiative
- Positive attitude and personality
- Willingness to learn and adapt.
- Taking initiative to help while in the classroom on grading papers, working with students, or creating projects to do with the students
- Approaches all tasks given with a positive outlook and willingness to tackle any task
- Readily accepts feedback professionally
- Ms. has shown the ability to be flexible with her plans and schedule.
- Ms. has been respectful to students and other adults, and has developed relationships with each student.
- Ms. is reflective on her practice and has shown great growth because of it.
- is very organized.
- takes initiative and jumps in to help during lessons she isn't the main teacher in.
- has made really great relationships with the students in the class and has gotten to know them on an individual level.
- First, he is always prepared and ready for anything. Teaching does not always go to plan and sometimes I change things and he always is ready to know what he can do and how he can support things.
- Second, He connects with the students. He notices their learning styles and quickly picks up on social cues. During parent conferences' prep and in our discussion he always contributes some nugget of informal assessment.
- Third, He seems to know the content during his small reading groups. He asks them insightful questions and helps them unlock meaning from their novel studies. In the other curriculum he is always asking questions and wanted feedback on what he could have done differently and how he did overall. He is very good this way.
- Listens to the students and forms positive relationships.
- Thinks about students individual needs and interests and tries to incorporate them into lessons.
- Takes initiative in all situations.
- Great communication
- Strong relationships with students
- Always willing to help in the classroom
- has an excellent report with the children and they connect and trust her.
- brings ideas to the table, works well with everyone and has a knack for teaching!
- Building relationships
- Organized
- Neat
- is routinely on time and attends weekly staff meeting. She is very knowledgeable of the content being taught and can jump in to assist with a lesson if asked. She actively participates in the instructional day. She also is fluent with technology.
- is always prepared for her lessons.
- She does a great job with building relationships with the students.
- She goes with the flow and is flexible.

- Strong knowledge of curriculum /material being taught
Always on time to placement and doesn't miss days
Built a strong and positive relationship with students and coworkers
- She has great rapport with all students. She is always willing to help those who struggle with a certain task.
- She is always willing to go beyond what is expected.
- She is very well organized.
- Patient and caring toward students.
- Enforces safety in the classrooms
- Flexible with schedule, routines, and teaching/learning styles.
- is organized, efficient, and detail oriented. She has an eye for problem solving in the classroom and is able to spin the plates necessary to teach young children. She is warm and positive toward children, and communicates expectations and learning targets clearly. Put simply, she's going to be an excellent elementary school teacher.
- Very reliable and dependable.
- Always caring and compassionate with all students.
- Very professional.
- Excitement, Flexibility, positive attitude, willingness to learn! You will make a great teacher!
- Very prepared for lessons
- Communication with coworkers on next steps
- Small group instruction
- Dependable
- Responsible
- Empathetic
- Innovative thinking
- Computer applications
- Dedication to task at hand
- Communication
- Building relationships
- Organized
- is a great addition to our class. She is very accepting of all the members of our class. The students love her. She is technically proficient and helps create items on the computer. is also very punctual and responsible to provide me with any needed information related her placement. She conducts herself very professionally.
- Her ability to work with the students - builds trust. She does a great job of helping the students in a professional way without babying them. has a positive attitude and a great smile that is contagious.
- Building relationships with our students
Differentiation when working in small group
Is self motivated when completing daily classroom tasks and preparation
- Flexibility/adaptability
- Great report with students and staff
- Responsible
- Organization
- She is eager to step in and help where needed without being asked
- She is very flexible

- Constantly offering to help
- Constantly picking up and teaching when needed
- Kind to me and students. Really enjoys teaching and cares about students
- Relationship building
- Technology proficiency
- Flexible with changes in schedule or plans
- Ms. is always open to suggestions for lesson ideas. She is also very accepting of suggestions on how to improve/strengthen future performance.
- Ms. has good communication and relays information I may need to know in a timely manner.
- She has also established a good rapport with the students.
- She is always striving to learn more. She asks amazing questions and seeks out feedback from me and takes all feedback very well. She always thanks me for feedback. She is constantly asking, "What can I do?" whenever she is finished with a task.
- Positive Rapport with students- does a great job making all students feel seen in class. She tries to talk with all students everyday. Some students even go to her as their trusted adult.
- When teaching she makes the lessons engaging. The students will listen to her and respond well. She has also done a great job teaching small groups. She had jumped right in and is comfortable teaching low and high level groups.
- Adaptability- she is very flexible with it comes to schedule changes or needing to change a lesson. She is willing to help out and do what she can to make the day run smoothly.
- received compliments from a recent substitute. I informed that I had an emergency and would be out, therefore she was doing the entire morning.
- She crushed it! She adhered to the plans, managed the classroom and was successful in the process! Kudos! She is also prompt, dressed professionally and good with routines.
- has a love of working with children. She works hard to develop meaningful relationships with students and has done a great job learning how to modify assignments for students who need more support. She treats all students and staff with respect and gives everyone she encounters a big smile.
- Extremely hard working. She is always willing to help with any task given. Wants to learn and absorb as much as possible.
- Willingness to learn and grow
- Understands the needs of the students and plans her lessons according to those
- Passionate
- Rapport with 2nd grade team
- rapport with students
- adaptability
- collaborative
- patience
- willingness to try new things
- is well prepared, outgoing, and very positive with the students and staff.
- She implements standards based instructional activities that integrate new technologies. is willing to try new things and asks questions to further her understanding. She is willing to jump right into instruction.
- is reliable, highly motivated, and cares deeply about the students.
- sees the needs of her students and adjust lessons to meet those needs.
- She is consistent and fair when dealing with behaviors in the classroom.
- is a team player - she has input when planning but respects the ideas of others.
- Takes initiative
- Proactively engages and assists the students rather than wait for them to come to her
- Goes above and beyond her requirements

	<ul style="list-style-type: none"> • does a great job working with students in small groups. She does a good job of telling the students what the focus/skill of the lesson is before beginning. Finally, does a good job of being patient while working with the students. • Dependable, positive and cooperative. • Relationship building, modifying assignments, following school wide expectations • The top three strengths are: her interest in wanting to learn how/why we do certain things, organizational skills, ability to grow from feedback and suggestions. • Interacts appropriately with students and fellow teachers in a positive, encouraging manner. • Does a good job extending a given lesson to reach all different learners. • Hard worker, always willing to help, and is proactive when working in the classroom. • does a great job with technology and taking initiative when it comes to using new technology platforms in the classroom. • She has formed a great bond with students who often struggle to form bonds. She shows patience and calmness when helping and making them feel comfortable. • She is responsible and is willing to take on tasks outside of her time in order to be prepared and 'keep up' with what is happening in the classroom. • Dependability • Reliability • Ability to reflect and receive constructive suggestions • has a calm rapport with the learners. She is very willing to learn. is very patient with the learners and is always willing to try new things. Lilly has a positive attitude and truly cares for our learners. • Ms. never hesitates to take the lead in the classroom. • Ms. is always on time and has only missed one day of which she notified me in a timely manner. • Ms. was flexible and always open to feedback. • Lesson plans are organized and well-developed with age-appropriate activities. • Has developed a rapport with teachers, students, and parents. • Always on time and shows up for work daily ready to teach and help students. Flexibility with a schedule of a school day. • is a wonderful individual to work with. Three of her top work-related strengths are: • She is always willing to step in and help out. • She truly cares about the children and their futures. • She is flexible and can easily adjust to change. • has great rapport with the students. She is always willing to help and work with the students. She has provided good tactile and engaging grammar lessons that the students have enjoyed while learning new material. • is extremely flexible and is always willing to jump in and do what is needed! • She is kind with all learners and makes everyone feel special. • She is a very fast learner and picks up on everything! • Organized, Helpful with mundane tasks, Creative
English	<ul style="list-style-type: none"> • He is able to take feedback and quickly adjust lessons to make them more interesting to students. • He has a high knowledge of content level standards and vast vocabulary. • He is able to set forth expectations for the class and facilitate the class meeting the expectation through examples. • is always prepared for her lessons. • has built a good rapport with the students. • has demonstrated competency in her pedagogy.
Science	<ul style="list-style-type: none"> • is a quick study and learns the topics and concepts quickly and can repeat them/teach them to the students.

	<ul style="list-style-type: none"> • She has a good rapport with the students. She is caring, yet stern. She sets expectations and encourages the students to achieve to those expectations. • is task oriented and efficient in completing the tasks, such as grading papers and recording the grades in the gradebook. • is very hard-working and focused on her job. She is always looking for ways to help and to contribute to a group effort. She cares about students and is also focused on building relationships with them.
Social Studies	<ul style="list-style-type: none"> • He is committed to what he is doing. He has very good interpersonal skills. He is not afraid to take a risk for the sake of getting the job done when he does not fully know the outcome. • Organized • Prepared • Hardworking • has a great report with students and is willing to listen to their needs. • is energetic and enthusiastic in his delivery and instruction of various materials. • His passion for history and teaching is contagious. • is a great team player and is willing to complete whatever task is presented to him. • Communication • Organization • Seeks feedback to make improvements • Self-Reflection • Amazing with technology and adapting to new platforms. • Holds yourself to the highest standards and makes every effort to accomplish the tasks given. • Willingness to keep trying even when faced with conflicts. • delivery of instruction, • ability to ask questions, • initiative • Dependable • Dedicated to his students and desires to do a good job as a teacher. • Punctual and Trustworthy • is great at finding new materials and resources. He works hard to find relevant primary and secondary sources to bring into the classroom. • asks for feedback and takes it to heart. When he is asking for suggestions, he listens and adapts his lessons accordingly. He is willing to learn and grow. • does a great job monitoring class behavior and keeping students on task. He walks around the room, checks in with students, and works to keep them on task. • is an above average instructor. Her delivery is very good and she has come up with some lessons that are very creative and well received from the students. Hope does a great job of connecting with students that are similar in nature to - which is often times a group of students that can fall through the cracks. Hope isn't afraid to ask for help when she feels like she needs it, which is extremely beneficial in this profession. • is very enthusiastic about his content and being in the classroom and it shows in his interactions with students. • is very open and receptive to feedback from his mentor teacher. He genuinely appreciates the feedback and I have seen him turn around and use it. I appreciate that understands that when I offer constructive feedback that I am only trying to help him to improve and he does not take it personally. • works to build connections and relationships with his students to create a positive learning environment. • The greatest attribute she has is hard work ethic and wanting to get better. She has the perfect personality for teaching. The students have a good report with her she genuinely give them her best effort when she in front of them teaching. • Technology knowledge is great! This will allow her to come up with new techniques, activities, and engagement for her students. • Her grading and assessment skills are very good.

	<ul style="list-style-type: none"> • Highly Organized • Very Dependable • High Level of Content Knowledge • Extremely well organized • Team player who does not complain • Pleasant disposition and works well with the students. They respect her • does an excellent job of coming to class on time and being prepared. He completes his lesson plans and materials prior to class. is organized and completes his tasks in a timely manner. • is hardworking and dependable. He shows up to work prepared and ready. He did not miss a single day. His lesson plans were engaging and on point. He differentiated his plans as well, students never got bored. Overall, he is a quality teacher. • Ms. has extensive knowledge in her content and does not have to ask a lot of questions or reteach herself before the lesson as she is very knowledgeable in the subject matter. • She does an excellent job at building relationships with students yet not crossing a line as a friend as students still show respect towards her as a teacher. • She has wonderful ideas and is creative in her activities. • Building rapport with students • Sets standards for the day / class • Motivates students to complete work • #1 strength is dependability. He always does what he says he is going to do. #2 He is inquisitive and is always asking questions on how to do things better. #3 Dominic does not take constructive criticism personally. He is always trying to improve on what he is doing to become better as an educator. • is ready for the workplace environment. • The education field needs more like him. • He will be a great asset to whomever employs him. • is motivated, dependable and dedicated.
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Elementary	<ul style="list-style-type: none"> • did a great job this year with classroom management, planning appropriate activities, and engaging students. She is a wonderful teacher and it was a joy to have her in the classroom with me this year. I felt like I learned tips from her as the year went on. Whatever elementary school she lands, will be lucky to have her! • excels in her professionalism. She is always on-time, dressed appropriately, and mindful of confidentiality. Having a collaborative classroom, this is especially important. Also, she is flexible! Being the collaborative classroom comes with challenges. Being flexible is necessary for everyone involved. Lastly, collaboration is a strength. With other teachers in the building, special educators, and coaches! • Maturity, Confidence, and Work Ethic • has built great relationships with the students. They love her and love to learn from her because of it. • She is great at supporting students with special needs. She provides academic/behavioral extra support/modifications and is able to change them based on student need and observations. • is very flexible. This will be a huge asset to her in this field. • She creates engaging lessons that the kids love. • Flexibility • Dedication to student growth & success • Dependability • Strong classroom management
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- Caring and empathetic (helps to build strong relationships with students and colleagues)
- Natural teaching ability
- She does a great job finding interesting activities to try to keep students' attention.
- She cares about the students and finds ways to connect
- She is organized but also flexible and able to adapt.
- has shown a dedication to the teaching profession by seeking out help to grow in areas where she feels she needs to. For example, at the beginning of student teaching she asked for guidance of matters of classroom management and borrowed a book on the topic.
- Ms. takes every opportunity to build positive relationships with her students. She has conversations before and after school or during recess to get to know the students interests outside of the classroom.
- works as a team player. She co-planned lessons with the entire third grade team.
- Flexibility
- Dependability
- Compassionate
- Ms. is extremely dependable regarding punctuality. She also excels at building positive relationships with students. She truly cares about their well-being and encourages them to be their best selves. Ms. is very reflective, always recognizing and acknowledging weaknesses. She strives for continual improvement in areas of need.
- has shown so much growth in the time she has been in my class and has shown many different strengths as an educator. These are some of what I see as her top, but are absolutely not her only strengths.
- takes the needs and concerns of the students very seriously. She has built relationships with our class as well as the other students that she encounters. The students trust her and have confided information that when needed she has informed the proper personnel. She has learned to listen but also has come to understand there is always more than one side to a story and you don't usually get the whole truth. She does her best to be fair and understanding.
- She has adaptability- In the world of teaching, we always have a plan, though it can change in an instant. has adapted multiple times when a situation has occurred and a lesson needed changed or the time needed to be adjusted. She has also been able to adapt to student needs and concerns as well as continue to make sure the rest of the class is covered when she had to tend to the immediate needs of a student in crisis.
- is open-minded and fair which covers a vast array of situations. She is open-minded in the aspect of teaching as our team likes to include classroom transformations into our teaching to enhance lessons and she has embraced each one and given her best to adapt and give ideas. She is open to suggestions and ideas where her teaching is concerned. Anytime I had suggestions, she listened and adapted to make her teaching better, for example, when reading a story to the class, she went from reading as one voice to adjusting her voice to meet the personality of the characters. Lastly, she is open-minded and fair with the students and their vast array of backgrounds, homelives and needs. She has never shown negative judgement to any student for any reason. She is consistently fair and caring to the students and does not treat any student with favoritism or disrespect, she treats them fairly and respectfully.
- is a very hard worker and the definition of a go-getter! She sets goals for herself and holds herself accountable in completing those goals. She begins tasks with the end in mind and never has any problems getting things (big or small) done!
- is very caring and compassionate while also holding all of her students to the same set of expectations. This creates a respectful, productive, yet comfortable work environment. She cares about her students' well being (physically, mentally, & emotionally) and because of that, she easily gains her students' love and respect. This causes her students to want to learn from her!
- is collaborative with myself and other staff members on campus. She is always sharing her great ideas and loves learning new things from other teachers as well. She has been an asset to our school!
- Miss has a desire to help all students achieve their highest potential. She teaches whole-group, small-group, and works individually to help all students.
- Miss has a kind and caring attitude. Her soothing personality is very calming.

- Miss enjoys planning lessons and creative activities to enhance the learning environment.
- Classroom management
- hands-on activities
- flexibility
- Punctual
- Responsible
- Reliable
- is self-motivated, when she sees something needs completed she jumps in to do the task.
- has positive relationships with students, she cares about them academically, as well as on a personal level. She takes time to know her students and make them feel important.
- is always open to suggestions and looking for new ideas and ways to improve her teaching.
- did a great job teaching the content. She used the recommended curriculum but would add beneficial activities to the content that engaged students and created a thriving learning environment.
- did a great job developing meaningful relationships with the students. She gained their trust and their respect. They have really enjoyed having her as their teacher this year.
- did a great job keeping our routine consistent. if anything caused us to get off task, she did a great job to jump back into the schedule as best as she could and would work to keep it on track. She and I have had wonderful conversations about how helpful it is to have a consistent routine and how much it helps with behavior and academics.
- I can trust her to keep our kids safe. She is always responsible with helping keep students calm and safe during emergency drills. She can keep students calm when students are sick or need help. Our classroom is an environment where students feel safe and comfortable. She maintains a great relationships with the kids that makes them want to do well. Students are interested in what she is teaching because she can maintain their interest by having good relationships with them.
- She does not partake in gossip or judgement of adults or students. She keeps an open mind when dealing with any adult or student and does not let pre-conceptions change her opinion on them. She treats every student the same no matter what she has heard about them.
- Dedicated
- Responsible
- flexible
- Always willing to help
- Respectful
- flexible
- has shown to have a passion for teaching. She is fantastic at building relationships with her students, and this was evident throughout the school year as behavior situations cropped up. She is also very creative and is great at adapting to last minute changes in a schedule.
- Organized, dependable, works well with all students and knows each of their needs.
- I can't say enough about her relationship building. She really loves these kids and cares about what is happening in their lives. The kids love her in return.
- speaks, writes, and behaves in a professional manner at all times.
- is great at finding engaging websites, videos, and games for the kids to use/view while learning. She really knows how to make learning fun by using the latest technology!
- is always looking for ways to improve herself. If she wasn't clear about a certain subject area she was vocal and sought out assistance. She always showed up on time and was ready to work. She was able to build great relationships with the students and co-workers.
- Great classroom management
- Organized

	<ul style="list-style-type: none"> • Strong relationship with students • kind, fair, • is extremely kind. She genuinely enjoys the students. She is sensitive to their needs. • is wonderful and very efficient in planning lessons that are both hands-on and enjoyable for the students. She asks questions well when she is unsure of something or wants more information about an idea. Lastly, she does a great job with coteaching, and sharing ideas and technology tips. • She has been such a big help to the students and me! • Excellent math teacher • Great relationship with students • Always positive and responds when asked to do something • is always willing to go above and beyond. If I need her to cover a task or subject, she does it without hesitation. loves teaching and it shows. She cares for her students as well as coworkers. makes sure that all tasks she gives are capable for all students. She is a great person inside and out! • Always willing to step in and help when needed. 2. Forms relationships with students. 3. Dependable • is highly organized and creates very engaging lessons that students are excited to participate in. • She is attentive to detail and student performance and can speak to each students understanding of the content on any given day and knows how to meet their needs in small group. Her use of assessment data to drive instruction is impressive and like that of a seasoned teacher. She thinks of all students when planning instruction and provides necessary accommodations and modifications to instruction and performance tasks. • She has great understanding of the importance of procedures in the classroom and knows when to stop and reteach expectation as well. was a pleasure to work with! • Classroom Management- does a great job of keeping the students engaged and learning during a lesson. She often deals with issues in a quick and quiet reminder of the expectations. She implements many appealing attention grabbers to gain and maintain the whole class's focus. • Collaboration- does a good job of reflecting with me about a lesson to determine if any changes need to be made. She works well collaborating within our classroom. She is also eager and helpful with the grade level curriculum collaboration, which involves the entire second grade team. • Differentiated instruction- takes input from our reflection conferences, to adjust the upcoming lessons. She has done a good job of extending lessons for a concept which students need more practice or instruction. She has also modified lessons to provide more challenging activities. • is very dependable and flexible. She demonstrates a great working knowledge of the curriculum being taught. She is always prepared to teach and has well organized plans. • Confidence in the classroom. Analyzing data and forming groups based on abilities. Variety of instruction you deliver and ability to think on her feet and adapt. • bases his instruction on how the students think and learn. • Professionalism is exhibited when we discuss confidential information. • has built strong relationships with the students and shows fairness and compassion.
Physical Education	<ul style="list-style-type: none"> • is professional. The way he interacts with co-workers is professional as well as with students. genuinely cares about doing the best that he can do. Once, receives any sort of constructive criticism or feedback he adjusts accordingly. • Willingness to take charge. • Open to ideas. • Highly personable. • He is a very kind and fun person which make him easy to collaborate and work with. • He gives detailed instructions and examples to make sure the activity runs smoothly. • He has a good understanding of content and always plans for adaptations if needed. • He reflects and adjusts after every lesson to work on any weaknesses he may find. • Her willingness to listen & learn from others • Enthusiasm

	<ul style="list-style-type: none"> • Lesson plans very very thorough • He's always on time and well organized. • He's very professional and easy to work with. • He does a good job at building relationships. • Self-reliant problem solver • Dependable • Well organized • Mr. was punctual to school, engaged with the students, and he cared about being a better teacher everyday. • organizational skills are very good. He has activities planned that are efficient and effective. • classroom management is very effective. The students know the rules/ procedures, transitions from activity to activity are efficient, time management is spot on, and overall his classes runs very smooth. • His personality and caring attitude goes a long way with the students. There is a respect he receives from the students, because he listens to them and displays a caring attitude. • has been a wonderful addition to our faculty. She has managed to quickly gain an understanding the needs of our diverse student population. She holds their attention in both the classroom (Health) setting as well as physical education classes. She works well with our faculty and staff and is always prepared for the classes, making sure the substitute has materials in her absence.
Science	<ul style="list-style-type: none"> • Very strong content knowledge, dependability, integrity and positive attitude. • content knowledge is strong. • was willing to take suggestions and improve... and there were days I was blunt. • genuinely seemed to enjoy being with the students. • Ms. built great relationships with students in the short time that she was here. Very artistic with notes. Willing to help students whenever needed, even if it wasn't math. Gives amazing activities for students that is appropriate and engaging. • asks good questions and solicits help for more experienced teachers. • uses technology well. • builds good lessons that are interesting.
Social Studies	<ul style="list-style-type: none"> • He showed up when he was supposed to. • He came prepared. • He showed a desire to be here. • Relationships with students, knowledge on topics, and adaptability. • Positive attitude and enthusiasm for teaching/being in the classroom. • Flexibility and willingness to try new things. • Interest in getting-to-know students and building relationships. • Initiative • Positivity • flexibility and adaptability • is a very passionate educator who displayed a real dedication to making a difference for his students and improving himself, he is naturally very inquisitive and introspective about his own performance and lessons he can take from others' teaching expertise, and he displayed an understanding and desire to see issues from many different points of view (a skill which I find important for any educator, but doubly important in social studies). • Three most important strengths were building a professional rapport with the students, willingness to accept feedback, and seeking out ways to help the classroom and engage with the students who need extra guidance.

- I can talk to her like a coworker but not on a professional level for long. The interest in helping and teaching children is not there. Sadly, was late, didn't show up, left early, preoccupied, not interested, wasn't prepared, not on grade level, did not show interest to go above or beyond, was ready to leave before she started.
- Ms. is task-oriented, pleasant, and organized. She consistently made me aware of deadlines, expressed great concern for completing what was asked of her, and utilized her skills in organization to make this happen. These qualities are crucial to being an effective educator.
- Positive Male-Role model.
- Mr. comes off clean-cut, smart, interesting, and fun. So many of these students looked up to him because he has the ability to charm even your most challenging male students. Students need to see more of this kind of gentleman in the classroom. He may be the only positive remodel these kids see in a day.
- "What makes you say that?"
- Mr. showed interest in student interpretation of historical events. He just didn't lecture and have kids answer questions out of a book. He created some thought provoking questions that challenged students to think deeply.
- Teaching about the importance of not just history: but life lessons.
- Mr. found out that middle school is a lot about teaching history speckled with lots of life lessons based on character-ed, common sense, and building relationships with students that nurture's their desire to want to learn.
- A commitment to encouraging and helping students,
- initiative and ambition to continue learning and to help assist students through learning,
- desire to continue professional learning
- Organized
- Goal oriented
- Intelligent
- Building relationships with students who need constant interaction - is drawn to students who need extra support and sits with them to build confidence and support
- Interest in student work - when asked he goes right away to students who need help
- Drive to succeed as a teacher - from discussions with his supervisor there is definitely a shift in his focus and he is trying more than he has in the past.
- Rapport with student
- Works well with colleagues
- On time and completes tasks quickly
- really shined when working with students one-on-one and in small groups. He was able to foster positive student relationships by showing an interest in their extracurricular activities. He would set time aside at the beginning of the day to chat with various students to build a sense of trust and respect. He also had a consistent and accurate system for grading and was able to create engaging review games using technology.
- Mr. had a strong command of the classroom and was able to redirect classroom misbehavior in age appropriate ways, surprising for an emerging teacher.
- did a great job relating to the students and interacting with them. The students genuinely liked her and enjoyed having her in class. The lessons she prepared were also researched and she used different sources to compile her presentations, which I liked. I think there's just a disconnect between what was presented and her actual knowledge level displayed in how she answered follow-up questions but she will improve on this over time.
- is very personable and relatable to students, I can identify that he has a desire to be a life long learner, and wants to see students succeed.

Section IX. Skills Survey Qualitative Results of Improvements for Candidate's in Field Placements

Comments from the skills survey (Spring 2024, Fall 2023, and Spring 2023) open ended question asking mentor teachers to highlight improvements needed in candidate’s abilities that they observed in their final semester of field placements resulted in the following trends. Across all content areas classroom management, confidence and initiative, content knowledge and curriculum understanding, time management and lesson pacing, voice projection and teacher presence were all highlighted as areas for improvement. In the area of classroom management one mentor teacher wrote, "Classroom management- Before giving directions or prompting, ensure students are attentive. Monitor behavior and performance to prevent chaos." While for confidence this type of comment was frequently seen, "Have confidence in her ability to lead the classroom and in her instruction!"

For Elementary Education small group instruction, differentiation, and parent communication were all seen as areas to improve on. For differentiation one mentor teacher wrote, “"Continue to identify and strengthen differentiation for all academic levels within the classroom." While for secondary education programs content depth, student engagement, and classroom discussions were seen as areas for the TPPs to address. One comment for this area was, “"Differentiate your style and types of instruction. The idea of 10-minute lecture, show a video, and then do an assignment is good, but should not be done every day." For English writing instruction and literature analysis were highlighted and in Mathematics conceptual understanding and problem solving. One representative comment across secondary programs was, “She could improve on content knowledge/preparedness and being sure she fully understands a method before teaching and anticipates questions - able to answer questions." In the areas of Social Studies current even integration and historical thinking skills were seen as places to enhance. While in Science lab management and scientific inquiry were highlighted. In Agricultural education practical skills and program management were addressed. One quote from this area was, “Things don't have to be perfect and aren't going to be. Relax and take a breath when needed. Look at the big picture and not the brush strokes."

As a results of all these remarks across the three semesters (Spring 2024, Fall 2023, Spring 2023) we as an EPP see the need to investigate further opportunities for student teachers to practice and develop

As a results of all these remarks across the three semesters (Spring 2024, Fall 2023, Spring 2023) we as an EPP see the need to investigate further opportunities prior to clinical placements for candidates to practice and develop classroom management skills in various contexts as well as incorporating differentiated instruction into coursework while projecting their voices. While also developing activities and reflective practices that help candidates build professional confidence. All these areas will be framed in assisting candidates to further enhance their skills time management as well as content knowledge thus, impacting their confidence.

The data from mentor teacher feedback demonstrates that while student teachers show many strengths, there are consistent areas where they can improve. These areas for improvement are typical for new teachers and are expected to develop with experience. The differences observed across TPPs, and grade levels reflect the unique demands of these specializations, indicating that TPPs should continue to tailor their preparation to the specific needs of each teaching context. By us focusing on these areas for improvement, our teacher preparation programs can enhance their effectiveness in preparing future educators who are well-equipped to meet the challenges of today's diverse classrooms. Table 9 illustrates all the improvement comments by TPP for candidates in Filed Placements.

Table 9. Qualitative Responses Outlining Candidate’s Needed Improvements During Field Placements by TPP

Spring 2024	
TPP	Comments

Agriculture	<ul style="list-style-type: none"> • Understanding the system - Sometimes you just have to do what needs to be done. Just do it and move on to the next task. Experience - More practice • Experience • Self confidence • I know these kind of go together but as with most young adults, they need more each which will come with time and doing. • Trying to do too much - This is not a bad thing but starting out can be overwhelming. • Experience • Self Confidence • More teaching strategies • All of these will get better with more teaching time. It just takes practices and evaluation what worked and what could be tweaked some. • I am rating this for her future teaching. • Experience - She's young but willing and wanting to do a good job. She is not afraid to ask for help or guidance if needed. Practice - This kind of goes with the experience. With more experience and practice, she will become even more confident. Confidence - Same as above • All of these I think go together. She does a wonderful job.
Elementary	<ul style="list-style-type: none"> • Teach more whole group lessons: Build confidence • More Exposure/Deep Dive into Standards/Curriculum/Data • Classroom Management • I do not have areas of improvement to suggest at this time. • Be sure to develop clear and explicit directions to ensure understanding before teaching a lesson. Modeling for the students is a great way to do that. • Restating rules and setting boundaries before lessons is also a great reminder for students such as, "Please remember to raise your hand before speaking," etc. • Building confidence takes time and will come with more experience with teaching. • Behavior management • Understanding of curriculum • Setting expectations and boundaries with students • has done a great job throughout the semester. She is curious and often asks questions to understand why we do things a certain way within the classroom. will benefit from gaining confidence in herself which will come with time and practice. • learning the curriculum • continue to take the initiative • staying organized • just needs to continue to practice and experience teaching, curriculum and student development. • Let the teacher if you want to try out something you learned in class. • Continue to ask questions to gain a better understanding of what you see happening in the classroom/meetings/etc. • Continue interacting and getting to know students more. • When addressing the whole class, will need to learn and experiment with different classroom management techniques that she feels work best. This will come with time and experience working with whole groups. • Building relationships with students, Classroom Management • Encouraging kids to try on their own before providing help. • Classroom management • Taking risks • Writing lessons and executing them • She needs to build confidence in her ability and knowledge.

- Keep working to relax when talking with students, and know it's ok to make a mistake.
- Have fun!! Her anxiety is keeping her from enjoying her time with the students.
- As a classroom teacher, behavior management is a key to success. This is an area of weakness. struggles with getting the students to respect her authority. This will come with more classroom experience. I would like to see take more initiative in the classroom. She is willing to complete any task I ask of her, however, I would like to see her initiate helping the students without being prompted by me.
- Make sure to know all the correct letter sounds to teach kids properly. (phonics and phonemic awareness) Being able to use math strategies quickly.
- Knowing technology expectations of the school with students.
- Get involved, think outside the box, and seek information on standards/topics.
- is at a place in her education where she still has time to improve upon areas in her work performance. One area that is the most noticeable is with reporting on time. She was late on multiple occasions, due to circumstances out of her control. While this may have been the case, I discussed with her that repeated instances of his behavior will not be acceptable with future administrators and supervisors. Another area of development can be with networking with colleagues. While developed relationships with the students, she did not seek out relationships with other teachers in the building, and therefore did not practice professional development and conversations with them. Finally, needs to practice more classroom management strategies in order to prepare for her further endeavors in this profession. While this will develop with more time and experience, she is at a point in her journey where it is time for her to practice leading these practices and taking the initiative to switch from the perspective of a student to the perspective of a teacher.
- Be more outgoing
- Be more confident
- Jump in and help more without being prompted
- did her teaching in small groups so I did not get to see her teach the learners but she planned and prepared in advance.
- Is continuing to improve in her knowledge of curriculum material/grade-level standards, lesson planning and implementing lessons in the classroom, and building her confidence in her skills. I believe that these are skills that have
- grown during the semester and will continue to grow in future placements.
- Some of the above questions are difficult to answer due to the fact that did not teach any whole group lessons, only individual students as they needed help.
- has worked hard to develop classroom management techniques, such as waiting for all students to give their attention before giving directions. Time management is another area where has shown improvement and can continue to improve upon. should continue looking for opportunities to differentiate instruction.
- is doing a great job so far, but should continue her education in both (1)classroom and (2)in-service. She should also continue to build relationships within the school system.
- Expand lessons by improving discussion opportunities.
- Improve questioning techniques.
- Initiate interaction with students to evaluate level of understanding.
- Work on confidence in the classroom, trusting that she understands the pedagogy and applying it.
- Time management, knowing when to slow down and knowing when to push/speed up
- Finding the management style that best fits herself and her students. She has tried multiple ways and they have worked but she needs to find the style that is most comfortable to her.
- has been great in the classroom. I think she is going to be a great teacher in the future. With more experience, she will become familiar with the curriculum that she is teaching. She will be able to write lesson plans that follow the curriculum.
- did a great job with the expectations of her classwork. I am not really sure that there are 3 ways to improve her performance.
- is working hard to improve her classroom management. Focus on students who are doing the right thing and complimenting those kids. Also, wait to continue teaching until all students are ready to learn.

- Having that "teacher voice" --- Sometimes having a stern and loud voice is needed as a teacher. does a nice job talking in a soft calm voice to the students and reading to them. It is important to remember that students have to know that you are always in charge while also knowing that you care for them. As I have been told, you can start the year out stern with the students and slowly cut back on being so stern all the time. However, if you start off letting the students do as they please without saying anything, it is a lot harder to get them to listen and respect you as a teacher when you are stern because they have already talked over you or didn't follow directions.
- Getting to know the material/standards --- was only in my first grade classroom for about 4. That is not a long time to know every standard/material used to teach. Plus, it was all new for her since she hasn't been in first grade before. But I will say that it is important to know the material/standards for the grade you are teaching so you know what is expected from the students as well as the teacher. As a future full time student teacher, this is something for her to keep in mind.
- Classroom management --- This was not something that had to do on her own, however, it is something to consider as a future full time student teacher. Something could learn is different attention getters and/or ways to transition from different tasks. How do you get students' attention when they get off task or to keep students moving from one activity to the next in a timely manner?
- Being more confident in ability to deliver instruction to students
- Keeping students on task
- Content/curriculum knowledge
- The most important aspect of teaching that could improve upon is building relationships with the students. She needs to interact with them regularly. I do feel she needs to be more confident in her ability as a teacher and in how important it is to be able to present and teach to a group. She should be able to interact and do activities/lessons without being prompted by mentor teacher.
- does an excellent job with the students. She has worked one-on-one with one of my students this semester, but I have yet to observe her teaching a lesson to the whole class. So, as of right now, I do not have a list of improvements for her.
- It is difficult to evaluate a student when they aren't required to teach any lessons, provide lesson plans, etc.
- I believe next year she will be in a 5th grade class and she will gain more experience with whole group lessons, my multi-cat SPED class was mostly one on one/direct, small group instruction.
- Take initiative and be engaging with students.
- Don't be afraid to correct/manage student behaviors
- Communicate more often
- I would like to be on the lookout for ways to help students at all times
- Proximity control
- Curriculum/content standard awareness
- The only room for improvement will come with time and experience. She works very well entering someone else's classroom and will gain more confidence over time. She was very polite and respectful keeping a professional boundary.
- does a wonderful job. She helps out without prompting and can jump in and cover any portion of the day.
- Classroom management- the toolbox to guide with basic behavioral needs
- Provide immediate feedback to students on performance
- Keep circulating to assist with student need
- I have no complaints with performance in my classroom. She has cheerfully done everything, I have asked her to do. When she has made a minor mistake, she has acknowledged it and has corrected it willingly, with good attitude. has mostly worked with small groups and individual learners in our classssroom. As she begins full group instruction, she will need to develop a firm, consistant, in charge demeanor. This comes with time and experience. very much wishes to succeed as a teacher. I have no concerns as to her performance.
- She has really struggled with consistency this semester. The date that she will be coming into the classroom is constantly changing. There have also been several instances where she has not shown up that week. That has really been our biggest issue this semester. Hopefully, she will be able to fix these consistency issues during her student teaching year.

- could improve on being dependable and prompt. It is important when you have relationships with students that you are prompt and give them your full attention to promote a positive working environment. She seems to enjoy being with the students and building relationships, however she could also improve on having dedication to doing a good job and not just seeing it as another career path. has a positive relationship but could use improvement working in a fast-paced environment and multi-tasking at the same time. As a teacher it is important to be able to multi-task and give the students your full attention.
- does an exceptional job in the classroom. She is organized, positive and such a great model for her students. She will be a wonderful teacher.
- It is difficult to answer this question. has had limited experience in much of the duties that will be required of her as a teacher. Observing in a classroom once a week does not constitute teaching. She has presented a few lessons and helped me with small groups.
- will continue to improve her teaching skills with more practice and opportunity. She has worked well in small and large group settings. She should continue to improve her classroom management, engagement and interpretation of data to become an effective teacher.
- would benefit from studying the curriculum more to better understand what students need to do, what their prior knowledge could be, and possible misconceptions students may have about various concepts. A more in-depth knowledge of these pieces would strengthen her teaching and skills.
- needs to work on ways of managing student behaviors in whole and large group settings.
- needs to practice teaching lessons to improve the flow of her lessons. This usually comes with more practice and time, but I encourage to look for ways to maximize learning time with less down time as students transition within a lesson.
- is a very new teacher, but shows strong qualities of a great teacher. There are very few things that she could work on, but being a new teacher, she will continue to grow more comfortable communicating with parents, attending IEP/SAT meetings, and interpreting data to assign students to groups based on abilities. She has been able to attend an IEP meeting, which is a great experience for her to see what information is shared with families in these meetings. Eventually, she will learn how to prepare, as the general educator, notes and information for these meetings.
- did a great job! These are just some things that maybe she could be more consistent with.
- Don't be hesitant to jump in and work with students.
- Walk around the classroom during student work time- this is a good time to see how they work independently.
- Don't hesitate to ask for help.
- would benefit from more experience and development in classroom management, as any student teacher would.
- For example, giving students specific expectations on assignments/tasks, giving specific directions on what to do when finished with tasks, getting students' attention, etc. has grown in her ability in giving specific feedback to individual students about their work/understanding of a lesson/topic. She can continue to expand in this area by working on identifying whole class misconceptions and focusing on giving specific feedback during class discussions. Lastly, communication is an area that could show improvement on. was able to complete all the required student teaching hours for this semester. Though there were times during her placement this semester where would be absent or late due to gymnastics, group projects, and/or appointments. After speaking with , the communication about absences improved. Overall there were times where it was difficult to depend on her presence, due to the inconsistency of attendance.
- Self confidence
- It was an absolute joy to have in my classroom. She takes initiative, she has wonderful communication skills and she does a great job when working with students during small groups. She asked questions and she came up with creative ideas to enhance student engagement. I do not believe she has anything to improve on, as she more than fulfilled the expectations of a student observer. I believe she will be a fantastic teacher.
- Begin to take the lead in the classroom working with the whole group. Begin to familiarize herself with grade level standards
- Begin to familiarize herself with different curriculum used
- needs to be more assertive in controlling behaviors during class. She has been very kind and caring to all of the students. This will develop as she progresses in her career. Teaching lessons and keeping all students engaged is a skill that teachers get better at as they delve into their own classrooms. This is especially challenging when you have so many students at different abilities and needs.
- is a great role model and the students really enjoyed her. Something she could work on is:
- Being more involved during lessons

- Intervening with the students when she seems a problem
- She needs to be more confident and less apologetic. She always says, "sorry" for small things.
- Classroom management
- From what I have observed, has done an exceptional job in her placement with fifth grade. Something I feel all teachers, new and old, can always improve on is classroom management and learning what works best for their individual teaching style.
- Set Clear Goals and Prioritize Tasks: Clearly defined goals help individuals focus their efforts and stay motivated. Breaking down larger objectives into smaller, manageable tasks can make them less daunting and easier to tackle. Prioritizing tasks based on urgency and importance ensures that the most critical work gets done first.
- Continuous Learning and Skill Development: Staying updated on industry trends, acquiring new skills, and enhancing existing ones can significantly improve work performance. This could involve attending workshops, enrolling in online courses, seeking mentorship, or simply dedicating time each week to self-study. The ability to adapt and grow professionally is invaluable in today's fast-paced work environment.
- Effective Time Management and Organization: Time management skills are essential for maximizing productivity and minimizing stress. Techniques such as setting deadlines, using to-do lists, and employing time-blocking methods can help individuals allocate their time more efficiently. Additionally, maintaining a clutter-free workspace and adopting digital tools for task management can streamline workflow and reduce distractions.
- should continue to learn about content and pedagogy related to elementary school.
- will continue to improve upon her work performance as she gains more experience in the classroom. There are no specific areas of concern at this point in time. She jumped right into the classroom and interacted well with the students and was always willing to do whatever was asked of her.
- Professional Development and Skill Enhancement: Investing in professional development opportunities, such as workshops, seminars, and conferences, can broaden a student teacher's knowledge base and teaching repertoire. Additionally, acquiring new skills or mastering existing ones through continued education or online courses can enhance their effectiveness in the classroom. By staying abreast of current trends and best practices in education, student teachers can adapt to evolving teaching methods and better meet the needs of their students.
- Time Management and Organization: Effective time management is crucial for student teachers to juggle their various responsibilities, including lesson planning, grading, and classroom preparation. Implementing time management techniques, such as prioritizing tasks, creating schedules, and setting realistic deadlines, can help student teachers maximize their productivity and minimize stress. Additionally, maintaining an organized workspace and utilizing digital tools for task management can streamline workflow and improve efficiency.
- is extremely confident and reliable, so this is a difficult answer.
- She is finding her voice, in getting the children to attend to her when speaking. She has really improved a lot in this this spring.
- As she spends more time with teams of teachers, she can work on collaborating. She tends to listen, and not speak up. She has really good ideas.
- She really is a joy to work with, I think a third area she could "improve" on is working on expanding student learning. This is an area we all really need to keep working on, and when I did these types of lessons-- she really enjoyed it. So she could do this as it's something she also enjoys.
- Interact with students more.
- Be involved with the students and the activities.
- Work on management techniques.
- Keep students on task when needed.
- Continue to work on relationships.
- is very punctual and exhibits energetic work.
- Learning the ins and outs of the curriculum.
- Creating a classroom management plan/system.
- Punctuality
- is shy by nature; however, he asserts himself by asking fantastic questions. When he becomes a teacher, he will have to work as part of a team and be on various committees. He is very personable and easy to talk to. He is not very confident in his ability to be the leader of the class.
- is a very active observation student. At this level of her requirements, I do not see any areas that she needs to improve.

	<ul style="list-style-type: none"> • Behavior Management • Continue teaching content to further develop teaching skills • will need more opportunities to work with students in whole group. • will need more opportunities to work on creating lessons for whole group instruction. • will need more opportunities to work with students of different abilities.
English	<ul style="list-style-type: none"> • can continue to build confidence in presenting information to a class of students, trust herself to make the best decisions for students and the classroom, and to be creative in addressing the required standards of an ELA classroom. • Increased familiarity over time will be a huge aid. • Continuing to explore additional methods of instruction via CLSs and VTRs. • Increase variety of materials for presentations. • is already wonderfully knowledgeable and aware of teaching practices, but all teachers can always grow in seeking out additional strategies to support students with diverse needs. • Content Delivery - Continue to research and learn various teaching strategies and techniques to implement in the classroom. • Classroom Management. Continue to add management tools to her toolbox to aid in managing the classroom. • Vocal Projection. Practice speaking a little louder, so that all students can hear instructions. • We as teachers can always improve. While performs at a very high level, these are some suggestions that can help her set goals for growth: Continue developing the opening of the lesson to tie it in with previous learning and to relate the lesson to real-world situations; project speaking voice and add more inflection (I feel this will come as she gains confidence); Continue developing classroom management techniques (already doing great!). • Confidence, Timing, Detailed Explanations • I do believe that all 3 of these skills come in time with the teaching profession. has a super strong knowledge base and content foundation. Gaining confidence in herself and finding her "teacher voice" as she addresses the classroom will come with continued practice. Throughout her time in my classroom, I watched her overall timing and details in her explanations improve greatly. was very adaptive and worked with multiple classes, improving in all areas with each presentation. Although she did a fantastic job overall, improving the areas of confidence, timing, and detailed explanations will make her classroom approach even more effective. • could improve his work performance by being reliable. often does not show up when he is scheduled. • Second, could improve his work performance by interacting more with the students. He typically comes in and works on his computer while I teach and does not have much interaction with the students. Finally, could improve his work performance by making his time in the classroom a priority. He fails to show up and multitasks on assignments when he is here. He would greatly benefit from giving his time here his full attention.
Math	<ul style="list-style-type: none"> • Having not observed him teaching I am not sure what he needs to improve. I did not observe or discuss a curiosity as to why I taught some of the concepts he saw the way I did. Never really asked why I structured or stop where I did within a content. • could be more aware of completing assignments and tasks on time. I have only seen him two times out of the • semester. I do not have enough interactions with him to offer any more feedback on this matter.
Science	<ul style="list-style-type: none"> • seemed nervous and was not as vocal with students during her first visit. During her subsequent visits this changed dramatically. was slow to followup at first, but overcame this as well once class expectations and norms were established. All around she was a fantastic addition to the learning environment for the classes that she was able to observe and participate in. • Not sure, has been coming to my class and has been observing my teaching. He did not ask questions, participate in discussion, or offer feedback, so I cannot make any comments on any of these questions.
Social Studies	<ul style="list-style-type: none"> • came to the classroom without much experience in middle school. Her experience was more with college students. She would benefit from more experience at this level. • In relation to this, she could work on delivering content at the middle school level, understanding behavior expectations and becoming familiar with the quality of work expected from middle school level students. All of this should come with more experience.

- was an excellent example of how a future teacher should perform, look, act and engage with students. His ratings were at the highest because he treated his observations as a prepared and professional future teacher. He had no weaknesses, and I would trust him to substitute for me tomorrow.
- could improve on his communication. There were a few times this semester where he did not inform me with whether or not he is going to show up or not. I had spoken to him about this though. He can improve on his preparation. For example, when it was time for him to teach his lesson. He was not even 100% sure what he was teaching about that day. He just watched me one period and then did it himself the next. In the following years, it is super important to preview your lessons and read up on your topic. Finally, could improve on how seriously he takes things. He has this mentality of...this is "easy" or "I am in theaters, I can make it work". I am not sure if he feels stressed when he thinks his way, but it definitely stresses me out for him.
- Communicate to cooperating teacher if going to be absent.
- Slow down a bit when presenting to students.
- Can't think of a third weakness. He was just observing for the most part.
- could always work to improve on his content knowledge, continue adding tools to his toolbelt, and continue to work on finding his teacher voice.
- The most important improvement is gaining experience in terms of being in front of students. Secondly, the understanding of the content in terms of conveying it to the students again comes through experience. Lastly, engaging when there is conflict that needs to be resolved. All three will improve with experience in those situations.
- Continue growing pedagogically- she works hard to continue to learn and modify any skills that she feels needs development. Continue developing content knowledge - she takes time to read and investigate topics that are being discussed or presented Continue building relationships with stakeholders - she works hard to learn, know and understand students and teachers
- All of these will continue to develop with time
- Self-care: this job can become stressful and a self care routine can alleviate that immensely.
- Self-assurance: this will come with more time being in front of students.
- Content knowledge- it can be difficult for a person not native to West Virginia to teach West Virginia history.
- loves to lecture of which she is very good. She may need to work on breaking the time up into various activities for this grade level. However, I feel she did a good job doing that, although she expressed that she was a little apprehensive about it.
- Tone and volume. is very soft spoken.
- Confidence
- Modes of instruction, don't rely on direct instruction, be confident in variation
- I think is prepared for his student teaching placement in the Fall of 2024, and I look forward to working with him as his cooperating teacher. At this time, I cannot think of areas of improvement at this time. I am sure things will arise when he is student teaching, and I will address those at that time.
- More assertive in classroom management
- Have more confidence in her ability
- Slow down pacing when doing direct instruction. Use proximity as a tool to help with attention. Provide clear instructions and timeframes.
- Showing more initiative as a student observer/teacher. I would have liked to see demonstrate more of a desire to interact with the class, be engaged in lessons, and participate in instruction. mostly stayed in the back of the room and quietly observed. While that can be greatly beneficial, I would have liked to see more initiative to get involved in daily tasks/instruction and to offer his own personal ideas in regards to lesson planning, assignments, etc.
- Developing relationships with students. VERY RARELY was "out of his seat and on his feet" walking around to assist and help students with assignments, greeting them at the door, or offering additional support to those students who were pointed out to him upon the beginning of his arrival who would have benefited from having some one-on-one support from another adult in the room.- did at times interact with some students and showed signs of trying to connect with them. Many students did enjoy talking with- and having him in the room.- would occasionally ask them how things are going as he walked around the room, but overall there was not nearly enough relationship building as the semester carried on. The fact that- was with us for approximately three months and could not address any students by name shows how little he interacted with them while he was there.

	<ul style="list-style-type: none"> • Attendance. As educators, we all know the importance of being present in the classroom. Situations happen and emergencies arise, but at the end of the day, no one can replace the relationships we have developed with our students in the classroom and it is difficult to find people who have attained the knowledge and expertise in our field that we have learned. There were several weeks when we had to alter/mo days he came in. At the beginning of his placement, reasons such as sickness, were given but toward the end of cement with me, no excuses were given with his late-night texts notifying me that "tomorrow is not going to work". As a student observer, calling off and missing days is pretty manageable, but as-continues into full-time student teaching it could become a major area of concern.- lack of concern regarding not being present, fulfilling his duties, developing relationships with students, and simply displaying that teaching is something he wants to do, gives me extreme concern of whether or not teaching is the path he really wants to take. • does an excellent job with this placement. The only skill I can see at this time is that she may need to improve on would be her self confidence. • Attendance and tardiness are an issue that needed to be worked on. Since having a meeting regarding these things have • improved. • Student was not always as prepared as she should have been. • Students should volunteer to help the teacher with which she is working. • could be more assertive in the decision making process. • The most important improvement is simply experience in the classroom environment. Secondly, is knowledge of the material being taught which will occur as she gains more experience and lastly gauging the students needs in a confrontational situation which comes with experience as well.
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Fall 2023

Elementary	<ul style="list-style-type: none"> • Continue to keep a journal of ideas • Complete more read alouds and classroom activities Continue to stay involve with students to build relationships • More experience leading instruction, planning lessons, creating assessments • strengthening classroom management • knowing how long a lesson will take to teach • being confident! • As a new teacher in the classroom had successfully demonstrated the aspects of a new teacher in the classroom. These comments are mostly ideas for her future growth as a teacher, not necessarily problematic areas in my classroom. • Since she did not have to turn in lesson plans and implement lessons this is an area I think would be important for her to focus on. Especially, creating interesting and exciting activities that enhance the lesson. • Learn how to plan in advance for extended periods of time, such as a calendar year. Though, this could also be the time from Thanksgiving to Christmas when there are several activities that take up time and interrupt the regular schedule, but content needs covered as well. • Finding a balance to being a kind and caring teacher and demonstrating a sense of authority in the classroom. As stated previously, as a first time teacher, she did a good job of keeping the class in control if she was in charge of the classroom at any given time. • Taking initiative in leading lessons and preparing materials • Clearly sharing university course work and assignments with me • Jumping in and helping without being prompted • I would encourage to simply immerse herself more into the teaching position while in the classroom. Approach students during independent work time as well as during instruction to help, clarify, identify strugglers, etc. Contribute during class discussions or pull students to the side to assist. • Take risks, jump into situations to be more engaged. is very knowledgeable and the students respond well to her, I'd love to see her show more confidence around the students. • With the time I have worked with there are very few things that she needs to improve on! • As is just beginning her studies within the WVU education program, I feel the only way to improve is to continue her studies. • Very quiet--finding her voice to help students, step in and correct students, etc. • Showing more initiative to do more without being asked
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- Management--students will turn around and talk to her while I am teaching and they don't really listen to her to stop until I say something to them.
- More experience with student management, understanding when to step away from the students
- Top 3 ways this individual can improve her work performance:
- Having confidence in herself.
- Do not be afraid to take risks or try something new.
- Expressing her strengths and weaknesses more.
- Use a Variety of Teaching Methods.
- is very kind and sweet, sometimes more firmness is needed in certain situations with the students.
- I think could try to interact more with the students. I am not exactly sure how much she was supposed to be interacting with the students during this placement as I believe it was only an observation position. I once assigned her to run a small math group in my classroom when my coteacher was absent without a sub and she seemed to be a little reserved, but ran the group seemingly well.
- In time in my classroom, she has displayed a wonderful work performance. She just needs to keep doing what she is doing because it works in the teaching environment.
- build confidence as lead teacher
- learning engagement strategies
- becoming proficient in grade level standards
- Gaining more experience in the classroom is the most important way for her to improve. Getting more involved with the students while she is here is also something she needs to improve on. When she did her read aloud assignment, the students were all talking out at once, so she needs to find ways to gain control.
- Behavior management
- Knowledge of grade level curriculum
- Seeking guidance for own professional development
- has done a great job. One thing I think that should be approved upon is accessing personal devices or her phone while in the placement. She doesn't do this often, but occasionally she will be texting or checking her phone. has been primarily in an observation role at Cheat Lake. When teaching in front of the class she should work on getting the students attention first before beginning.
- Be more outgoing and interact with the students more. Initiate conversation with teachers and students.
- Jump in and join student centers and ask questions or join in their learning.
- I do not have anything negative to report at this time. I would enjoy having her back.
- can improve her work performance by continuing to practice her instruction, her read alouds, and reading and researching her classroom management strategies.
- lacks confidence with classroom management, as almost all new teachers do. She could benefit from further professional development on curriculum, but is always actively trying to learn about state standards and the resources available in schools for helping students reach those standards.
- Teach whole group lessons
- Exposed to more curriculum materials that are available
- Gaining confidence in herself and her ability to be a great teacher
- was a little reserved at first and took some time to become comfortable in the classroom. I have no doubt that as- increases her time within the school building she will become more comfortable and assertive. She can improve by taking more initiative in the classroom, asking what she can help with, initiating working with a small group, coming up with her own ideas to implement or try with students, ect.
- Ask what you can teach when you're here, communicate when you need something for class before your arrival (helps everyone plan)
- Be more involved
- Don't always wait to be asked
- Ask questions

- set up the lesson with background knowledge and an introduction.
- plan more engaging activities to go with the lesson.
- discuss the goal of the lesson.
- Management
- Data collection
- Relationship building
- Continue to develop a deeper understanding of the curriculum
- has demonstrated a consistently exemplary work ethic. There is very little that she could improve on. I might suggest something such as having more knowledge on how to work and collaborate with students who come from trauma situations. This something that all new teachers should/could learn more about.
- More experience within the classroom will help- to improve work performance. Confidence in herself as a teacher and experience with planning lessons will also help improve performance.
- I think at the level- is in the program, her work performance is fine.
- Engage more with the kids.
- having more time in the classroom
- working with a small group more
- leading a lesson
- Have not seen a ton to come up with 3!
- Learn curriculum of grade.
- She has only observed and assisted with small groups. Without actually teaching any lessons, it is difficult to choose anything.
- I do not know her enough to share her improvements.
- Show more initiative. Ask what you can do, instead of waiting to be told.
- Make sure you're always prepared. (i.e. If you're supposed to lead a Morning Meeting and write the Morning Message, make sure you're ready to do that.)
- Be very explicit when giving directions. Do lots of modeling. Being more direct of what she needs to be doing in the classroom and communicating more with the students. Nothing else I can think of.
- has a busy schedule and has done a great job this semester while working towards her hours while being on the gymnastics team. I would recommend she continue to work on scheduling and time management like she has done this semester.
- Double checking accuracy of work
- I have no input as of right now.
- did a good job. Show your confidence when you interact with the students.
- Use that teacher voice.
- Build relationships with students
- Challenge self
- Consistency is very important to me. Although I understand that things happen, I feel that misses several days, however she always makes up the days.
- Interaction with students- I do feel this will improve as she becomes more involved in the program.
- She should record her in time/out time and total time accurately.
- She should follow through and attend class as she stated she would.
- Be punctual.
- I would love to see her have more chances to teach and work directly with students.
- This student could become more familiar with curriculum best practices, grading, and planning.

	<ul style="list-style-type: none"> • I was very confused on days was supposed to be here and times. I think she could work on time management. When missing a day, she needs to notify prior to the day instead of after the cause. • can work on being louder with students and more involved. • is wonderful and being her first exposor to a classroom of children as the teacher has been excellent. • Her initiative to take on tasks without being asked. This has improved as she has gotten use to the classroom. • Continue to learn content • Seeing a behavior issue and using nonverbal cues to decrease the behavior. • did a wonderful job in my classroom! I did not observe any issues, but will include 3 pieces of advice for moving forward with student teaching. • Don't be afraid to jump in and help out the students. • Always feel free to walk around and observe. • Never hesitate to ask questions or make suggestions. • is an excellent student observer! She is helpful, can be self directed, engaging and knowledgable. She would be a great asset to any school:) • Finding her "teacher voice" • Taking some more initiative • Seeing other subjects taught (this was out of her control) • Confidence • Enthusiasm • confidence in handling student behaviors (comes with teaching and taking control of the classroom) • knowledge of curriculum (comes with teaching it more often) • taking initiative (walking students in the line, smaller roles in the classroom) • can take more initiative to assist students within the classroom, rather than wait for a directive to do so. Additionally, can put in more effort to get to know professionals around him within the building. Finally, can be more inquisitive of the classroom around him, seeking opportunities and ideas for his future growth. • Exposure to more grade levels • More experiences in teaching • Exposure to more diverse learners • Don't hesitate to jump in and make herself at home • Pay more attention to the surroundings ex: if students are working on assignment do not engage in conversation with them • Follow Directions • Work on Confidentiality
English	<ul style="list-style-type: none"> • Since was just observing in my classroom, I do not see any areas where improvement is needed. • Continue to develop classroom management skills • Strengthen transition tactics • Strengthen ability to multi-task FP-ENG • did a wonderful job acclimating to South and jumped in immediately with my students. She interacted with students on a wide range of needs and showed no signs of hesitation or anxiety. She demonstrated a solid understanding of content as well as a • variety of methods with which to implement materials and activities. • She could speak more one on one with the students, engaging them in conversation. • She could have attended their homecoming parade or other out of school event like a football game. • She could have offered to teach a mini-lesson. • Be more pro-active with helping students

	<ul style="list-style-type: none"> • Speak up & be more confident • Take on more responsibilities to maximize the learning experience • could take more initiative in the classroom. She could also interact with the students more. Finally, she could reflect on her performance more and ask for feedback of how she could make improvements. • Even when observing, it is important to introduce yourself to the students and talk to them when able.
Math	<ul style="list-style-type: none"> • and I have discussed that she can work on discipline - "putting her foot down" to lessen misbehavior and distractions. • She could improve on content knowledge/preparedness and being sure she fully understands a method before teaching and anticipates questions - able to answer questions. Lastly, one area of improvement would be being fully present for observations, or assisting students rather than working on personal homework. • When observing a class make an effort to work with the students if you're going to be presenting to them. • Model behavior you want from them... if you don't want them on the phone while you're working with them, then don't be on yours. • Work on time management. I know we have many demands on us but time management is an important skill that will help with the stress of that.
Science	<ul style="list-style-type: none"> • Discipline of students, have strong knowledge of topic/worked out examples ahead of time, gather class attention to move on when lulling in individual progress • Summarize main ideas in writing • Interact more with students • Be more enthusiastic • She can keep learning and growing as a professional. • needs to think more about his audience for an activity and make sure it's appropriate for their knowledge level. • He waited until the last minute to get his activity plan into me which then delayed him getting to present to the class. He didn't get to complete the second day of his plan because he reported to me he was out with Covid. • When he came in to observe I would have expected him to want to make a connection with the students he was going to present to but he didn't. He spent much of his time on his phone. • Show up to work, communicate clearly with supervision • Practice, practice, practice. Trying the same topic more than once will allow for an opportunity to modify and improve a lesson. • Get involved with other leaders, teachers and staff at the school. The support will benefit all involved. • Don't be afraid to try new things, but don't try to reinvent the lessons from scratch. Use all the resources you have available. • Improve Instructions and directions • Provide clear feedback • Leadership / management of students
Social Studies	<ul style="list-style-type: none"> • made great strides in communicating with the students and getting to know them, but of course this is something that everyone needs to continuously work on. • is very soft spoken, which I also think will change with time and experience. • did a wonderful job and I honestly did not see much except the couple things I listed in which he could improve. It was very difficult to find anything in which he needed improvement. • needs to improve on notifying his supervisors of any absence. He did get better over time, but an employer will not accept excuses about not calling in or calling in late for work, especially when students are waiting for a teacher. Secondly, needs to take the initiative to jump in and help with students when he sees the opportunity present itself. I am concerned about how will adapt in a fast-paced environment. Experience will hopefully help him grow in this area. • does not have identifiable weaknesses to improve on, but any new teacher could improve on classroom management skills, time management, and professional development opportunities. • I did not observe any mistakes or errors in judgement and do not have any examples of certain improvements.

	<ul style="list-style-type: none"> • was an observer so I'm not sure I can pick out 3 ways. She showed up on time, did whatever tasks I asked and always behaved appropriately. She took advantage of the opportunity to go watch other teachers in our department which demonstrated a • commitment to making the most of her observer opportunity. • Continue to gain valuable experience. • Honestly, I can't think of any. has been so wonderful, has shared resources with me (and vice versa), and has been so helpful. I truly wish he could come back to be my student teacher full time. • just needs to keep working to grow as a teacher, putting in the time and effort with students to experience this growth. • Should ask questions more frequently • Take the initiative to get involved a bit more often • Time management • I have stated that time to show up on schedule has been a problem a couple of times. promptly emailed me before the • school day to tell me he was absent. I think this may tie into the goal setting. • More than anything else, needs to improve on his attendance and dedication to the teaching profession. • Practice working with students more, practice being the leader of a lesson, and speak with more volume and conviction • Continue to observe differentiated instruction to prepare and complete lesson planning • Continue to observe and analyze curriculum design/needs • Continue to examine the structure of IEP and 504 plans and their impact on lesson planning • The obvious way to improve is through experience. The individual needs more time in front of students, developing lessons and units, and learning through trial and error. • is only an observer so she doesn't have to have a lesson planned, but I would like her to do a mini-lesson or activity with the students in December. • Through the observations from my classroom, there was very limited actions that I could say needs improvement.
Spring 2023	
Elementary	<ul style="list-style-type: none"> • Continue building relationships/repor with the students/staff. She has established a great relationship/repor with our students in the classroom and with our second-grade team. • Continue assisting with instruction in the classroom, even if unsure/uncomfortable. I offered to let Brooke assist in the Guided Reading rotation, she was happy to so. By doing this it has helped her with building confidence and becoming comfortable with small group instruction. • Continue to establish disciplinary action, for students not following instructions/rules of the classroom/small group. is becoming comfortable with redirecting students back on task in small groups. • does a wonderful job with assisting students during station time and one on one time. The only thing I can think of is that I want to observe her when she teaches a whole group lesson to see how she handle's classroom management and knowledge of the lesson being taught. • Some ways that can improve upon her work performance is gaining a greater understanding on content specific standard material for her placement next semester/year. Next, can improve in the vocabulary she uses in lessons with students; breaking down unknown words, using content specific vocabulary, etc. The final thing that can improve on is becoming more confident in stepping in/up during lessons. She currently steps in to help a few students, but with more confidence in the material, she will likely have more confidence to help struggling students. • was a student observer in my classroom. • Taking more initiative with helping students, will help with small groups when prompted and sometimes on own • Showing more confidence to help with students • I have not seen her teach a lesson yet • hasn't taught any whole group lessons in my classroom yet. So, it is hard to say what she needs to improve on in that area. At mid-term, she needed to improve on behavior management in that she needed to encourage students to stay in their seats and on task instead of trying to talk to her. She made those improvements. There are no other improvements that need to be made at this time. • Creating and teaching whole group lessons.

- Planning lessons for an entire day/week.
- Being more confident while teaching whole group lessons.
- More involvement with content with the students
- take the lead to be more involved
- Gain an understanding of the background of the students in order to build a relationship with them.
- Display initiative when working with students.
- Show more excitement when in the school building.
- By building confidence in herself and her abilities. For example: learning that you do not always have time to prep and prepare and sometimes you just have to jump right into something as a teacher and wing it!
- By using positive teacher language and really getting to know students and their interests to help build stronger rapport.
- By just listening and observing your mentor teacher instead of telling them the way that you would have done things differently.
- is currently just completing observations and not conducting or modeling lessons. At this time, I do not have any negative or work performances needs that should be addressed.
- Keeping sensitive information private and not speaking with others whether it be teachers at WVU or peers.
- can improve with more time with whole group instruction to help build her confidence with handling a whole class.
- I apologize but, I have no suggestions. She's ready to start her career and has done an amazing job with everything asked of her. She takes initiative without promoting. She's amazing with this class!
- I cannot think of any ways that can improve on her role in my classroom.
- Continue jumping in and helping in ways that you can!
- Keep asking questions for your understanding.
- Trust your gut, if you think something needs done, do it!
- Take more of an initiative during the school day to jump right in and teach a lesson.
- Become familiar with curriculum material and high quality instruction-will come with more time in the classroom.
- Building confidence and feeling comfortable being in front of students.
- does a great job with small groups and pulling students to evaluate for her college course. is doing a wonderful job, but since she isn't student teaching, it makes this question difficult. I would like to list three things that I think needs to consider when going into student teacher...
- Classroom Organization and Behavior Management Skills
- Identifying student's learning techniques.
- Parent Management
- Helping the younger students learn when and where it is appropriate to tell stories or hold conversations. This is hard when working with younger students because when you ask 1 a question or talk to them, the rest of them want to do it too.
- Learning how much 1:1 help to give students and when to try and challenge them to do it on their own.
- -to develop a stronger sense of classroom behavior management.
- These are just suggestions:
- With experience comes learning and teaching all fourth grade standards within the given school year.
- Using data from WV Assessment Portal (TIDE) and i-Ready testing, recognize and identify grouping of students in reading, math, and writing.
- Not much weakness really. She hasn't taught a full lesson in front of the entire class at this point. Everything I observed was with an individual student or small group. She always did a great job!
- She seemed nervous when leading lessons to the whole group. Gaining more experience as she moves further into the student teaching program will allow her to gain confidence.

- Classroom management skills are always something every teacher can work on. Again, as she moves forward in her teaching career I believe she will be able to gain more tools to help her in her own classroom.
- Planning lessons that have differentiated instruction for all the different levels of learners in a classroom will help her effectively reach all of her students.
- More assertive
- I expect to continue to grow as she continues in the program and gains more experience. She can improve by gaining confidence and speaking a little louder. I'm sure she will have more areas of improvement needed, but as a preservice student, is meeting and/or exceeding my expectations.
- Planning Efficient Mini-Lessons: Planning concise mini-lessons within 10-15 minutes. Accounting for review, modeling,
- transitions, managing materials, and formative assessments.
- Strategy Instruction: Preparing appropriate materials to teach, practice work, and spiral review.
- Phonics: Introducing patterns, finding appropriate resources to apply patterns, and using phonics knowledge to intervene
- reading abilities.
- is working towards classroom management and whole group teaching.
- is doing very well. She understands the needs of students. She is already doing very well in her work performance.
- Research and interpret data scores to deliver high quality instruction
- Balance multi tasking all responsibilities in the classroom through experience
- Refer to various methods of classroom management to help keep students motivated
- honestly jumps right in and does what she can to help. I know within the next year she will improve. I think the the first thing is having knowledge on subject matter. I remember being a student teacher and it was hard sometimes with observing & moving around grade levels to know exactly what is being taught(standards) . She will improve with being placed in one grade for her full time student teaching.
- Another way to improve her work performance is to come to collaborate with grade level team when planning for the following weeks/unit. Again, she will get to improve in this area when she is full time student teacher. She will get the responsibility to find activities or come up with her own ideas to implement. Lastly, I think within time she will learn to avoid a power struggle. I know she cares & wants to help them by encouraging them but sometimes the student is already escalated & needs a minute before starting the next task. She is already improving with the power struggle by giving choices & checking in. Most importantly, she is building relationships and now there is not much of a power struggle like there was the first couple weeks she was here.
- has done a super job in my classroom this semester! Her attendance has been excellent. Her attitude and conversation is always positive and encouraging with both students and adults. She thoroughly explains expectations to students and works patiently with them for understanding of concepts and individual student success.
- As a novice teacher, it would be expected that the following would need improvement:
- time management
- whole group classroom management
- transitions between content/activities
- Try to relax when in front of the room. (This will come with more practice)
- Be confident! You've got this!
- Multitasking and moment by moment changes.
- is very knowledgeable in working with children and the education system. At this point, while working with her I can't think of area for improvement.
- I would recommend that she continue to work hard and be a positive role model for students and staff.
- I think has made a lot of growth this semester. She could continue working on initiation, classroom management, and collaboration with other team members. She hasn't had many opportunities to collaborate, with our PLCs being on Tuesdays.

- is great in the classroom and will be an excellent educator. My first suggestion would be to continue to be reflective and learn from your placements. Also, continue to rework and try different activities to see what will be most successful with different groups of students. In order to improve, continue to put kindness, compassion, and understanding first.
- More experience in the classroom is needed
- All students struggle a bit, this is where the learning happens.
- Make sure to set clear expectations for behaviors so the students take you seriously.
- is just beginning her career as an educator. It would serve her well to continue to reflect and inquire about teaching strategies that highly motivate her students and inspire them to always strive to make the best better. As a young educator she needs to gain confidence in herself as an educator and strive to be more commanding of requiring her students to stay focused and on task. She should investigate more ways of incorporating technology into her instructional practices and use hands-on techniques of instruction.
- I really can not think of three areas this student needs to improve on. I think the main thing is just experience which she will get as she moves through the program. Classroom management, time management, and lesson planning is something that comes with experience and being hands on in the classroom. I am very pleased with her progress so far. I feel she will make a wonderful, flexible, and enthusiastic teacher in the future.
- has exceeded expectations in her time in my classroom. She is a student candidate in my room for 10 hours a week.
- If I did not rate her as a 7 it is because I have not observed that area enough to make a judgement. She is going to make an excellent teacher.
- Classroom Discipline - struggled with getting the class under control at times.
- Whole class instruction - only had one lesson that was whole class instruction. She struggled keeping the students on-task and giving the instructions.
- Communication
- Planning time
- Instruction delivery
- At the beginning of the placement was hesitant to take control of the students when working with them. She wanted to be kind and be friends with the students. She has been working to be more of an authoritative person, but she needs to continue working on this to help her classroom management in the future.
- Improving as a teacher is a lifelong process that requires self-reflection, learning, and practice.
- Develop clear boundaries: While kindness is important, it is also important to establish clear boundaries with students.
- This can include setting expectations for behavior and enforcing consequences when necessary. Be firm, fair and consistent.
- Time management: Ensure you manage your time effectively, prioritizing tasks to ensure you are able to deliver quality teaching whilst also maintaining a healthy work-life balance.
- Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.
- Classroom management tools
- Whole group instruction in a variety of subjects
- Long term planning -scope and sequence
- More whole-group teaching opportunities
- Knowledge of Standards
- Knowledge of School-Wide support for positive classroom community
- Classroom management, confidence in whole group lesson delivery, time management in lessons
- Classroom management
- Discipline and getting to kids to follow through on what's being asked
- Jumping in and getting the students moving on procedures that are in place daily
- has done an excellent job while in our classroom. She is taking away many real life experiences.
- Confidence in taking charge of the classroom.

	<ul style="list-style-type: none"> • Making connections with adults, (making those connections now, can help get sub jobs) • Initiative, to see a task and do it, or ask what needs done/can do • In observation logs, it would be helpful if described the day and her tasks that she completed. While presenting information to the students, does a wonderful job working with small groups. I would like her to use this confidence when presenting to the entire class. • Continue working on being a great resource for kids to go to. talks situations out with kids every time she is in and she should continue to building a strong classroom management. She already has came out of her shell with correcting students and keeping behavior to a minimum during small group pull out! • Having more opportunity to build a lesson from a standard and an assessment. could work on her transitions between activities, and classroom management. • Delivery of lessons • Classroom management • Managing difficult children • More confidence in her abilities • Utilizing various classroom management styles • Knowledge in curriculum and Kindergarten standards. • lessons were engaging and fun for the students--I would like to see more confidence as she teaches the lesson. This will likely come in time as she is more familiar with the curriculum and the specific age level. • Overall, jumped in and addressed students' concerns or helped the students as needed. More initiation with the students at the beginning of the placement would help build those relationships faster. • Learning when students are taking advantage of or "playing" a situation to their advantage is a valuable skill to acquire. • Communicating with faculty/staff outside of my classroom -- is a quiet individual with a very sweet personality. Sometimes her quietness disguises her eagerness to be East Dale. Speaking out more and conversing with faculty and staff would help everyone on campus to know what- and I already know ... she is an asset to our campus/classroom! • Voice Level - Sometimes 19 - 5 year old's can be hard to compete with. Speaking a little louder may help with classroom management I expectations. • I know tha- has a very tight schedule in regard to on campus classes and personal obligations. However, if her schedule ever allowed, it would be great for her to join one of our after school team meetings such as leadership, LSIC, or curriculum. • gives redirected students too many chances to correct behavior without a consequence. She needs to be firm in setting expectations. • She can add some impromptu time fillers/ attention getting poems or sayings to help focus students in large group. She could collect resources for various grade levels to support her career choice in education when she graduates. • More confidence, more assertiveness, n/a • Be more outspoken - she often comes across as shy and quiet • Don't shy away from content - I think her meek nature can come across as lack of knowledge Don't be afraid to laugh/joke with the students - I know this comes with time
Science	<ul style="list-style-type: none"> • I have only worked with- for a short time period, so I don't have any suggestions at this time. • I only worked with- for a limited time, so I don't have any suggestions for improvement at this time. • presence is big because of stature so he is always noticeable. However, he seems to want to hide or make himself small in the way that he doesn't want to dig in and move about the room. I would suggest moving around more during group work time to learn more about the students' strengths and weaknesses. Additionally, I feel it is important that the students see teachers as someone with authority, and that is often represented in how a teacher dresses. This does not mean suit and tie, daily, but rather at least one step above what we see our students wearing. Finally, I have not seen teach much content, and I have witnessed him asking his co-teacher for the answer key or to check his work. It is important that teachers come as prepared as possible to class, especially when student teachers are asked to only teach one to two lessons at this level of progression.

	<ul style="list-style-type: none"> • Although it is difficult to juggle college and hours in a school, it is important to be reliable for the students and teacher involved. I would have preferred more consistency and communication about observation days. When teaching, I occasionally see common errors that need to be corrected, such as $f(x)=x^2+4$ when $x=2$, $f(2)=(2^2)+4$ vs $f(2)=(2)^2+4$ and include units in an answer. Additionally, will learn more to go with the flow of school as she teaches more, but technology issues and not finishing a lesson are common and okay. • I have only worked with a couple of times, but she has always been prompt and prepared. I have no suggestions for improvement at this time.
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Section X. Skills Survey Qualitative Results of Improvements for Candidate’s in Clinical Placements

Comments from the skills survey (Spring 2024, Fall 2023, and Spring 2023) open ended question asking mentor teachers to highlight improvements needed in candidate’s abilities that they observed in their clinical placements resulted in the following trends. Across all content areas classroom management, confidence, time management, flexibility and adaptability, and voice projection were all highlighted as areas for improvement. In the area of classroom management one mentor teacher wrote, "Before giving directions or prompting, ensure students are attentive. Monitor behavior and performance to prevent chaos." While for confidence this type of comment was frequently seen, "Have confidence in her ability to lead the classroom and in her instruction!"

For elementary education abilities in small group instruction, curriculum knowledge, and parent communication were all identified as areas for improvement. With one comment stating, "Continue to work on ways to deal with students who are defiant and disruptive." While for secondary education content depth, engaging instruction, and classroom discussions were highlighted. A comment reflective of those related to secondary education programs stated, ""Differentiate your style and types of instruction. The idea of 10-minute lecture, show a video, and then do an assignment is good, but should not be done every day." Voice projection, activity management, and safety awareness were highlighted for physical education. While agricultural education technical skills and program management was addressed.

As a results of all these remarks across the three semesters (Spring 2024, Fall 2023, Spring 2023) we as an EPP see the need to investigate further opportunities for student teachers to practice and develop classroom management skills in various contexts as well as incorporating direction instruction into coursework. While also developing activities and reflective practices that help candidates build professional confidence. All these areas will be framed in assisting candidates to further enhance their skills in lesson pacing and overall time management as well as content knowledge and differentiated instruction.

The data from mentor teacher feedback demonstrates that the TPPs are successfully developing many of the key skills needed for effective teaching, there are consistent areas where candidates can improve. The EPP sees these areas for improvement as typical for new teachers and can develop with more instruction and experience. The differences observed across content areas and grade levels reflect the unique demands of these specializations, indicating that our TPPs will continue to tailor their preparation to the specific needs of their teaching context. By focusing on these areas for improvement, we believe we can enhance candidates’ effectiveness in preparing future educators who are well-equipped to meet the challenges of today's diverse classrooms. Table 10 illustrates all the improvement comments by TPP for candidates in Clinical Placements.

Table 10. Qualitative Responses Outlining Candidate’s Needed Improvements During Clinical Placements by TPP

Spring 2024

TPP	Comments
Agriculture	<ul style="list-style-type: none"> • adaptability • content knowledge • communication with peers
Elementary	<ul style="list-style-type: none"> • could work to improve her quality of instruction by becoming more comfortable and knowledgeable about the subjects before teaching them. • should continue to improve her classroom management to increase lesson effectiveness. • could work on interpersonal skills to build relationships with colleagues throughout the school and taking initiative to anticipate needs and be a valuable member of the team. • Continue to have more experiences to work with different groups of students. • Continue to explore classroom management techniques that work for various groups of students. • Continue to develop knowledge of curricula at elementary grades. • will learn as she obtains more work experience I'm sure on how to gather a variety of sources to understand a problem or standard by looking for more information to assist her with instruction for a lesson to make it more well rounded and challenging. This in turn will also assist her in producing more high quality lessons and she will gain stronger knowledge of her curriculum materials to use to help guide her instruction. • She is an exceptional educator who could benefit from strengthening her formal writing skills; however, this is currently compensated well by the use of technology. One of the ways that she could continue to excell as an educator is by strengthening her technology skills and incorporating more technology into her instruction. Finally, as a lifelong learner, she will continue to grow as an educator and strengthen her delivery and diverse current teaching strategies. • has done a wonderful job within the classroom. Some of the areas she is working on is perfecting all grade level grammar and math strategies for intermediate grade levels. However, she does a wonderful job of looking up the information or asking for advice/assistance on both areas. • As she enters her own classroom in the future, work performance could improve in the following areas: • Time management - doing better with being prepared with all plans and materials for a day's lessons - student teachers are often too inexperienced to "wing it" and preparing materials during class time takes away from productivity • Classroom management - does a good job, but I feel all teacher candidates at this level will improve and • know how to handle situations with better instincts through experience - "on the job training" • Personal reflection - being able to assess a lesson for its strengths and weaknesses and reflecting upon her presentation/activities for clarity and accuracy; going deeper than "I think it went well" • is eager to learn and enjoys teaching students. She should continue to make every decision with students at the forefront of her mind. • should continue to display a positive attitude, which she ALWAYS does. will benefit from continuing to ask questions to clarify unknowns. • Collect, organize, and interpret student data • Reflective improvement upon instructional struggles • Gain more experience in altering plans when unexpected schedule conflicts arise • Confidence • Time management within daily lessons • is excellent in absolutely every area. I have zero concerns with her work performance, therefore can not give • ways that she can improve. • Managing group behavior while working with small groups.

- Time management as it pertains to reviewing upcoming lessons/materials
- Timeliness of daily arrival
- Incorporating more movement breaks or variation of instruction delivery after students have been sitting for an extended period of time
- Discipline within the classroom
- Not over explaining and giving instructions so students have to work through and struggle a little
- Foster more independents with the students - he is too helpful :-)
- As a student teacher, has had the opportunity to see my writing styles for IEPs, classroom progress reports, and data sheets, which have evolved over my time teaching. As a professional, will have to develop these skills and figure out what works for her. With a new position, there will be other staff to create relationships with, and not every team is as open and helpful as we tend to be. Navigating more difficult relationships could be difficult since is so mild-mannered, but after teaching 9 years, I still have issues with a coworker as well. Continuing to grow with curriculum development, lesson planning, and finding what works and what doesn't will be an ongoing process as well.
- is actively working on developing her confidence in the area of math instruction. She is also continually growing her strategies in communicating clear directions in small steps and interpreting data and applying that data to effective lessons.
- Talk louder
- needs to be consistently on time in the morning. She can continue to build her curriculum knowledge.
- continues to increase her own confidence as a teacher leader in the classroom.
- I have seen a huge improvement in classroom management, but she could still be a little more strict.
- Sometimes the students take advantage of her kindness.
- usually does a good job filling the time we have with productive learning, but sometimes the lesson is shorter
- than anticipated. It would be good to have a back-up plan for when this happens.
- Classroom management
- Calibration with other professional school employees (very shy)
- may not always see her own potential clearly. She tends to opt for the safe route rather than taking risks, and she often relies on my guidance instead of exploring options independently. I believe that with some encouragement and support, she can become more confident in her abilities and gradually step out of her comfort zone.
- Maintain a high level of energy through a lesson delivery to increase engagement; allow for more opportunities for choral,
- group nonverbal, partner responses;
- Confidence in her own abilities to implement quality instruction
- Communication with community (this is not something she should be required to do as a student teacher, but is something I had to "grade" her on in her final evaluation)
- Seeking out professional learning opportunities (this is not something she should be required to do as a student teacher, but is something I had to "grade" her on in her final evaluation)
- The only thing that comes to mind is time management. Managing the amount of time given to teach the concepts expected. This comes with classroom experience, and seeing as she has already learned and matured so much as a new teacher, I am positive she will find her way with this as well.
- classroom management
- self-reflection
- knowledge of curriculum
- coming up with ways to communicate with families
- Be more confident from the start.

- Trust your gut on situations and how to handle them.
- came into our building with the classroom already set up. She will need more experience in setting up her own classroom and implementing routines and procedures for the first time.
- Consistency with expectations, following through with consequences, and not taking work home.
- Consistency with expectations is different for every class that you have. We have had that conversation & she knows how to address that for her work performance. We both can work on following through with consequences. We have talked about that it is something we need to do for a learning opportunity for our students more than "punishment". It is extremely important to have a work-life balance. I told her to try to get what she can do during planning time & to not bring work home.
- Having an organized behavior management and system and routines will be key.
- Create good relationships with students.
- Establish good communication with families.
- Experience . She will thrive in her own classroom with her own kids where she can try out different approaches and see what works best for her and her students.
- Time management - fitting more things in a given time frame
- Expectations for students
- Look ahead in planning for major events that will disrupt the usual flow
- Integrate more hands on small group activities for practice
- Classroom management, but that comes with more practice. As she was becoming more comfortable, she was already making improvements.
- Taking charge. I feel like there were times she wanted to say something more on a topic , but was too scared to jump in or add more. She did a super wonderful job in her statins and delivery when it was her lessons. She also did a great job with the routines.
- Parent communication.
- Effective Behavior management with students who are constantly talking and being disruptive.
- Planning ahead.
- Organization of lesson plans and activities.
- Talk louder so she is easily heard No other concerns
- did a great job with students, but could improve on time management of getting lesson plans completed, time management within lessons (too long or too short), and modeling/scaffolding directions before asking students to complete tasks.
- has done an excellent job in my classroom and has shown lots of growth! However, she still has room to grow, which is expected.
- The top 3 ways could improve upon her work performance would be...
- Be sure to know the content. There were a few errors made throughout her teaching (phonics, math, science topics). I talked with her about the importance of really knowing the content you are teaching the students. (Sometimes we have to teach ourselves, or review a concept so we know it well enough to teach it). I also reminded her that when a situation
- arises that she is unaware of the answer, that's ok. Just tell the kids I will need to look that up to be sure...but do not make up an answer that may be incorrect.
- Planning fun and engaging activities (less lecturing) so students will stay more engaged and ontask
- Classroom management and transitions
- Gain more self confidence. does an excellent job leading the class, she just does not believe in her self. Continue to hone in on what management/behavior strategies work best. Again, she does an amazing job reinforcing and modeling appropriate behavior, but this is always an area

for continued growth. Communication with parents could improve. As the supervising teacher, I deal with all parental communication. This would be something that maybe I could have had her do more with so she had some practice and also would gain some confidence in this area.

- Classroom management- Before giving directions or prompting, ensure students are attentive. Monitor behavior and performance to prevent chaos.
- Multi-tasking- While working on administrative teaching tasks, it is important to multitask by keeping an eye on the students and checking in with them even if the teacher needs to work at their desk.
- Timing during lessons- During lessons, excessive downtime can lead to disengagement and disruptive behavior, which may be challenging to manage.
- Be more confident in yourself in all areas of your teaching.
- Working with students affected by trauma. This was a new learning/teaching experience for me as well this year and we can all improve as the world changes.
- Remember it will take a couple of years to master all areas. It will come! It takes time to build your classroom, teaching style, routines, management (which you have seen is ever changing! Bucket filling idea you had), communication and community will ALL come together in time! You got this!
- Three areas where _____ could improve her teaching would be to build on content knowledge, pedagogy, and differentiation. _____ displayed skills comparable to any new teacher starting out in these areas. It takes time to build these skills beyond a year in the classroom.
- _____ is an amazing teacher. I don't have an improvements that she could make at this time.
- _____ can improve my being more confident in herself and the work she does. _____ can improve by asking for help when she needs it
- *Continue developing the teacher voice to bring students back to the task
- *Continue to walk around to monitor student as they work on assignments
- Continue to work on preparedness by having materials ready to go for lessons
- _____ performed well in all areas considering her limited experience! These improvements are not weaknesses, but _____ are developed with more time and experience.
- Behavior Management: Improve behavior management techniques and consistency with how rules are enforced. Lesson Detail: More practice thinking through the details of how each activity will function, considering unexpected outcomes.
- Adaptability: Being adaptable to unforeseen circumstances such as a student injury or outburst and coming up with quick effective solutions.
- _____ is an incredible educator already. Anything that she needs to improve on will be gained quickly through the experience of having her own classroom.
- Be more confident! She is not always confident in herself even though she should be!
- Wait Time - Give students more wait time when answering questions during discussions.
- Behavior - figure out new strategies to help students with big behaviors.
- I feel _____ has a good handle on teaching. There isn't really anything I can think of at this time.
- Continue to develop a strong classroom presence in front of the whole group setting (improved throughout the year). Continue to develop a "strong teacher voice".
- Always have a "plan B" if a lesson doesn't go well, or students struggle with a concept.
- Strengthening classroom management Obtaining her "teacher voice"
- Making sure to plan ahead, having a general outline for the upcoming weeks
- _____ could improve her lesson planning by researching more about the content being taught. She could be more firm with students to maintain classroom behaviors. Finally, _____ could include more interactive ideas into her lessons.
- Continue to work on strengthening classroom management and organization skills as well as depth of curricular knowledge.

	<ul style="list-style-type: none"> • I believe that the biggest thing she needs is experience in the field. With proper experience and continuing professional development in curriculum and district requirements, I believe that she can succeed. She needs to build on her self-confidence and slow down when taking in new information before trying to push out new instruction to students. • Being on time • Preparing in advance • Questioning strategies • has shown so many strengths during my time with her. The suggestions below are things I would suggest for any novice teacher. • Continue to strengthen class management techniques. • Continue to work on strengthening time management with daily lessons. • Continue to work on setting up routines to streamline your teaching. • Speak up more in team-level meetings to share thoughts and ideas • Continue to expand classroom management strategies • Continue to work on planning cross-curricular units by connecting lessons • 1. Classroom management- manages the classroom well, but as with all new teachers, it is important to solidify classroom management practices. • 2. Crisis intervention- should continue to find strategies and intervention to intervene with severe behavior issues. • 3. Instructional Strategies- should practice the implementation of various instructional methods and strategies to reach various learning modalities. • Classroom Management • Time Management • Increase Curriculum Knowledge • -focus on the difference between at work and at home • -adjusting tone and volume when speaking to kids or other adults • -receptive to feedback and reflect upon it; everyone can improve somehow • being more vocal with students • being not afraid to give marks where needed to improve behavior • varying teaching styles • relied heavily on my help in guiding her lessons. I think she is capable of coming up with her own, but was afraid she would forget something important.
Math	<ul style="list-style-type: none"> • Something that all teachers, not just she should improve on is: focus on understanding, not just memorization—all math teachers should explain things in multiple ways, identify and address misconceptions, and encourage students to ask questions. Teachers should all incorporate variety in teaching methods—will use a variety of methods to keep students engaged, like incorporating group work, hands-on activities, and visual aids. Cultivate a positive math learning environment—this can involve celebrating effort, offering different paths to solve problems, and fostering a sense of collaboration among students. • should consider strengthening her ability to write assessments / projects. This will come with experience and time, • and depends on her student population. • should work on planning a Unit as a whole, which will also come with time and experience. • should work on her skills of modifying assignments for ELLs, which is a limited population in our classroom.
Physical Education	<ul style="list-style-type: none"> • Always maintain an open mind to feedback. Everyone providing feedback has different experiences and points of view to share with you. There is always something to learn from others. As we have talked, and I always tell my students, there are times that my boss tells me to do something that it

doesn't really matter if I agree with them, I do it because that is their expectation. For example Our lesson plans are electronic. There are fields that I have to fill in that really have nothing to

- do with how I teach the lesson but they are required by my administration. There are years that we have to update our curriculum maps, not because our content has changed, but they want it in a different format. These are things that I comply with because that is what is expected of me as I do my job.
- Speak with confidence to students when delivering lesson instruction. Understand when to bring students back in if a lesson is slowly deteriorating. Pinpoint students doing well more often.
- More dedication to his job with more thoughtful planning for daily activities.
- Being more accepting to feedback given to him, and more willingness to try to implement ideas that were given to him.
- No modifications were made to the lessons after they were written. Even if the students struggled with the tasks.
- Make sure he has everyone's attention when presenting directions.
- Adjust plans a little better across grade levels
- Become a little more familiar with ways to adjust for disabilities in lesson
- I was reaching for these. He did a very good job!
- Modifying tasks during a lesson to meet the needs of different learners and abilities.
- Being able to explain or demonstrate tasks in more than one way to help students who were struggling to understand the concepts.
- Researching different teaching strategies (teacher led and student led) could help him improve his teaching in the future.
- Honestly, I have seen much improvement with confidence in her teaching. She held a lot of doubt in her ability as a teacher and as she became more confident the engagement with students drastically improved.
- Over plan the lesson's, so that if or when things don't go as planned, you have extensions or activities ready. Have more confidence in herself and her abilities.
- Recognizing her own self confidence will help her to make others feel more confident.
- Become more familiar with content to gain confidence.
- Nothing comes to mind as far as what can be improved upon.
- Do more research on new skills and games that will help the students.
- Be willing to change an activity if it is not giving the desired outcome.
- Incorporate more technology and student feedback into the lessons. (Pedometers, heart rate monitors, etc.)
- She needs to think for herself with less guidance.
- She needs to build her confidence.
- She needs to be more assertive/aggressive pending certain situations.
- Redirect students back on task in a timely manner
- Speak with more authority and leadership
- Relax and enjoy teaching instead of worried about being evaluated.
- could improve on her content knowledge of different sports. This is a common area where individuals with less experience need to improve and will improve with experience.
- The only work performance improvement that Coach could take to heart is upon her frustration with herself. A couple of times she seemed to get down upon herself for a lesson that she felt was unsuccessful. The kiddos did not feel this way and still learned & were successfully active.
- N/A was great and showed nothing that needs improvement in the daily tasks we assigned to him.

	<ul style="list-style-type: none"> • could use improvement in the area of projection. When you are teaching in a large space, it is important that every student is able to hear your instructions. Enthusiasm is very important in the world of teaching, no matter what subject is being taught. could use some improvement in this area. • Focus on transitions in-between activities , checking for understanding after instruction (using a demonstration), reminding • students to follow safety rules after each activity. • Being more vocal at times is the only one I can think of. • Continue to work on voice projection/feedback during classroom activities • Continue to understand the importance of developing relationships with her students. • Establish strong classroom managements and stay consistent. • Over plan the lessons just in case the lesson might not go as planned or be a successful as the instructor wanted, that way you have extensions and options to move on to. • Plan with detail and in advance so that she is more prepared, and in turn will be more comfortable when the time comes to • teach the lessons. • Better communication with myself and university. Use the resources that are available to her while she is in school. Gaining control of the class before giving whole group instruction. • Seek opportunities that will allow for innovative materials to use in class.
Science	<ul style="list-style-type: none"> • create own lesson templates • design own labs • be more assertive when it comes to students not being engaged during lesson • slightly longer-term planning so students can be informed when exams are intended well ahead of time. • more presence of mind with time in classroom discussions. Sometimes discussions are allowed to go long and derail the lesson. • plan for focused discussion on objectives after investigations. • is learning how to new information to students in different ways. She is researching new and current best practices in the areas of effective teaching strategies and student engagement. will need time, as all new teachers do, to continue growing in the area of classroom management. • The most important way that could improve upon her work performance would be to make sure that she is putting personal difficulties aside when attending to the job at hand. The second way that could improve upon her work is to be more prepared for day to day classes ahead of the work day. Lastly, the way could improve upon her work is to never be nervous to get creative and venture away from what is laid out for her to do. • As a young teacher, may struggle a little bit with dealing with students attitudes and issues. Managing classroom behavior and ways to address issues are an area to work on, and she is well aware of it. • Time management and planning for 90 minute class period is another area that could be worked on. I think this will come • with time as she finds out how long it takes students to do things and having other back up things to do if needed. • As a young teacher, will just have to work on classroom management a bit. This will usually come with time. Classroom management as in addressing certain minor issues on a daily basis (tardies, talking loudly, attitudes, etc.) • Something that I struggle with still as well is time management. It is sometimes hard to know what amount of things can get done in a 90 minute class period. It's hard and you usually have to pivot with things that come up (absences, unannounced meetings, etc.) Even then, still does pretty well with this and has alternative and back up plans for down time.
Fall 2023	
Agriculture	<ul style="list-style-type: none"> • has many attributes that will mature through time and additional experiences to make him successful in his desired career path. love for West Virginia agriculture and its people at times stifled his opportunity to fully experience the program he was in. His level of investment in the Suffield

	<p>agriscience program did not affect his classroom instruction but I believe did limit his experience of Connecticut agriculture. A highly skilled teacher can create connections and support students that acknowledge the value of where they are. I believe has the opportunity to grow in this area by connecting to and creating opportunities to encourage students. Additionally, his relationships with colleagues would be more successful as he learns to balance acknowledging the contributions of others and their ability to have alternative ways for success.</p> <ul style="list-style-type: none"> • Better time management. • Movement around the classroom. • Planning lessons beyond day to day. It does come with time • Things don't have to be perfect and aren't going to be. Relax and take a breath when needed. • Look at the big picture and not the brush strokes.
Elementary	<ul style="list-style-type: none"> • Finding her "teacher voice" and not being afraid to raise the voice when students do not listen. Being more creative in making learning engaging and high quality for students • Always evaluate oneself and look for ways to improve as a teacher. • Continue to strengthen classroom management techniques and individualized behavior plans for difficult students. • Continue to identify and strengthen differentiation for all academic levels within the kindergarten classroom. • Continue to reflect upon strengths and weaknesses to challenge herself to learn and apply the latest research proven methods within the classroom. • is doing an absolutely wonderful job! The three things we are continuing to develop is classroom management ideas that she will be able to immediately implement when she has her own classroom, strong lessons centered on hands-on learning and rigorous standard development, and time management where students smoothly transition between lessons quickly and efficiently. • Research and develop lessons on their own related to students' needs and interests. • Be more mindful of what is happening everywhere in the classroom and address needs/concerns as they are happening. Show more enthusiasm while teaching and being with the students. • Continue to learn our grade level curriculum. • Continue to challenge herself to provide students with varied and engaging learning experiences for students. Continue to command respect from students • An opportunity to observe- collaborate with other educators. • Provide and opportunity to pace out multiple lessons for small group reading groups. • Provide- an opportunity to deconstruct and analyze student data based upon grade level state standards. • Work on "in the moment" decision making while teaching. • Building confidence in math instruction. • Time management when teaching. • time management regarding lesson length assertiveness • performance is exceptional. At this time- has no deficits. She needs ample opportunity to hone her skills and she will be an excellent educator. • Planning in advance for upcoming lessons (Looking ahead to following week lessons more consistently) • Lesson plan creation from scratch • Leaving ample time for assignment completion • I would like to see prioritize and make better use of her planning time at school during the day so that she doesn't need to rely on after school hours or weekends to do the work. • I would like for to take steps to increase her confidence and ability to have fun while teaching the material. • I would like for to improve her classroom management skills. • has good classroom management, but this is always an area teachers can improve in!

- Self evaluating and how a lesson could go better.
- Become familiar with WV standards.
- First, needs to learn when to step back and let the students struggle a little before accommodating their needs. He is too eager, nice, and helpful in the classroom and does things for the students because he is so kind and thoughtful.
- Second, He needs to talk less after instructions. I think sometimes he feels the need to "fill the void" when kids are on task. Allowing the kids to be independent and not circulating and asking if they need anything.
- Third, He needs to put his cell phone away while the kids are in the classroom when observing or in small groups. I know this is hard for all of us to do.
- Second, He needs to talk less after instructions. I think sometimes he feels the need to "fill the void" when kids are on task. Allowing the kids to be independent and not circulating and asking if they need anything.
- Third, He needs to put his cell phone away while the kids are in the classroom when observing or in small groups. I know this is hard for all of us to do.
- Time management in lessons.
- Seeing the whole unit and not just the next lesson when teaching.
- Assess students abilities both formally and informally and using that information to change lessons as needed.
- Not for her, but for the university. Provide a better layout of teaching responsibility expectations.
- could focus on the area of managing student behavior. Often times this is simply just allowing too many children up at one time or not being specific enough with directions.
- Being a young teacher, she just needs to speak up louder and be firm with students so they don't talk over her. I feel this will come the more she teaches.
- could improve on presentation skills such as voice projection, body language, and facial expressions. She still seems a little nervous or uncomfortable in front of the class. She should continue to develop the animation and expression often present when teaching elementary students.
- could be a stronger disciplinarian.
- She could be more enthusiastic during her lessons.
- She could take more initiative with extra things such as grading papers.
- Classroom management
- Small Group Instruction
- Analyzing Data
- She is learning and implementing new assessments and action plans in our fourth grade curriculum.
- Seek feedback and reflection.
- Establish clear expectations of students.
- Implement effective behavior management strategies. Many routines are already in place they just need to be reinforced.
- Her three areas of growth have already begun to improve: engagement, pacing, and confidence/brevity of language for young learners.
- could continue to work on harnessing the energy of primary age learners through lesson engagement during DI. I gave her this feedback and she has improved already, stating she could feel the difference in the lessons where she asked for verbal or bodily engagement in lessons. I was impressed with her ability to apply this feedback.
- has grown more confident in her instructional delivery, but this is another area of potential growth for her.
- Her pacing and time management during instruction have also improved since the beginning of the year through the use of timers and planned transitions from one task to another.
- Have confidence in her ability to lead the classroom and in her instruction!
- Confidence in her ability, you will make mistakes and it is ok. Tomorrow is a new day. You got this! Otherwise excellent job so far!
- Classroom management Content knowledge

- Questioning students when they are stuck to help them problem solve (not just giving students an answer)
- is doing amazing. She is continuing to become more confident.
- Curriculum material- research variety of high quality practices
- Practice prioritizing tasks that need to be completed in order of importance
- Practice implementing high quality instruction
- Collaboration with team.
- She and I collaborate great, but I will help her more with collaborating with grade team level.
- Classroom Management
- Everyone can always improve with classroom management
- Confidence with her teaching
- and I both agree she does lean on me for reassurance when she is teaching.
- often facilitates activities happening during guided reading and math times. She tries to get several back on task, but just needs to be firmer with student behavior. Because is just becoming familiar with some of our on-line programs, she will need to become more familiar as she looks at the data in different ways to be able to interpret and summarize it. She will also need to be able to multi-task well in our fast-paced environment.
- will benefit greatly from experience. I have no doubt that as she takes on more responsibilities in the classroom her confidence will grow and she will become a great teacher. I want to see her gain confidence in developing her own ideas and plans. She does a nice job following my lead, but I am excited to see the development of her ideas. Not to be afraid to jump in and do something - stay busy. There is always something to do and someone that could use some help.
- Be confident in sharing new ideas and ways of delivering instruction. Just because I do it a certain way does not mean its the best . Share what you know with confidence!
- Build more confidence in whole group instruction
- Build more indepth knowledge of google applications
- Offer ideas/ collaborate more
- Not give as much leeway to the students
- Taking more leader role without prompting.
- Strengthening classroom management skills
- Being more confident
- Having more self esteem
- Time management on lessons which comes with experience Taking plans and adding a creative element to it
- Not feeling stressed when told that something needs done differently
- More modeling before independent practice
- Being better organized/prepared and thinking through the lesson--staying focused on the objective/standards she wants
- students to demonstrate at the end of the lesson--not just trying to make it fun, but also meaningful.
- Classroom management/enthusiasm /Time management
- Better knowledge and understanding of the curriculum
- I feel most of these will improve with time and experience.
- Expand on content and questions during lessons. For example, after reading a math problem, asking additional questions to prompt thinking and also further the understanding of the content. Feel competent and confident to get up and walk around the room during lessons to keep students on task and monitor their work. Finally, feel confident to jump into co-teach situations and smoothly transition teaching from teacher to teacher. She has expressed to me she doesn't know exactly how or when to jump in and she doesn't want to step on anyone's toes. Be less concerned about that.

- I would like to see take more initiative walking around to help students. I will sometimes have to prompt her to help out students. She will often sit at her desk and not walk around monitoring students while I still teach.
- Time-management. is still working on time-management. She can recognize when she is taking too long during a lesson but needs advice on how to speed up her lesson.
- Classroom Management- keeping students focused and on task is an area for improvement. Address the whole class is a group is also an area of improvement. She can tend to give a direction, but not all students will be looking or paying attention to her.
- does a nice job! If I had to choose some things for her to improve her performance, it would be:
- Taking the initiative-whatever she is comfortable with, do it! She is not stepping on toes. Voice-Making sure she enunciates and delivers loud and clear, expectations, phonics, praise and discipline. Input-while we have themes, I would like to see take the reins and share her ideas on ways she can enhance units with her knowledge and things she has learned at the university.
- Like most new teachers, is working on improving classroom management strategies, lesson plans, and content
- knowledge.
- is shy to change away from a part of a lesson that isn't working. Changing lessons to effect the mood of the students, the skill struggle, and the changes of the day can become difficult.
- Build up confidence in herself and her abilities
- attendance
- Continue building relationships/repor with the students/staff. She has established a great relationship/repor with our students in the classroom and with our second-grade team.
- Continue assisting with instruction in the classroom, even if unsure/uncomfortable. I offered to let assist in the Guided Reading rotation, she was happy to so. By doing this it has helped her with building confidence and becoming comfortable with small group instruction.
- Continue to establish disciplinary action, for students not following instructions/rules of the classroom/small group. is becoming comfortable with redirecting students back on tasks in small groups.
- could use more experience with strategies to teach the standards as well as training in SOR strategies.
- I cannot think of any ways that could improve her current performance. She is hands down the best student teacher I have ever had.
- does a nice job in the classroom. I see her confidence building with every lesson she presents. With time and experience she will be fine!
- She's learning to become more assertive with the students. She is finding her teacher voice.
- could improve being prepared for lessons by looking over the material to be presented. She could also improve her time management of lessons. Finally, could improve by giving students expectations of what to do when they finish their work.
- Continue to have high expectations for students both academically and socially.
- Maintain consistency with classroom expectations and procedures.
- Hold students accountable for their choices.
- Classroom management, utilizing consequences that meet the behavior (natural consequences), time management.
- The top three ways I feel could improve on her work performance would be: take initiative, be engaged a majority of the time, be willing to try something even if it doesn't work out as planned.
- Continue to work on classroom management (this will come with time and experience)
- Work on ways to keep students engaged in lessons
- Continue to work on ways to deal with students who are defiant and disruptive
- can give students more thinking time when posing questions to them or asking them to prove their thinking in a variety of ways.
- Set a specific goal to focus on within the classroom
- Think and plan lessons as a more cohesive unit and not so much as stand-alone lessons.

	<ul style="list-style-type: none"> • Analyze student work in a timely manner to form instruction • Student engagement (less focus on worksheets) • Classroom management • biggest weakness is her lack of experience. She is a bit timid but opening up more each day that she is here. She lacks confidence when it comes to exuding her teacher voice. Classroom management is a bit of a struggle especially during transitions. needs to understand that it is okay to take risks because we learn from our mistakes. More of her time needs spent kid watching and carouseling around the classroom when she's not teaching a lesson. • At this time, I do not have any areas of concern or improvement. As we continue on to the next placement the expectations will become greater, but at this time she has meet all expectations and requirements. • Managing the day-to-day tasks that arise as a teacher. It will be easier when she is full-time teaching. • could improve her work performance by: • Developing a stronger sense of knowing when to respond to someone/something and when to let it go. • Stengthening her organizational skills. • Be open to feedback from others. • Providing a stronger approach to classroom management and ensuring that all students are listening while teaching • Not being afraid to discipline as a last resort • Ensuring the students that she is in charge and can make adequate educational decisions • is working on her understanding of grade level content. • She is working on classroom management. • She is working on differentiating lessons to accommodate our wide variety of learners. • Share learned strategies, Classroom Management, share yearly goals
Science	<ul style="list-style-type: none"> • Whenever possible, don't accept too many activities/jobs to complete at the same time. "Don't bite off more than you can chew" to improve your life and to limit your stress levels. • Remain flexible with your schedule to allow for attendance at meetings that are scheduled at the last minute. However, don't be afraid to say "no" when you are overwhelmed with too much to do. • Get more involved with activities at the school level. Attend meetings, go to ballgames and other activities to support the students. • Just keep learning and trying new things. is very open to new ideas and new ways of teaching, so she can improve by • continuing to learn and grow as an educator.
Social Studies	<ul style="list-style-type: none"> • instructional design • engagement and personal relationships with students, • building contextual knowledge • lacked a little experience, but improved and will be an asset to any school district. • Communication with students, being clear with instructions. • Adapting lessons and flexibility throughout the day. • I think it would benefit to invest in some planning materials, perhaps a calendar or teacher lesson plan book. We've had a few discussions about making sure he comes in planned out for the day, including having resources, worksheets, or other review materials ready. It is also helpful to make a long range plan for a unit, and break down lessons after creating the "big picture" and recognizing what he wants students to gain out of the unit. • Creating a "To-Do" list and keeping organized would be a good idea for growth as an educator. There are so many things going on in a day, and it's easy to forget some of the tasks to complete, so writing them down, checking them off as they're complete would be a good skill to help make sure it all gets done.

- As part of planning, making sure to leave time for recap and review is important. Allowing students to talk about what they learned or the task they completed in class is a good way to check for understanding before moving on.
- needs to develop more of a presence in the classroom. She sometimes struggles with management of students in staying on task and engaged. does a great job of making connections with some students (those that are similar in nature and style) however struggles with students that are beyond her comfort level.
- I would like to see work on preparing for lessons more, especially when he is covering content that is newer to him. One thing that we have talked about is making sure he is sure of how to pronounce key vocabulary words/names/etc.
- and I have had conversations about how he can improve his lesson plans by adding more detail to the procedures. I CP-SS am looking forward to seeing his lesson plans next week to see how he improves after our recent discussion.
- has room to grow in his classroom management, and one area of improvement there is giving out directions to students and being thorough and clear when giving instructions. As gains more experience in the classroom I know that his classroom management skills will improve.
- Preparation for a advanced level classes needs to be done way in advance. This student waits till the morning of to begin preparing for the daily lessons, material, and activities. Teaching is a profession where there needs to be work done at home, whether we like it or not.
- Differentiate your style and types of instruction. The idea of 10 minute lecture, show a video, and then do an assignment is good, but should not be done everyday. Showing that you can adapt, create, and engage is extremely important to becoming a respected teacher.
- Speak with a louder voice in the classroom and get to know your content. Relying on videos to then teach your content will not be engaging enough. You need to know the background of the material you are teaching. The students want to know that you are confident and in turn they will show more respect.
- Learn about the students.
- Manage time efficiently.
- Help with task completion.
- Dedication to content mastery. To be fair, she came into a psychology classroom without a background in the subject.
- Take more ownership in forging relationships with the students
- Show a greater desire to learn more and collaborate
- should focus on developing his role as the teacher in the classroom. He has difficulty exercising authority with the students. He needs to develop classroom management skills and strategies to help increase students' time on task. He is also
- improving on creating purposeful instruction and communicating the purpose and goal of lessons to students.
- does an exceptional job overall. He just needs to gain more experience and he will become a very good teacher. If I were to critique anything it would be content knowledge. That is also something that comes with experience.
- could improve on the way she delivers her basic content information i.e. her lectures and how students take notes.
- She also needs to work on her discipline style/classroom management.
- also needs to improve her confidence in the classroom. She is on her way and in many ways already an excellent teacher so she needs to bring up her confidence as the person in charge of the classroom
- Enter grades and attendance every day
- Read over materials before presenting it
- Know all materials presenting
- has done a wonderful job. He has been dependable and works hard. can improve in three areas which would be #1 cueing students when they get off task, #2 paying attention to spelling errors when writing and improving the readability
- of his writing, and #3 using the correct pronunciation of names of world leaders. These are all minor adjustments that will be made through experience when having his own classroom. He is going to make a wonderful teacher.

- Inexperience will be the only barrier for- to hurdel.
- Continue to try new teaching methodologies outside his comfort zone.

Spring 2023

Elementary

- has done a great job this school year as an educator. I think something that all educators need to continually improve, is their knowledge of standards. I think reviewing and getting a better understanding would be helpful, especially once she knows what grade level she will be teaching. Next, I think finding appropriate assessments for those standards would be beneficial. Finally, I think could continue working on finding ways to use her data from assessments to help her with
- further lessons and activities. As educators, this is something we are always working on.
- has been very successful in my classroom! If I had to choose three areas to focus on for improvement, classroom management, time management, and confidence. She is great at planning but sometimes execution with time isn't successful or we need to move into guided reading/math so some instruction gets cut short. She is slowly finding confidence in herself for her teacher voice! She is still working on appropriate discipline/consequences or privileges lost for certain
- classroom behaviors or disruptions.
- There are no areas that Taylor needs to improve on at this time.
- She has had less experience with setting up some of the programs we use because she wasn't here full time when we set them up at the beginning of the year.
- She could use more experience with assessing and setting up groups for guided reading.
- She could use more experience with planning the year out/scope and sequence. Our school, county, and team set the basic plan for what we teach and when. She followed along with us.
- Slowing down when giving information/directions
- Grade-level content knowledge
- Keeping students focused and on-task
- Having more confidence in her growth and natural teaching ability that is evident in the classroom
- Remembering that everyone needs growth and perfection is not always possible
- Having grace with herself
- Provide more open ended activities where students can learn in different ways and come to different conclusions.
- Circulate around the room more during independent time.
- Practice classroom management finding ways to praise the good and practice routines.
- needs to work on recognizing her own strengths. She sometimes doubts her own abilities even after proving her capabilities.
- has worked diligently to improve time management within the classroom. She strives to make improvements daily.
- often feels the pressure to meet the needs of all students. While this is a great quality for an educator, she needs to work on not becoming overwhelmed in the process.
- Classroom management
- Long term planning
- Assessment
- desire to give the impression that all tasks are under control impedes her ability to seek help and communicate honestly about areas in which she needs assistance. Despite many discussions, she continues to struggle at times with honest, open communication. In addition, she needs improvement with time management and prioritizing tasks- specifically assessing student work accurately and in a timely manner to provide student feedback and guide instruction. The discussion with regarding this issue resulted in a brief improvement. An additional discussion after the incident recurred will hopefully result in a permanent change.

- has done an excellent job in my class. The ways she can improve do not mean that she has not conformed to my classroom nor has she neglected any responsibilities while teaching in my class, these are simply ways she can grow in the future.
- If teaching younger grades, she could use more experience with small group planning. We do small group learning, but there has often been a co-teacher or myself in class at the same time. She could use more practice with planning and preparing for multi small group instruction as ours in fifth grade are different than younger grades.
- As she grows as an educator she will learn more ways to expand in delivering a lesson or teaching a particular skill. She is
- still learning the variety of tools available to educators. For example, all the manipulatives that can be used to teach a specific concept, or the multitude of online lessons and ideas. There are so many options available, it is difficult to know which works the best for your particular situation or class.
- Long term planning will need to be something she will need to prepare for. We had our curriculum map planned out for the year since last summer and she has followed it, but this will need to be something she learns how to look at and plan for as she gets her own classroom.
- The only thing I think could improve upon is the confidence in herself when it comes to her knowledge in the craft of teaching. I know this is something that is difficult for a teacher who is just out of college, but she is truly an amazing teacher
- already and I can't wait to see and hear about all of the students' lives she touches in years to come!
- should become firmer in classroom management. She has done a good job and will improve as she spends more time on her own in the classroom.
- should have a more "take charge" attitude in class. Again, this will develop as she spends more time on her own.
- should express how students can improve when given the opportunity to tell them.
- As with all teachers, the more time and experience in the field will lend itself to improvement. demonstrates the
- qualities of a strong beginning teacher
- Classroom management- setting and sticking to clear boundaries and expectations
- has been an excellent educator over this past school year. She has worked very hard and has exceeded my expectations. I can't say that there are any recommendations for her specifically, as I saw her work through any difficulties she had. However, as an overall approach to guiding any educator, I would recommend the following ways to improve their performance. First, I would recommend to have a behavior plan in place and to stick to it. did a great job of doing this and was consistent in her plan once she found what worked best for her. Second I would recommend to always work on different ways to teach. If students aren't grasping a concept, the teacher must try other teaching methodologies. Third, I would recommend keeping a consistent routine. This is a game changer in my opinion to keep things as consistent as possible.
- She should work on expanding her lessons. It is more difficult because our third grade team has several projects that we do each year and it's sometimes difficult to change them too much. I look forward to hearing about the things that she does with her own class.
- She should work on her time management with making every minute count. There are times where there is an odd amount of time after her lessons end early. She can work on finding activities and lessons to fill those small amounts of time.
- I think that it would benefit her to be firmer with her expectations. She states her expectations with the students, but has a hard time following through with consequences. We have a wonderful group of kids this year and there isn't often a need for many consequences, but she will learn her limits in time with her own classes.
- These are things that will get better with experience.
- Continue to grow in her knowledge of curriculum and strategies to reach all learners.
- Procrastination
- Responsive classroom
- work performance has been fantastic throughout her placement in my classroom. The most important area that could benefit to improve on would be her familiarity with content standards across varying grade levels. This is a skill that helps with planning appropriate learning paths for students

based on where they are, and is one that will come with time in the profession. I would also like to see come out of her comfort area within staff meetings and not be afraid to speak up with ideas she may have.

- She was an excellent student teacher and does not need to improve in any area.
- could improve her classroom management by being more confident and assertive. I have seen so much growth in her already, and I'm sure that she will continue to grow in this area.
- Now that is teaching at 100%, she is seeing what a struggle time management can be in the classroom. She is learning to be very flexible and realizes that lessons may take longer than planned. She is also learning what to do when a lesson does not take as long as planned. She is great at making Kahoots and using technology to give the students additional practice on topics they are studying.
- could improve when it comes to keeping the kids quiet while lining up/transitioning. She has developed a few good ideas that seem to be helping with this issue.
- The main way that could improve upon her work performance would be reliability, better communication, organization
- has grown in her time in my classroom. could improve in her confidence. She could also improve with taking more initiative and having more drive to be the best teacher she can be. She could also improve by taking on more
- responsibilities in the classroom.
- doubts her abilities, even though she knows a lot and has great ideas. We are working on building her confidence, which she is building well. We are also building spur-of-the-moment time fillers to help when students end something early in
- class and we don't want them on iPads again.
- Feel comfortable asking questions of staff that you might not work with a lot
- Attention to detail
- Sometimes taking a little more initiative to do things
- is a terrific teacher. She doesn't always have the greatest confidence in herself and I feel like if she works on that she will see her full potential!
- puts pressure on herself if something doesn't go the way she expected. I think she could work on giving herself more grace.
- Deeper understanding of content, which comes with time and practice in the work-related field. 2. Classroom management, which also comes with time and practice
- is doing an amazing job and finding three things to list here was difficult for me. The 3 reasons below are things I have seen amazing growth in from her over the past school year, and as she becomes more comfortable in her roll, I am fully confident they will continue to develop. These three areas of improvement are likely to not even be issues when she doesn't feel like a "guest" in someone else's classroom as she probably does now given the nature of student teaching. In other words I expect these things to be "nonissues" when she has her own classroom.
- Be willing to step outside of her comfort zone socially. She is very friendly and kind, but is quite shy until she gets to know others. A bit timid at times, but seems very comfortable speaking to students. More experience will lead her to feeling more comfortable during meetings with coworkers and other adults.
- Being willing to change the plan created based on in the moment observation of student progress or stamina. - Transition from one activity sooner than originally planned due to lack of engagement. Recognizing when students are "just done" and need to move on to something else for a bit, and revisit it later. When she has her own classroom and does not feel as though she is under someone else's watch, I believe she will feel more comfortable changing plans as needed.
- Finding her teacher voice- This was more of something I noticed at the beginning of the year. She has really shown lots of classroom management ability this year and has grown in the development of her "teacher voice", and I have no doubt that she will continue to develop her "teacher voice" she gets more comfortable and has her own classroom. Her voice with students is firm, respectful and fair. I believe that she will only continue to grow in this area as well.

	<ul style="list-style-type: none"> • Flexibility of instruction of a lesson during the implementation of the lesson. She could improve her adaptability during the lesson by modifying the level of the lesson according to her observation of the student's performance. This is a skill that is developed with more experience in the classroom and I feel confident that will become successful with time. • Time management with classroom lessons. Understanding how to accommodate the vast variety of student needs and accommodations. Classroom management, although this is an area she has shown improvement in already. • Share ideas and information more often in a group setting. • Show more evidence of student work/thinking (informative assessments). Take formative assessments and apply to small group instruction.
Science	<ul style="list-style-type: none"> • There is always room for improvement with classroom management. Confidence will come with time and so will her personal style where she will find her voice. • More experience will improve presentation. • More experience will help him see the big picture to help with the order of concepts. More experience will help with methods to explain easy concepts we take for granted. • Become more confident taking control. Practice projecting voice more. Be more comfortable co-teaching with special education teachers. • Not that any of this is "bad," but we can all improve on something. • needs to find her teacher voice. • needs to not worry about ruffling a few feathers when hold students accountable. needs to use more assessment tools throughout the lessons.
Social Studies	<ul style="list-style-type: none"> • More effectively communicate with his supervisor what he needs from them and by when. Learn about the schedule and environment he is in more quickly. • Be more attentive and curious about what is going on around him and why. • Really observing the person who is teaching (without distractions), reviewing items before teaching it to the students, and being confident in speaking. • Continue to work on building content area knowledge and reviewing material ahead of time. • Continue to explore classroom management strategies and experiment with them while in the classroom to learn what works for you. • Work on moving around the room while students are completing individual or group assignments. • content knowledge, but this is not his fault because he is not the student teacher yet, and hasn't had a chance to do • research • Work on scaffolding technique, practice lecture without reading from the presentation, and practice tailoring language to the • audience when giving directions (I.e. formulating and restating when necessary) • The three most important ways that can improve are public speaking work- specifically speaking with more intent and confidence, command a greater presence at the front of the room, and developing creative approaches to lessons (his first lesson he taught went well and involved a great interactive activity with the students but finding new outside the box ways of thinking is something that everyone can constantly improve). • Getting serious about educating our youth • Plan lessons and make learning relevant • Understanding this is the future generation and only those with serious desires should apply. Education is not a part-time or I will do until something else comes up. A future teacher is more than knowing content. Teachers are the educators, nurses , counselors, cooks, therapists, parents , friends, career planners, observers for health and safety, cheerleaders..... If you are • not ready to give a lot, don't do it • While was pleasant, she never expressed any enthusiasm for the profession or content. She didn't ask any questions or talk about a certain topic of interest. Additionally, she did not initiate any interaction with the students or try to develop relationships/rapport. It seemed like she was there to complete the requirements of her classes and nothing more.

- should begin taking the initiative to develop rapport with students, work on content knowledge to find subjects of interest, and spend sufficient time preparing for lessons in order to help with confidence and the effectiveness of her delivery.
- Provide concrete examples when teaching a lesson:
- Use specific, tangible examples to support your teachings.
- Review your daily teaching performance.
- Ask for informal feedback from your host teacher, ask for pointers on how to approach or facilitate a lesson and look at ways of making it better for the next class you teach.
- Don't get flustered.
- Remember that teaching is an art. When things aren't working out as you like, change things up! Always have a little bag of tricks handy so you can turn the tables when things aren't going swimmingly.
- While demonstrates various positive qualities, during his student teaching phase and as an educator, he should continue to foster and grow relationships with students that builds an environment of trust to take risks in learning in the classroom, demonstrate a continual commitment to professional learning, and demonstrate a commitment to instructional design that challenge traditional classroom norms and thinking.
- Ask to take charge more (this will come naturally with more time in the classroom)
- Voice what you would prefer to do/teach!
- Trying to take to the kids and get to know them
- Continuous improvement of communication - he has come a long way from the beginning Initiative - it is starting to grow and he is starting to take the lead on interacting with students
- Reflection - continue to discuss how growth can be made when working in small or large groups
- Student-teacher rapport (did a great job building relationships but knowing the line of teacher/friend is always a concern for everyone)
- One thing we talked about, which takes some more time and experience to fully develop, is being able to effectively differentiate the vocabulary you use during direct instruction to teach high school vs. middle school students. There was also some confusion at the start about how many hours/days per week would need to log each week. So I would recommend some more "pre-planning" or organization in terms of adding up the hours and building a set schedule.
- Like any new teacher, could work on organizing and sequencing lessons and content and differentiating for all students.
- Dependability (being on time and present) was the biggest issue. Her content knowledge also needs to be improved if she's going to be teaching lessons. I don't expect her to know as much as someone who's been teaching a course for a period of time but, pertaining to the lessons she presented to students, I felt she didn't have a great knowledge base concerning the topic. Everything else she will develop naturally as she does the job but those are two big issues which need to be addressed.
- After supervising in the classroom, I can identify that he has a great foundation for career readiness in the field of education. I would recommend that he continues to improve in his mastery of the content area, knowledge of the learner and learning environment, and classroom management techniques.

Section XI. Skills Survey and InTASC 1

Field Placements

The overall data reflects candidates' ability to understand learner development (InTASC 1) and implement developmentally appropriate practices, as evidenced through career and self-development metrics across field placements from Spring 2023-Spring 2024. In relation to

this standard consistent overall performance (6.2-6.4) was seen with slight improvement trend from Fall 2023 (6.2) to Spring 2024 (6.4) demonstrating stable understanding of learner development principles as well as developmental awareness. Integration across career development principles is also seen.

For TPP specific outcomes Physical Education showed consistently high scores (6.8) demonstrating strong understanding of developmental appropriateness. Thus, aligning well with InTASC 1's focus on physical development. In Science Education a strong improvement trend was seen (5.9-6.7) showing growing competency in developmental understanding. Agricultural Education also showed high performance (6.7) showing consistent and effective understanding for development and integration of career development concepts.

Females showed generally consistent performance (6.1-6.4) demonstrating a strong developmental awareness. While males showed more variance in their scores (6.0-6.5) with highest scores being in Elementary Education Due to low numbers of males across the EPP, with a large number in Elementary Education, we find this result does not inform us as well as other analyses.

This analysis demonstrates our commitment to developing candidates who understand and can apply principles of learner development, while identifying specific areas for program enhancement and continuous improvement. Table 11 shows scores on the skill survey associated with InTASC 1 for field placement candidates.

Table 11. Scores On the Skill Survey Associated With InTASC 1 For Field Placement Candidates

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Career & Self Development	1, 9	Spring 2024	6.4	6.7	6.4	6.2	5.0	6.8	6.7	6.4
Female			6.4	6.8	6.4	6.9	-	-	6.7	6.6
Male			6.0	6.3	7.0	4.7	5.0	6.8	-	6.1
		Fall 2023	6.2	-	6.0	6.0	6.1	-	6.4	6.7
Female			6.1	-	6.0	6.3	6.1	-	6.6	6.5
Male			6.4	-	6.0	5.5	-	-	6.1	6.8
		Spring 2023	6.3	6.7	6.4	-	6.0	-	5.9	5.5
Female			6.2	7.0	6.4	-	6.0	-	5.8	3.7
Male			6.5	6.3	7.0	-	-	-	6.0	6.6

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

Clinical Placements

The overall data reflects candidates' ability to understand learner development (InTASC 1) and implement developmentally appropriate practices, as evidenced through career and self-development metrics across clinical placements from Spring 2023-Spring 2024. In relation to this standard a steady improvement trend was seen (6.3-6.5). Demonstrating a strong learner development understanding as well as developmental awareness. Candidate's ability to effectively integrate theory and practice is also demonstrated with these scores. While the need to support in career development integration is also apparent.

For the Elementary Education TPP Elementary Education strong consistent performance (6.3-6.6) was seen with an upward trend over the three semesters. Mathematics Education had exceptional performance in Fall 2023 (7.0) and maintained strong scores in Spring 2024 (6.5). Science Education had stable performance of 6.3. Each of these TPPs scores demonstrates deep understanding of developmental principles. While Agriculture (6.2-5.0) and Physical Education (6.0-6.4) scores show the need for enhanced support for developmental understanding and enhanced career development integration.

Females showed generally consistent performance (6.2-6.5) demonstrating a strong developmental awareness especially in Elementary Education (6.3-6.6). While males showed more variance in their scores (6.0-6.4) with the lowest scores being in Agricultural Education. Due to high numbers of females in Elementary Education, we find this result does not inform us as well as other analyses.

This analysis demonstrates our EPP's success in developing candidates who understand and apply principles of learner development in clinical settings, while identifying specific areas for program enhancement and continuous improvement. Table 12 shows scores on the skill survey associated with InTASC 1 for clinical placement candidates.

Table 12. Scores On the Skill Survey Associated With InTASC 1 For clinical Placement Candidates

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Career & Self Development	1, 9	Spring 2024	6.5	5.0	6.6	-	6.5	6.0	6.3	-
Female			6.5	-	6.6	-	6.5	6.1	6.3	-
Male			6.0	5.0	-	-	-	6.0	6.5	-
		Fall 2023	6.3	5.3	6.3	6.1	7.0	-	6.3	6.3
Female			6.2	5.0	6.3	6.1	7.0	-	6.3	5.5
Male			6.4	5.7	6.0	-	-	-	-	6.5
		Spring 2023	6.3	6.2	6.3	-	-	6.4	-	-
Female			6.3	6.0	6.3	-	-	6.8	-	-
Male			6.3	7.0	6.6	-	-	6.1	-	-

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 Placements

The overall data reflects candidates' ability to understand learner development (InTASC 1) and implement developmentally appropriate practices, as evidenced through career and self-development metrics across field clinical placements from Spring 2023-Spring 2024. The scores for field placements are in the 6.2-6.4 range while for clinical this range is 6.3-6.5 showing a slight upward trend. Field placement scores showed steady performance while clinical settings showed marginally higher overall scores. Both contexts show satisfactory performance and clear developmental progression as well as effective theoretical application.

For Elementary Education scores for field placements ranged from 6.0-6.4 while for clinical placements this range was 6.3-6.6 indicating an upward trend. This type of trending is expected by the EPP and aligns with a candidate's progression. In Mathematics Education during field placements was seen a declining trend in scores (6.0-5.0) while in clinical placements strong performance was seen (6.5-7.0). In Agricultural

Education the opposite was seen in that clinical placements scores declined (6.2-5.0) while in field placements scores remained more consistent at 6.7. Overall, these scores indicate that across the EPP clinical placements show stronger evidence of learner development understanding, suggesting effective application of theoretical knowledge in authentic settings. What is also seen in the need to better align field and clinical experiences.

Females showed generally consistent performance across field (6.1-6.4) and clinical (6.2-6.5) placements demonstrating a strong developmental awareness. While males showed consistent performance in clinical settings (6.0-6.4) but with lower peak scores compared to field placements (6.0-6.5). Due to high numbers of females across the EPP, we find this result does not inform us as well as other analyses.

This comparative analysis demonstrates our commitment to developing candidates who understand and can apply principles of learner development across both field and clinical contexts. The data suggests overall program effectiveness while highlighting specific areas for enhancement and continuous improvement.

Section XII. Skills Survey and InTASC 2

Field Placements

The overall data reflects candidates' knowledge of inclusive practices (InTASC 2), as evidenced through career and self-development metrics across field placements from Spring 2023-Spring 2024. In relation to this standard strong performance (6.5-6.7) was seen with a slight improvement trend over the three semesters demonstrating stable understanding of inclusive practices and implementation of differentiated instruction.

Agricultural Education showed consistently high scores (6.8) for this standard and maintained them over the three semesters analyzed. While Mathematics Education showed strong improvement (6.2-6.8). Elementary education had consistent strong performance (6.5-6.7). Science (6.0-6.3) and Social Studies (5.8-6.6) both had variance in their scores. Overall, across all the TPPs scores indicated that candidates were able to demonstrate inclusive practices for their students in P-12 settings.

Female candidates also showed strong overall performance (6.5-6.7). With English Education scoring the highest (6.9-7.0) for females. Males showed more varied performance (6.0-6.6) with the strongest male performance being for candidates in Elementary Education. Due to high numbers of females across the EPP, we find this result does not inform us as well as other analyses.

This analysis demonstrates strong EPP commitment to developing candidates who understand and implement inclusive practices, while identifying specific areas for enhancement. Table 13 shows scores on the skill survey associated with InTASC 2 for field placement candidates.

Table 13. Scores On the Skill Survey Associated With InTASC 2 For Field Placement Candidates

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
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Equity and Inclusion	2, 8	Spring 2024	6.7	6.8	6.7	6.5	6.8	6.7	6.0	6.6
Female			6.7	6.7	6.7	7.0	-	-	6.0	6.6
Male			6.5	6.3	7.0	5.3	6.8	6.7	-	6.6
		Fall 2023	6.5	-	6.5	6.7	6.2	-	6.3	6.4
Female			6.5	-	6.5	6.9	6.2	-	6.8	6.7
Male			6.0	-	6.7	6.0	-	-	5.8	6.1
		Spring 2023	6.5	6.8	6.6	-	6.7	-	6.3	5.8
Female			6.5	7.0	6.6	-	6.7	-	6.3	4.5
Male			6.6	6.7	7.0	-	-	-	6.3	5.8

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

Clinical Placement

The overall data reflects candidates' ability to understand inclusive practices (InTASC 2) as evidenced through career and self-development metrics across clinical placements from Spring 2023-Spring 2024. In relation to this standard stable performance was seen (6.5-6.6). Demonstrating a strong understanding of planning for inclusive settings and implementing differentiated instruction.

For the Elementary Education TPP consistent performance (6.5-6.7) was seen. Mathematics Education had exceptional performance in Fall 2023 (7.0) and maintained strong scores in Spring 2024 (6.7). Science Education had stable performance of 6.4-6.7. Each of these TPPs scores demonstrates deep understanding of developmental principles. While Agriculture (6.2-5.0) and Physical Education (6.3-6.8) scores show the need for enhanced support for planning for inclusive settings.

Females showed strong overall performance (6.4-6.7) demonstrating a strong understanding of inclusive practices especially in Mathematics Education. While males showed more variance in their scores (6.2-6.9) with the strongest scores being in Spring 2023 with declines in recent semesters. When looking at the number of male candidates across the EPP this does not cause us much concern. Another reason for decreased concern when looking at gender differences is the overall numbers of females to males across all TPPs.

This analysis demonstrates strong EPP commitment to equity and inclusion while identifying specific areas for program enhancement and support. Table 14 shows scores on the skill survey associated with InTASC 2 for clinical placement candidates.

Table 14. Scores On the Skill Survey Associated With InTASC 2 For Clinical Placement Candidates

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Equity and Inclusion	2, 8	Spring 2024	6.6	5.0	6.7	-	6.7	6.3	6.4	-
Female			6.7	-	6.7	-	6.7	6.4	6.4	-
Male			6.2	5.0	-	-	-	6.2	6.5	-
		Fall 2023	6.5	5.7	6.5	6.3	7.0	-	6.7	6.5
Female			6.5	5.3	6.5	6.3	7.0	-	6.7	6.2
Male			6.6	6.0	6.3	-	-	-	-	6.6

		Spring 2023	6.5	6.2	6.5	-	-	6.8	-	-
Female			6.4	6.1	6.5	-	-	6.8	-	-
Male			6.9	6.7	7.0	-	-	6.8	-	-

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 Placements

The overall data reflects candidates' knowledge of inclusive practices (InTASC 2) across both field and clinical placements from Spring 2023-Spring 2024. Field placements showed strong performance (6.5-6.7) with a slight improvement trend, while clinical placements maintained stable performance (6.5-6.6), both demonstrating consistent understanding and implementation of inclusive practices.

Program performance varied across contexts. Agricultural Education showed contrasting results in that they had consistently high field scores (6.8) but declining clinical scores (6.2 to 5.0). While Mathematics Education demonstrated strength in both settings with field placements scores showing improvement (6.2 to 6.8) and strong clinical performance (peak 7.0). While Elementary Education maintained consistent strong performance across both contexts (6.5-6.7) and Science and Social Studies showed variable performance in both settings.

Gender analysis revealed that female candidates demonstrated strong consistent performance across both contexts (6.4-6.7). While male candidates showed more variability with field placement score ranging from 6.0-6.6 and clinical from 6.2-6.9. Elementary Education showed strongest male performance in field setting. Due to limited gender comparison data in some programs a full analysis can't be completed.

This data demonstrates the EPP's commitment to developing candidates who understand and implement inclusive practices across both field and clinical contexts, while highlighting specific areas needing attention. One area that is evident from this analysis is the need for the EPP to strengthen the assessment alignment between field and clinical experiences.

Section XIII. Skills Survey and InTASC 3

Field Placements

The overall data reflects candidates' knowledge of learning environments (InTASC 3), as evidenced through career and self-development metrics across field placements from Spring 2023-Spring 2024. In relation to these standard scores showed an up evidence of collaborative environment creation during field placements based on the upward trend in scores (6.3 to 6.5) for teamwork performance. While an improvement trend (5.9-6.3) in leadership development scores signals to us that candidates are developing their skills in this area. Overall, the scores of candidates in field placements showed strong collaborative practice, effective team engagement, leadership development, and creating a positive learning culture.

When looking at program specific data Agricultural Education showed strong teamwork scores (6.8) and improving leadership scores (2.8-6.8). Variable scores were seen for Mathematics Education in teamwork (6.2-7.0) with strong growth in leadership (6.0-7.0) evidencing candidate's ability to lead an effective learning environment. Physical Education showed balanced performance especially in the areas of teamwork (6.8) and leadership (6.7). The two programs that appeared to need more enhancement were Science and Social Studies Education

with both showing variable scores in teamwork. In Science scores ranged from 6.1-6.3 and in Social Studies 5.3-6.7. Signaling a need for focused support for both groups.

Female candidates also showed strong consistent performance (6.3-6.5). With females in Agricultural Education showing excellence in teamwork (7.0) and English Education showing consistent scores (6.3-6.9) in the areas as well. Females also showed an improvement trend in scores (5.9-6.4) for leadership. Males showed more varied performance (5.8-6.1) in leadership while their scores remained steady in teamwork (6.3-6.4). Due to high numbers of females across the EPP, we find this result does not inform us as well as other analyses.

This analysis demonstrates the EPP's commitment to developing candidates who can create effective learning environments through teamwork and leadership, while identifying specific areas for program enhancement and support. Table 15 shows scores on the skill survey associated with InTASC 3 for field placement candidates.

Table 15. Scores On the Skill Survey Associated With InTASC 23For Field Placement Candidates

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Teamwork	3, 7, 10	Spring 2024	6.5	6.8	6.5	6.4	6.3	6.8	6.3	6.4
Female			6.5	7.0	6.5	6.9	-	-	6.3	6.5
Male			6.3	6.0	7.0	5.2	6.3	6.8	-	6.3
		Fall 2023	6.4	-	6.3	6.2	6.2	-	6.1	6.7
Female			6.4	-	6.3	6.3	6.2	-	6.6	6.6
Male			6.4	-	6.3	5.8	-	-	5.6	6.7
			-	-	-	-	-	-	-	-
		Spring 2023	6.3	6.8	6.4	-	7.0	-	6.1	5.3
Female			6.3	7.0	6.4	-	7.0	-	6.2	3.8
Male			6.3	6.5	7.0	-	-	-	6.0	6.3
Leadership	3, 8, 10	Spring 2024	6.3	6.8	6.3	6.1	7.0	6.7	5.7	6.3
Female			6.4	7.0	6.3	6.9	-	-	5.7	6.4
Male			6.1	6.3	7.0	4.2	7.0	6.7	-	6.1
		Fall 2023	5.9	-	5.8	5.1	6.0	-	6.2	6.4
Female			5.9	-	5.8	5.9	6.0	-	6.6	6.5
Male			5.8	-	6.0	3.3	-	-	5.7	6.3
		Spring 2023	6.0	5.8	6.2	-	6.0	-	6.0	4.7
Female			6.0	6.0	6.2	-	6.0	-	6.2	2.8
Male			5.9	5.5	7.0	-	-	-	5.8	5.9

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

Clinical Placements

The overall data reflects candidates scores showed slight improvement (6.3-6.5) in relation to developing learning environments (InTASC 3) across clinical placements from Spring 2023-Spring 2024. Scores demonstrated that candidates consistently implemented collaborative

practice, effective team engagement, showed continued leadership development, and professional growth all derived from their scores in teamwork (6.3-6.5) and leadership (6.0-6.3).

Mathematics Education showed strong teamwork scores (6.7-7.0) and excellent leadership scores (6.8-7.0) resulting in consistent performance. While Elementary and Physical Education showed consistent teamwork scores of 6.3-6.7 and stable leadership scores of 6.0-6.4. Agricultural and Science Education were both seen as TPPs needing to provide more support to their candidates. This is due to declining scores (6.1-5.0) for Agriculture Education and variable performance in science (6.1-6.2) in teamwork. While in leadership scores were low (5.2-5.3) for Agriculture and fluctuated for science (6.2-6.3).

Female candidates showed strong performance for teamwork (6.2-6.6) and stable scores (6.0-6.4) for leadership. Both areas showed improved performance for females across the three semesters. Males demonstrated variable scores across both teamwork (6.2-6.5) and leadership (6.1-6.4) suggesting a need for improved supports for males in these areas. Due to high numbers of females across the EPP, we find this result does not inform us as well as other analyses.

This analysis demonstrates our effectiveness in developing candidates who can create supportive learning environments through teamwork and leadership in clinical settings, while identifying specific areas for program enhancement. Table 16 shows scores on the skill survey associated with InTASC 3 for clinical placement candidates.

Table 16. Scores on the Skill Survey Associated With InTASC 3 For Clinical Placement Candidates

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Teamwork	3, 7, 10	Spring 2024	6.5	5.0	6.7	-	6.7	6.3	6.1	-
Female			6.6	-	6.7	-	6.7	6.3	6.1	-
Male			6.2	5.0	-	-	-	6.3	6.2	-
		Fall 2023	6.3	4.8	6.3	6.3	7.0	-	6.2	6.3
Female			6.2	4.3	6.3	6.3	7.0	-	6.2	5.5
Male			6.5	5.8	6.3	-	-	-	-	6.6
		Spring 2023	6.3	6.1	6.3	-	-	6.7	-	-
Female			6.3	6.0	6.3	-	-	6.8	-	-
Male			6.4	6.7	6.2	-	-	6.5	-	-
Leadership	3, 8, 10	Spring 2024	6.3	5.3	6.4	-	6.8	6.0	6.2	-
Female			6.4	-	6.4	-	6.8	6.0	5.9	-
Male			6.1	5.3	-	-	-	6.1	6.7	-
		Fall 2023	6.0	5.2	6.0	5.9	7.0	-	6.3	6.1
Female			6.0	4.7	6.0	5.9	7.0	-	6.3	5.2
Male			6.3	5.7	6.0	-	-	-	-	6.4
		Spring 2023	6.2	6.2	6.1	-	-	6.6	-	-
Female			6.2	6.1	6.1	-	-	6.7	-	-
Male			6.4	6.3	6.3	-	-	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 Placements

The overall data reflects candidates' knowledge of learning environments (InTASC 3) across both field and clinical placements from Spring 2023-Spring 2024. Field and clinical placements showed an upward trend in performance 6.3-6.5 in teamwork and similar trends in leadership with scores of 5.9-6.3. Each demonstrated consistent ability to lead collaborative settings and that their leadership skills were developing in a developmentally appropriate fashion across field and clinical settings.

In Mathematics Education scores in leadership for field placements were 6.0-7.0 getting even stronger during clinical placements at 6.7-7.0 indicating these candidates' growth in their leadership skills. Elementary showed stable performance in both teamwork (6.3-6.5) and leadership (6.3-6.7). While Agricultural Education showed strong performance in teamwork (6.8) and leadership (5.8-6.8) during field places but then declined in clinical settings to 5.0 and 5.2-5.3 respectively. This has alerted the program that intervention is needed.

When disaggregating the data by gender female candidates during field placement showed strong scores (6.3-6.5) in teamwork while improving in leadership (5.9-6.4). While score during clinical placements remained stable for both teamwork (6.2-6.6) and leadership (6.0-6.4). Males showed consistent performance with teamwork (6.3-6.4) and varying scores in leadership (5.8-6.1) for field placements. In clinical settings their performance was still seen as variable in both teamwork (6.2-6.5) and leadership (6.1-6.4). Due to high numbers of females across the EPP, we find this result does not inform us as well as other analyses.

This comparative analysis demonstrates to us success in developing candidates who can create effective learning environments through teamwork and leadership across both field and clinical contexts. The data shows strong overall performance while highlighting specific areas for program enhancement and continuous improvement, particularly in context alignment and program-specific support.

Section XIV. Skills Survey and InTASC 4

Field Placements

The overall data reflects candidates' knowledge of content knowledge and professional learning (InTASC 4) in field placements, as evidenced through professionalism metrics from Spring 2023-Spring 2024. Candidates in field placements showed consistent performance (6.2-6.4). Also seen was an upward trend in scoring culminating in Spring 2024 with all programs meeting the minimum score of 6.0. This is evidence of strong professional practice. Scores for content knowledge overall showed this area as strong and that candidates were applying these skills effectively. Professional practice showed the same mastery as well as implementation of ethical considerations and professional growth due to engaging with the P-12 learning environment.

Performance for Agricultural and Elementary Education was consistently strong (6.2-6.8) across the reporting period. Each showed consistent performance in professional practice and good content knowledge. Physical Education showed their strongest performance in Spring of 2024 with scores averaging 6.8. Although there is limited it data with the data presented candidate's competency in their

professionalism is evident. Both English (5.0-6.4) and Social Studies (5.5-6.3) Education showed varied performance. This indicates the need to look at various measures of InTASC 4 skills and see what targeted interventions could be done for both groups.

When looking to gender differences females showed strong overall performance (6.2-6.4) indicating consistent professional practice, Males showed a more variable performance (5.9-6.5) with program variations. We believe this is due to the low number of male candidates overall and thus, we find this result does not inform us as well as other analyses.

This analysis demonstrates our effectiveness in developing professionally competent candidates with strong content knowledge, while identifying specific areas for program enhancement and support. Table 17 shows scores on the skill survey associated with InTASC 4 for field placement candidates.

Table 17. Skill Survey Scores associated with InTASC 4 for Field Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.4	6.8	6.4	6.4	6.0	6.8	6.6	6.3
Female			6.4	7.0	6.4	6.9	-	-	6.6	6.4
Male			6.2	6.1	7.0	4.9	6.0	6.8	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.0	-	6.3	6.3
Female			6.2	-	6.2	6.4	6.0	-	6.6	6.6
Male			5.9	-	6.3	5.0	-	-	5.8	6.1
		Spring 2023	6.3	6.8	6.4	-	6.8	-	6.2	5.5
Female			6.3	6.9	6.4	-	6.8	-	6.4	3.8
Male			6.5	6.8	7.0	-	-	-	6.1	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 overall data reflects candidates' knowledge of content knowledge and professional learning (InTASC 4) in clinical placements, as evidenced through professionalism metrics from Spring 2023-Spring 2024. For candidates in their clinical placements the highest scores for this standard were seen in Spring 2024 with an average score of 6.5. Although across all three semesters a strong consistent range was seen (6.2-6.5). All providing evidence that candidates have effective content knowledge and professional practice.

In this area Mathematics Education showed exceptional performance (6.8-7.0). Scoring consistently above the EPP average demonstrating strong content knowledge. While Elementary Education showed steady improvement (6.2 to 6.6) evidencing reliable professional practice. Stable performance (6.2-6.8) was seen by Physical Education candidates suggesting professional consistency and effective content delivery. Agriculture Education showed varied performance (5.5-6.4). suggesting the need for targeted supports during clinical placements. Due to Social Studies only having one cycle of data for the semesters presented it was hard to discern any patterns or supports needed.

Female Candidates showed strong consistent performance (6.2-6.5) indicating professional competency was evident. While males had variable performance (6.2-6.9) and some notable fluctuations were seen. Due to high numbers of females across the EPP, we find this result does not inform us as well as other analyses.

This analysis demonstrates our effectiveness in developing professionally competent candidates with strong content knowledge in clinical settings, while identifying specific areas for program enhancement and support. Table 18 shows scores on the skill survey associated with InTASC 4 for clinical placement candidates.

Table 18. Skill Survey Scores associated with InTASC 4 for Clinical Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.5	6.4	6.6	-	6.8	6.2	6.4	-
Female			6.5	-	6.6	-	6.8	6.2	6.4	-
Male			6.2	6.4	-	-		6.1	6.4	-
		Fall 2023	6.2	5.5	6.2	-	7.0	-	6.2	6.3
Female			6.2	4.9	6.2	6.3	7.0	-	6.2	6.5
Male			6.4	6.1	5.9	-	-	-	-	5.7
		Spring 2023	6.3	6.2	6.2	-	-	6.5	-	-
Female			6.3	6.2	6.2	-	-	6.8	-	-
Male			6.4	6.3	6.5	-	-	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 Placements

The overall data reflects candidates' knowledge of content knowledge and professional learning (InTASC 4) in field and clinical placements, as evidenced through career and self-development metrics from Spring 2023-Spring 2024. In both settings scores were consistent for field placements the scores ranged from 6.2-6.4 while slightly higher scores were seen in clinical placements with a range of 6.2-6.5. Both settings consistently exceed 6.0 benchmark. While clinical settings showing marginally higher overall scores. All scores provide evidence that candidates across both settings have strong content knowledge and professional learning. Professional growth was also demonstrated as well as effective assessment implementation.

Both Agriculture (6.8) and Elementary (6.2-6.4) Education showed consistent scores if field settings. While for clinical placements Agriculture showed more varied performance (5.5-6.4) while Elementary showed slightly higher scores (6.2-6.6). Mathematics Education saw growth from field scores of 6.0-6.8 and clinical scores of 6.8-7.0. Science also showed similar performance in field (6.2-6.6) and clinical (6.2-6.4).

When looking at the scores when differentiated by gender we see that females had consistent scores in field (6.2-6.4) settings and slightly higher score in the clinical (6.2-6.5) setting. These scores indicate the females demonstrate professional competency. Males scores were

variable (5.9-6.5) in field settings and even wider in clinical (6.2-6.9) settings. Due to high numbers of females across the EPP, we find these results do not inform us as well as other analyses.

This comparative analysis demonstrates generally strong alignment between field and clinical placements at the EPP level, with some program-specific variations warranting attention. The slightly higher performance in clinical placements suggests successful development of candidate competencies as they progress through the program.

Section XV. Skills Survey and InTASC 5

Field Placements

The overall data reflects candidates' knowledge of applying content through communication (InTASC 5) in field placements, as evidenced through the communication metric from Spring 2023-Spring 2024. Consistent performance was seen in this setting with average scores ranging from 6.2-6.4. All scores being above the "Great Extent" (6.0) threshold with some reaching "Always" (7). Evidencing effective content application through communication as well as professional growth.

Both Agricultural (6.8-6.9) and Physical (6.7) Education showed stable to strong performance in field settings. While Elementary Education also showed stable performance with scores ranging from 6.1-6.4. Demonstrating that for these three TPPs effective communication of the content were seen by their candidates. Variable and fluctuating scores were seen in Science (5.9-6.2), Social Studies (5.3-6.4), and English (4.9-6.8) Education. These patterns suggest the need for each of the TPPs to look at other assessment data in relation to InTASC 5 skills and develop targeted supports.

Females showed effective communication skills with score ranging from 6.2-6.4. While male candidates showed more varied results with scores ranging from 5.9-6.4. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates the EPP's effectiveness in developing candidates who can effectively communicate and apply content knowledge during field placements, while identifying specific areas for program enhancement and support. Table 19 shows scores on the skill survey associated with InTASC 5 for field placement candidates.

Table 19. Skill Survey Scores associated with InTASC 5 for Field Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Communication	5, 9, 10	Spring 2024	6.4	6.8	6.4	6.3	6.2	6.7	6.0	6.2
Female			6.4	7.0	6.4	6.8	--	-	6.0	6.4
Male			6.1	6.3	7.0	4.9	6.2	6.7	-	6.1
		Fall 2023	6.2	-	6.1	5.9	6.3	-	5.9	6.4
Female			6.2	-	6.1	6.2	6.3	-	6.4	6.6
Male			5.9	-	5.8	5.3		-	5.2	6.3

		Spring 2023	6.3	6.9	6.4	-	6.5	-	6.2	5.3
Female			6.3	6.8	6.4	-	6.5	-	6.3	3.7
Male			6.4	7.0	7.0	-	-	-	6.1	6.2

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

Clinical Placements

The overall data reflects candidates' knowledge of applying content through communication (InTASC 5) in clinical placements, as evidenced through the communication metric from Spring 2023-Spring 2024. Performance ranged from 6.1-6.4 with most scores consistently above "Great Extent" (6.0). Evidencing effective content application through communication as well as professional growth.

Elementary (6.1-6.6), Mathematics (6.5), and Science (6.3-6.5) Education all showed consistent performance across the three semesters of data. This data supports that these TPPs train candidates to deliver effective content application through communication. Agricultural Education showed below benchmark scores of 5.5 as well as a decline in scores from Spring 2023. Faculty from this program are aware of these results and are reviewing data across their program to address this issue. Physical Education saw some of these same results in that variable performance (6.1-6.6) in scoring and slight a decline in scores for recent terms. This is another program that is reviewing data to see how they might support their candidates.

Female candidates showed strong overall performance (6.1-6.5) and a consistent improvement trend with scores being above the EPP average. These results indicate that the female candidates can communicate their content effectively. Male candidates showed more varied performance (6.0-6.4). When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates who can effectively communicate and apply content knowledge in clinical settings, while identifying specific areas for program enhancement and support. Table 20 shows scores on the skill survey associated with InTASC 5 for clinical placement candidates.

Table 20. Skill Survey Scores associated with InTASC 5 for Clinical Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Communication	5, 9, 10	Spring 2024	6.4	5.5	6.6	-	6.5	6.1	6.3	-
Female			6.5	-	6.6	-	6.5	6.2	6.4	-
Male			6.0	5.5	-	-	-	6.1	6.0	-
		Fall 2023	6.1	5.5	6.1	6.1	6.5	-	6.5	6.1
Female			6.1	4.8	6.1	6.1	6.5	-	6.5	5.7
Male			6.2	6.3	6.0	-	-	-	-	6.3
		Spring 2023	6.2	5.9	6.1	-	-	6.6	-	-
Female			6.1	5.9	6.1	-	-	6.8	-	-
Male			6.4	6.3	6.4	-	-	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 Placements

The overall data reflects candidates' knowledge of applying content through communication (InTASC 5) in field and clinical placements, as evidenced through the communication metric from Spring 2023-Spring 2024. Scores in setting were consistent with field ranging from 6.2-6.4 and clinical from 6.1-6.4. Both settings scored generally exceeded the "Great Extent" (6.0) rating. These results provide evidence that our candidates communication skills are appropriate to their developmental level as well as their ability to apply content in a professional manner. These scores also indicate that candidates show a clear developmental progression between field and clinical placements. The EPP is beginning to discuss aligning the goals for field and clinical settings so that these scores may increase further.

Elementary and Mathematics Education showed stable scores across both settings. Elementary Education's range for field placements being 6.1-6.4 and clinical 6.1-6.6. While Mathematics scores 6.2-6.5 during field placements and an average of 6.5 in clinical. Agricultural Education showed strong scores in field placements (6.8-6.9) but in clinical scores fell to 5.5 below benchmark. As noted previously the faulty associated with this program have been alerted and are looking at strategies to support their candidates. Scores for Science Education were more consistent in clinical settings (6.3-6.5) and varied for field placements (5.9-6.2).

Females showed consistent scoring for both field and clinical settings with scores ranging from 6.1-6.5. These scores indicate that females have strong skills in relaying content through communication in a professional manner. While once again males show more varied scoring in the range of 5.9-6.4. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This comparative analysis demonstrates our success in developing candidates' communication skills across both field and clinical contexts, while highlighting specific areas for program enhancement and continuous improvement. The data suggests generally strong alignment between contexts with some program-specific variations requiring attention.

Section XVI. Skills Survey and InTASC 6

Field Placements

The overall data reflects candidates' knowledge of assessment and critical thinking (InTASC 6) in field placements, as evidenced through the professionalism and critical thinking metrics from Spring 2023-Spring 2024. Consistent performance in professionalism was seen with score ranging from 6.2-6.4 supporting that candidates have strong professional practice. In the area of critical thinking scores were more variable ranging from 5.7-6.3 with significant improvement in Spring 2024. This data suggests that assessment skills are still developing at this point in a candidate's program progression. We as an EPP agree with this data that at this point in a candidate's program progression we would expect that skills in critical thinking would still be developing. These scores overall indicate strong professional practice, the implementation of assessments, and that critical thinking is developing in all candidates.

Agricultural and Physical Education both show consistent performance in the areas of professionalism and critical thinking. For Agricultural and Physical Education scores for professionalism averaged 6.8. In the area of critical thinking 6.3-6.7 was the range for Agriculture and an overall average of 6.6 for Physical Education. Supporting that candidates in each of these programs can implement assessments and have strong abilities around demonstrating effective learning practices. Mathematics Education saw a decline in critical thinking scores (6.2-4.5). This could be due to the low number of candidates assessed. While Science showed variable scores in this area ranging from 5.5-6.1 demonstrating inconsistent performance. Given that Science Education also has small numbers the EPP will use other measures to develop supports if needed.

In the area of professionalism females scores consistently (6.2-6.4) while males showed more variability (5.9-6.5). In the area of critical thinking both females (5.7-6.4) and males (5.6-6.2) scored inconsistently across the three semesters. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates' assessment and critical thinking skills while identifying specific areas for program enhancement and support. Table 21 shows scores on the skill survey associated with InTASC 6 for field placement candidates.

Table 21. Skill Survey Scores associated with InTASC 6 for Field Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.4	6.8	6.4	6.4	6.0	6.8	6.6	6.3
Female			6.4	7.0	6.4	6.9	-	-	6.6	6.4
Male			6.2	6.1	7.0	4.9	6.0	6.8	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.0	-	6.3	6.3
Female			6.2	-	6.2	6.4	6.0	-	6.6	6.6
Male			5.9	-	6.3	5.0	-	-	5.8	6.1
		Spring 2023	6.3	6.8	6.4	-	6.8	-	6.2	5.5
Female			6.3	6.9	6.4	-	6.8	-	6.4	3.8
Male			6.5	6.8	7.0	-	-	-	6.1	6.5
Critical Thinking	6, 7	Spring 2024	6.3	6.7	6.3	6.2	4.5	6.6	5.5	6.2
Female			6.4	6.9	6.3	6.8	-	-	5.5	6.4
Male			6.0	6.3	7.0	4.8	4.5	6.6	-	6.0
		Fall 2023	5.7	-	5.5	5.7	6.2	-	5.9	6.1
Female			5.7	-	5.5	6.0	6.2	-	6.4	6.5
Male			5.6	-	6.0	5.0	-	-	5.3	5.8
		Spring 2023	6.1	6.3	6.2	-	6.0	-	6.1	5.2
Female			6.1	6.7	6.2	-	6.0	-	6.3	3.5
Male			6.2	6.0	7.0	-	-	-	5.8	6.3

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

Clinical Placements

The overall data reflects candidates' knowledge of assessment and critical thinking (InTASC 6) in clinical placements, as evidenced through the professionalism and critical thinking metrics from Spring 2023-Spring 2024. In the area of professionalism steady improvement was seen in the scores (6.2-6.5) over the three semesters with the best scores being recorded in the Spring of 2024. Evidencing that candidates in clinical settings are showing appropriate professional growth. The area of critical thinking also saw an improvement trend with averages scores ranging from 6.0-6.3. These scores indicate to us that are candidates are enhancing their abilities in critical thinking as well as their abilities to implement assessments this is due to professionalism scoring consistently above "Great Extent" (6) while critical thinking scores are more variable.

Mathematics education demonstrates exceptional professionalism, with ratings ranging from 6.8 to 7.0, and showcases excellent critical thinking skills, scoring between 6.4 and 7.0. This field is characterized by consistently high performance and the effective implementation of assessments. In contrast, elementary education exhibits improving professionalism, rated between 6.2 and 6.6, alongside stable critical thinking abilities with scores from 5.9 to 6.4. While performance remains consistent, this area emphasizes strong professional practice. Science education maintains steady professionalism and critical thinking, both scoring between 6.2 and 6.4. It is distinguished by consistent performance and dependable assessment skills, highlighting a balanced and reliable approach to educational practices. In agriculture education, there are notable areas for improvement, as professionalism varies between 5.5 and 6.4, and critical thinking remains low, with scores ranging from 5.0 to 6.0. Physical education faces its own challenges, with declining critical thinking scores dropping from 6.5 to 5.9. Performance in this area is variable. Despite these issues, development opportunities have been identified, offering a pathway for future growth and improvement in both fields.

Female candidates demonstrate strong professionalism, with scores ranging from 6.2 to 6.5, reflecting consistent improvement, and evidence of effective professional practices. In critical thinking, scores range from 5.9 to 6.3. Male candidates, on the other hand, exhibit variable professionalism, scoring between 6.2 and 6.4. Their critical thinking scores range from 5.9 to 6.2 indicating a need for targeted developmental support. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates the EPP's effectiveness in developing candidates' assessment and critical thinking skills in clinical settings while identifying specific areas for program enhancement and support. Table 22 shows scores on the skill survey associated with InTASC 6 for clinical placement candidates.

Table 22. Skill Survey Scores associated with InTASC 6 for Clinical Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.5	6.4	6.6	-	6.8	6.2	6.4	-
Female			6.5	-	6.6	-	6.8	6.2	6.4	-
Male			6.2	6.4	-	-		6.1	6.4	-
		Fall 2023	6.2	5.5	6.2	-	7.0	-	6.2	6.3
Female			6.2	4.9	6.2	6.3	7.0	-	6.2	6.5
Male			6.4	6.1	5.9	-	-	-	-	5.7

		Spring 2023	6.3	6.2	6.2	-	-	6.5	-	-
Female			6.3	6.2	6.2	-	-	6.8	-	-
Male			6.4	6.3	6.5	-	-	6.3	-	-
Critical Thinking	6, 7	Spring 2024	6.3	5.3	6.4	-	6.4	5.9	6.2	-
Female			6.3	5.3	6.4	-	6.4	5.9	6.2	-
Male			5.9	-	-	-	-	5.9	6.3	-
		Fall 2023	6.0	5.0	5.9	6.0	7.0	-	6.4	6.2
Female			5.9	4.8	5.9	6.0	7.0	-	6.4	5.5
Male			6.2	5.3	5.3	-	-	-	-	6.4
		Spring 2023	6.1	6.0	6.0	-	-	6.5	-	-
Female			6.1	6.0	5.9	-	-	6.8	-	-
Male			6.2	6.0	6.3	-	-	6.3	-	-
Equity and Inclusion	2, 8	Spring 2024	6.6	5.0	6.7	-	6.7	6.3	6.4	-
Female			6.7	-	6.7	-	6.7	6.4	6.4	-
Male			6.2	5.0	-	-	-	6.2	6.5	-
		Fall 2023	6.5	5.7	6.5	6.3	7.0	-	6.7	6.5
Female			6.5	5.3	6.5	6.3	7.0	-	6.7	6.2
Male			6.6	6.0	6.3	-	-	-	-	6.6
		Spring 2023	6.5	6.2	6.5	-	-	6.8	-	-
Female			6.4	6.1	6.5	-	-	6.8	-	-
Male			6.9	6.7	7.0	-	-	6.8	-	-

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 Placements

The overall data reflects candidates' knowledge of assessment and critical thinking (InTASC 6) in field and clinical placements, as evidenced through the professionalism and critical thinking metrics from Spring 2023-Spring 2024. Professionalism exhibits a consistent range of 6.2 to 6.4 in field settings, while clinical settings display an improving trend with scores ranging from 6.2 to 6.5. Both contexts score above the "Great Extent" benchmark of 6.0, with clinical settings showing a slightly higher ceiling, indicating stronger professional performance in that environment. Critical thinking shows variability in the field, with scores ranging from 5.7 to 6.3, but is more stable in clinical contexts, scoring between 6.0 and 6.3. Clinical settings demonstrate greater consistency and overall growth in both professionalism and critical thinking, highlighting their effectiveness in fostering these competencies.

Mathematics education demonstrates a notable disparity between contexts, with field settings experiencing a significant decline in critical thinking scores from 6.2 to 4.5, while clinical settings maintain strong performance, ranging from 6.4 to 7.0. This contrast underscores the clinical setting's ability to foster better outcomes. In elementary education, both contexts show reliability, with field professionalism remaining stable at 6.2 to 6.4 and clinical professionalism exhibiting an improving trend from 6.2 to 6.6. Clinical settings again demonstrate a higher ceiling. Agriculture education presents contrasting patterns, with strong field performance at 6.7 to 6.8 but struggling outcomes in clinical settings, where scores range from 5.0 to 6.4, highlighting the advantage of field placements. Gender performance analysis reveals that

female candidates exhibit consistent professionalism and critical thinking across contexts, with field professionalism ranging from 6.2 to 6.4 and clinical professionalism slightly higher at 6.2 to 6.5. Similarly, their critical thinking scores show minor variation, with 5.7 to 6.4 in the field and 5.9 to 6.3 in clinical settings, reflecting balanced performance overall.

Analysis of candidate performance data reveals gender-based patterns in professional assessments. Female candidates demonstrated consistent scores across both field and clinical contexts, with professionalism ratings ranging from 6.2-6.5 and critical thinking scores between 5.7-6.4. Male candidates showed greater variability, particularly in field professionalism (5.9-6.5) and clinical critical thinking (5.9-6.2), suggesting potential contextual influences on their performance evaluations. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This comparative analysis demonstrates the EPP's success in developing candidates' assessment and critical thinking skills across both field and clinical contexts, while highlighting specific areas for program enhancement and continuous improvement. The data suggests generally strong alignment between contexts with some program-specific variations requiring attention.

Section XVII. Skills Survey and InTASC 7

Field Placements

The overall data reflects candidates' knowledge of planning, technology, and critical thinking (InTASC 7) in field placements, as evidenced through the technology, teamwork, and critical thinking metrics from Spring 2023-Spring 2024. Performance data reveals notable trends across key competencies. Technology integration showed marked improvement from 5.4 to 6.5, despite a temporary decline in Fall 2023, with strong recovery in Spring 2024. Teamwork scores remained consistently high (6.3-6.5), exceeding the "Great Extent" benchmark of 6.0. Critical thinking demonstrated more variability (5.7-6.3), with recent improvements in Spring 2024. These scores show that competencies in technology are improving while teamwork remains consistent, and professionalism is developing.

Analysis of program performance reveals distinct patterns across education specialties. Agriculture Education demonstrates exceptional achievement with peak scores in technology (7.0), teamwork (6.8), and critical thinking (6.7). Elementary Education shows steady improvement, particularly in technology integration (5.1 to 6.5). However, concerning trends emerge in Mathematics Education, marked by a sharp decline in critical thinking (6.2 to 4.5) and inconsistent technology implementation.

Analysis of gender-based performance data reveals distinct patterns in technology adoption and professional skills. Female candidates showed steady improvement in technology integration (5.5 to 6.5) alongside consistent teamwork (6.3-6.5) and critical thinking (5.7-6.4) scores. In contrast, male candidates demonstrated more variable technology performance (4.9-6.2) and critical thinking (5.6-6.0), though maintaining stable teamwork ratings (6.3-6.4). When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates' planning, technology integration, and critical thinking skills while identifying specific areas for program enhancement and support. Table 23 shows scores on the skill survey associated with InTASC 7 for field placement candidates.

Table 23. Skill Survey Scores associated with InTASC 7 for Field Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Technology	7	Spring 2024	6.5	7.0	6.5	6.4	6.0	6.7	6.0	6.3
Female			6.5	7.0	6.5	7.0	-	-	6.0	6.3
Male			6.2	7.0	7.0	4.8	6.0	6.7	-	6.2
		Fall 2023	5.4	-	5.1	5.3	6.5	-	6.1	5.9
Female			5.5	-	5.2	5.1	6.5	-	6.6	6.7
Male			4.9	-	0.0	5.8	-	-	5.3	5.2
		Spring 2023	6.4	6.5	6.5	-	7.0	-	6.4	5.9
Female			6.5	6.4	6.5	-	7.0	-	6.3	5.5
Male			6.3	6.5	7.0	-	-	-	6.5	6.1
Teamwork	3, 7, 10	Spring 2024	6.5	6.8	6.5	6.4	6.3	6.8	6.3	6.4
Female			6.5	7.0	6.5	6.9	-	-	6.3	6.5
Male			6.3	6.0	7.0	5.2	6.3	6.8	-	6.3
		Fall 2023	6.4	-	6.3	6.2	6.2	-	6.1	6.7
Female			6.4	-	6.3	6.3	6.2	-	6.6	6.6
Male			6.4	-	6.3	5.8	-	-	5.6	6.7
			-	-	-	-	-	-	-	-
		Spring 2023	6.3	6.8	6.4	-	7.0	-	6.1	5.3
Female			6.3	7.0	6.4	-	7.0	-	6.2	3.8
Male			6.3	6.5	7.0	-	-	-	6.0	6.3
Critical Thinking	6, 7	Spring 2024	6.3	6.7	6.3	6.2	4.5	6.6	5.5	6.2
Female			6.4	6.9	6.3	6.8	-	-	5.5	6.4
Male			6.0	6.3	7.0	4.8	4.5	6.6	-	6.0
		Fall 2023	5.7	-	5.5	5.7	6.2	-	5.9	6.1
Female			5.7	-	5.5	6.0	6.2	-	6.4	6.5
Male			5.6	-	6.0	5.0	-	-	5.3	5.8
		Spring 2023	6.1	6.3	6.2	-	6.0	-	6.1	5.2
Female			6.1	6.7	6.2	-	6.0	-	6.3	3.5
Male			6.2	6.0	7.0	-	-	-	5.8	6.3

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

Clinical Placements

The overall data reflects candidates' knowledge of planning, technology, and critical thinking (InTASC 7) in clinical placements, as evidenced through the technology, teamwork, and critical thinking metrics from Spring 2023-Spring 2024. Technology integration and teamwork maintained strong scores (6.3-6.5), consistently exceeding the "Great Extent" benchmark of 6.0. Critical thinking demonstrated steady improvement (6.0-6.3), reaching peak performance in Spring 2024. All these scores indicate that candidates have knowledge of planning, technology, and critical thinking.

Analysis of program performance reveals diverse patterns across education specialties. Mathematics Education demonstrates exceptional achievement with consistently high scores across technology (6.5-7.0), teamwork (6.7-7.0), and critical thinking (6.4-7.0). Elementary and Science Education programs maintain strong performance, particularly in technology integration (6.3-6.7) and teamwork. However, Agriculture Education shows concerning declines across all components, with notably low teamwork scores (4.8-6.1), while Physical Education exhibits performance variability particularly in critical thinking (declining from 6.5 to 5.9). These patterns indicate a need for analyzing data across assessments that may result in targeted interventions for specific programs.

Gender-based performance reveals female candidates demonstrated consistent technology integration (6.3-6.6) and teamwork (6.2-6.6) scores, with steady critical thinking growth (5.9-6.3). Male candidates showed comparable peak performance in technology (6.2-6.6) but greater variability in teamwork (6.2-6.5) and slightly lower critical thinking scores (5.9-6.2), suggesting potential areas for targeted professional development support. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates the EPP's effectiveness in developing candidates' planning, technology integration, and critical thinking skills in clinical settings while identifying specific areas for program enhancement and support. Table 24 shows scores on the skill survey associated with InTASC 7 for clinical placement candidates.

Table 24. Skill Survey Scores associated with InTASC 7 for Clinical Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Technology	7	Spring 2024	6.5	6.0	6.7	-	6.5	6.1	6.7	-
Female			6.6	-	6.7	-	6.5	6.0	6.6	-
Male			6.2	6.0	-	-	-	6.2	6.8	-
		Fall 2023	6.3	5.5	6.3	6.3	7.0	-	6.5	6.3
Female			6.3	5.0	6.3	6.3	7.0	-	6.5	6.3
Male			6.3	6.0	5.5	-	-	-	-	6.3
		Spring 2023	6.4	6.0	6.4	-	-	6.6	-	-
Female		-	6.3	6.0	6.4	-	-	6.6	-	-
Male		-	6.6	6.0	6.8	-	-	6.5	-	-
Teamwork	3, 7, 10	Spring 2024	6.5	5.0	6.7	-	6.7	6.3	6.1	-
Female			6.6	-	6.7	-	6.7	6.3	6.1	-
Male			6.2	5.0	-	-	-	6.3	6.2	-
		Fall 2023	6.3	4.8	6.3	6.3	7.0	-	6.2	6.3
Female			6.2	4.3	6.3	6.3	7.0	-	6.2	5.5
Male			6.5	5.8	6.3	-	-	-	-	6.6
		Spring 2023	6.3	6.1	6.3	-	-	6.7	-	-
Female			6.3	6.0	6.3	-	-	6.8	-	-
Male			6.4	6.7	6.2	-	-	6.5	-	-

Critical Thinking	6, 7	Spring 2024	6.3	5.3	6.4	-	6.4	5.9	6.2	-
Female			6.3	5.3	6.4	-	6.4	5.9	6.2	-
Male			5.9	-	-	-	-	5.9	6.3	-
		Fall 2023	6.0	5.0	5.9	6.0	7.0	-	6.4	6.2
Female			5.9	4.8	5.9	6.0	7.0	-	6.4	5.5
Male			6.2	5.3	5.3	-	-	-	-	6.4
		Spring 2023	6.1	6.0	6.0	-	-	6.5	-	-
Female			6.1	6.0	5.9	-	-	6.8	-	-
Male			6.2	6.0	6.3	-	-	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 Placements

The overall data reflects candidates' knowledge of planning, technology, and critical thinking (InTASC 7) in field and clinical placements, as evidenced through the technology, teamwork, and critical thinking metrics from Spring 2023-Spring 2024. Technology integration showed marked improvement in field settings (5.4 to 6.5) while maintaining consistent clinical performance (6.3-6.5), with both contexts aligning at 6.5 by Spring 2024. Teamwork demonstrated stability across both settings (6.3-6.5), indicating successful implementation. Critical thinking exhibited more variability in field settings (5.7-6.3) compared to clinical environments (6.0-6.3), though both contexts show positive development trends. These scores indicate that candidates show competency in technology implementation across both settings. Professional and collaborative skills are also seen as strong across both. Suggesting that the EPP's candidates are learning and implementing the skills associated with InTASC 7.

When looking across programs, Mathematics Education shows a stark contrast between declining field critical thinking (6.2 to 4.5) and excellent clinical performance (6.4-7.0). Elementary Education maintains consistency, with improving field technology (5.1 to 6.5) and strong clinical scores (6.3-6.7). Agriculture Education demonstrates an inverse pattern, excelling in field settings (6.7-7.0) but struggling clinically (4.8-6.0), suggesting context-specific strengths and challenges need to be explored and triangulated with other assessments.

Female candidates demonstrate strong consistency across settings, with technology scores improving to 6.5 in field settings while maintaining stable clinical performance (6.3-6.6). Their teamwork scores remain solid in both contexts (6.2-6.6). Male candidates show greater variability, particularly in field technology (4.9-6.2), though achieving more stable performance in clinical settings (6.2-6.6), suggesting environment-specific influences on achievement. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This comparative analysis demonstrates our success in developing candidates' planning, technology integration, and critical thinking skills across both field and clinical contexts, while highlighting specific areas for program enhancement and continuous improvement. The data suggests varying levels of alignment between contexts with some program-specific variations requiring attention.

Section XVIII. Skills Survey and InTASC 8

Field Placements

The overall data reflects candidates' knowledge of instructional strategies and equity (InTASC 8) in field placements, as evidenced through the leadership and equity and inclusion metrics from Spring 2023-Spring 2024. Leadership skills show steady improvement (6.0 to 6.3) despite semester-to-semester variations, with notable strength emerging in Spring 2024. Equity and inclusion metrics demonstrate consistently high performance (6.5-6.7), maintaining scores well above the "Great Extent" benchmark of 6.0, indicating effective implementation of inclusive educational practices. Scores overall indicate strong equity performance as well as strong instructional implementation.

When looking across programs, Agriculture and Mathematics Education demonstrate exceptional leadership growth (5.8 to 6.8) and consistently high equity scores (6.2-6.8), while Elementary Education shows steady improvement in leadership (5.8-6.3) with strong equity implementation (6.5-6.7). However, concerning trends emerge in English Education, marked by highly variable leadership scores (3.3-6.9). Social Studies education shows improvement in equity metrics (5.8-6.6) but requires support to address leadership inconsistencies (4.7-6.4).

Analysis of gender-based performance reveals female candidates show steady leadership improvement (5.9-6.4) and consistently high equity scores (6.5-6.7) across programs. Male candidates demonstrate more variable leadership performance (5.8-6.1), though maintaining strong equity implementation (6.0-6.6). When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates' instructional strategies and equity practices while identifying specific areas for program enhancement and support. Table 25 shows scores on the skill survey associated with InTASC 8 for field placement candidates.

Table 25. Skill Survey Scores associated with InTASC 8 for Field Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Leadership	3, 8, 10	Spring 2024	6.3	6.8	6.3	6.1	7.0	6.7	5.7	6.3
Female			6.4	7.0	6.3	6.9	-	-	5.7	6.4
Male			6.1	6.3	7.0	4.2	7.0	6.7	-	6.1
		Fall 2023	5.9	-	5.8	5.1	6.0	-	6.2	6.4
Female			5.9	-	5.8	5.9	6.0	-	6.6	6.5
Male			5.8	-	6.0	3.3	-	-	5.7	6.3
		Spring 2023	6.0	5.8	6.2	-	6.0	-	6.0	4.7
Female			6.0	6.0	6.2	-	6.0	-	6.2	2.8
Male			5.9	5.5	7.0	-	-	-	5.8	5.9
Equity and Inclusion	2, 8	Spring 2024	6.7	6.8	6.7	6.5	6.8	6.7	6.0	6.6
Female			6.7	6.7	6.7	7.0	-	-	6.0	6.6
Male			6.5	6.3	7.0	5.3	6.8	6.7	-	6.6
		Fall 2023	6.5	-	6.5	6.7	6.2	-	6.3	6.4

Female			6.5	-	6.5	6.9	6.2	-	6.8	6.7
Male			6.0	-	6.7	6.0	-	-	5.8	6.1
		Spring 2023	6.5	6.8	6.6	-	6.7	-	6.3	5.8
Female			6.5	7.0	6.6	-	6.7	-	6.3	4.5
Male			6.6	6.7	7.0	-	-	-	6.3	5.8

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

Clinical Placements

The overall data reflects candidates' knowledge of instructional strategies and equity (InTASC 8) in clinical placements, as evidenced through the leadership and equity and inclusion metrics from Spring 2023-Spring 2024. Leadership scores have remained consistently high, ranging from 6.0 to 6.3, with Spring 2024 showing the strongest performance at 6.3. This indicates a clear development in leadership skills, consistently above the "Great Extent" benchmark of 6.0. In terms of equity and inclusion, scores have maintained strong and consistent between 6.5 and 6.6 across semesters, consistently exceeding benchmarks and showcasing effective inclusive practices. This stability and high performance highlight the EPP's commitment to fostering leadership and inclusivity among its participants.

When looking across programs, Mathematics Education, exhibits strong leadership with scores ranging from 6.8 to 7.0 and excellent equity scores between 6.7 and 7.0, reflecting consistent implementation and professional competency. Elementary Education shows steady leadership (6.0-6.4) and strong equity performance (6.5-6.7), with reliable implementation. Science Education is improving in leadership (6.2-6.3) and maintains strong equity scores (6.4-6.7), demonstrating professional practice and consistent performance. However, Agriculture Education requires immediate support due to declining performance (5.0-6.2) and leadership concerns (5.2-6.2). Physical Education shows variable leadership (6.0-6.6) but consistent equity (6.3-6.8), with some gender differences and opportunities for development.

The performance of female candidates demonstrates consistent leadership with scores ranging from 6.0 to 6.4, evidence of professional growth and implementation. In terms of equity and inclusion, female candidates show strong performance with scores between 6.4 and 6.7, consistent implementation, and professional competency. On the other hand, male candidates exhibit variable leadership performance, with scores ranging from 6.1 to 6.4, highlighting development needs. Their equity and inclusion performance ranges from 6.2 to 6.9, also identifying possible support needs for this area. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates' instructional strategies and equity practices in clinical settings while identifying specific areas for program enhancement and support. Table 26 shows scores on the skill survey associated with InTASC 8 for clinical placement candidates.

Table 26. Skill Survey Scores associated with InTASC 8 for Clinical Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Leadership	3, 8, 10	Spring 2024	6.3	5.3	6.4	-	6.8	6.0	6.2	-
Female			6.4	-	6.4	-	6.8	6.0	5.9	-

Male			6.1	5.3	-	-	-	6.1	6.7	-
		Fall 2023	6.0	5.2	6.0	5.9	7.0	-	6.3	6.1
Female			6.0	4.7	6.0	5.9	7.0	-	6.3	5.2
Male			6.3	5.7	6.0	-	-	-	-	6.4
		Spring 2023	6.2	6.2	6.1	-	-	6.6	-	-
Female			6.2	6.1	6.1	-	-	6.7	-	-
Male			6.4	6.3	6.3	-	-	6.5	-	-
Equity and Inclusion	2, 8	Spring 2024	6.6	5.0	6.7	-	6.7	6.3	6.4	-
Female			6.7	-	6.7	-	6.7	6.4	6.4	-
Male			6.2	5.0	-	-	-	6.2	6.5	-
		Fall 2023	6.5	5.7	6.5	6.3	7.0	-	6.7	6.5
Female			6.5	5.3	6.5	6.3	7.0	-	6.7	6.2
Male			6.6	6.0	6.3	-	-	-	-	6.6
		Spring 2023	6.5	6.2	6.5	-	-	6.8	-	-
Female			6.4	6.1	6.5	-	-	6.8	-	-
Male			6.9	6.7	7.0	-	-	6.8	-	-

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 Placements

The overall data reflects candidates' knowledge of instructional strategies and equity (InTASC 8) in field and clinical placements, as evidenced through the leadership and equity and inclusion metrics from Spring 2023-Spring 2024. In terms of leadership, there is a clear improvement trend in field placements, with scores rising from 6.0 to 6.3, while the clinical placements remain stable within the same range. Both settings align at a score of 6.3 in Spring 2024, indicating significant professional leadership development. Regarding equity and inclusion, scores during field placements demonstrated strong and consistent performance, with scores between 6.5 and 6.7, while clinical placement scores showed stable performance from 6.5 to 6.6. Both contexts exceed the benchmark, highlighting the program's effective inclusive practices.

The Mathematics Education program demonstrates notable strengths, with leadership excellence for field placements scoring a high 7.0 and strong performance in clinical placements ranging from 6.8 to 7.0. Both placements exhibit competency and consistent implementation. In Elementary Education, there is consistent performance, with leadership growth in field placements from 5.8 to 6.3 and steady clinical performance between 6.0 and 6.4. Both settings show reliability and strong equity implementation. However, Agriculture Education reveals context disparities, with the field placement scores showing strong improvement from 5.8 to 6.8, while the clinical placement scores experience a declining trend from 6.2 to 5.3. This significant gap between settings has been noted by us and is being examined across assessments in relation to the skills associated with InTASC 8.

The performance of female candidates in the program shows notable cross-placement strengths. In field leadership, their scores range from 5.9 to 6.4, while in clinical leadership, they maintain a consistent range of 6.0 to 6.4. Their performance in field equity is strong, with scores

between 6.5 and 6.7, and clinical equity scores are similarly high, ranging from 6.4 to 6.7. This consistency across contexts highlights their reliable performance. In contrast, male candidates exhibit more variability in their performance. Field leadership scores range from 5.8 to 6.1, and clinical leadership scores are slightly higher, ranging from 6.1 to 6.4. Their field equity scores vary from 6.0 to 6.6, while clinical equity scores range from 6.2 to 6.9. This variation across settings indicates a need for targeted support to achieve more consistent performance. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This comparative analysis demonstrates our success in developing candidates' instructional strategies and equity practices across both field and clinical placements, while highlighting specific areas for program enhancement and continuous improvement. The data suggests generally strong alignment between placements with some program-specific variations requiring attention.

Section XIX. Skills Survey and InTASC 9

Field Placements

The overall data reflects candidates' knowledge of professional learning and ethics (InTASC 9) in field placements, as evidenced through professionalism, communication, and career and self-development metrics from Spring 2023-Spring 2024. In terms of professionalism the EPP's candidates demonstrated consistent performance with scores ranging from 6.2 to 6.4, showing strength in Spring 2024. These scores are above the "Great Extent" benchmark of 6.0, indicating evident professional growth. Communication also shows stable performance within the same range, highlighting consistent implementation, strong professional practice, and effective engagement. Additionally, the EPP's candidates excels in career and self-development, with reliable performance scores of 6.2 to 6.4. This focus on professional growth, consistent development, and strong self-reflection underscores our dedication to preparing well-rounded and competent educators.

In Agriculture Education, the program excels with strong professionalism (6.8), excellent communication (6.8-6.9), and solid career development (6.7), maintaining consistent high performance. Elementary Education also demonstrates consistent professionalism (6.2-6.4), strong communication (6.1-6.4), and reliable career development (6.0-6.4), with clear evidence of professional practice. Physical Education stands out with high professionalism (6.8), strong communication (6.7), and excellent career development (6.8), reflecting professional competency. Mathematics Education shows variable performance (5.0-6.8) with concerns in career development. English Education faces variable performance. Addressing these areas will help ensure balanced and comprehensive development across all programs.

The performance of female candidates in the program is marked by strong and consistent professional practice, with scores ranging from 6.2 to 6.4. In contrast, male candidates display more variable professional practice, with scores ranging from 5.9 to 6.5, reflecting some areas of excellence. There are notable development opportunities for male candidates. Their career development performance also varies (6.0-6.5), with some strong areas but inconsistent implementation, indicating identified growth needs. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates' professional learning and ethical practice while identifying specific areas for program enhancement and support. Table 27 shows scores on the skill survey associated with InTASC 9 for field placement candidates.

Table 27. Skill Survey Scores associated with InTASC 9 for Field Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.4	6.8	6.4	6.4	6.0	6.8	6.6	6.3
Female			6.4	7.0	6.4	6.9	-	-	6.6	6.4
Male			6.2	6.1	7.0	4.9	6.0	6.8	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.0	-	6.3	6.3
Female			6.2	-	6.2	6.4	6.0	-	6.6	6.6
Male			5.9	-	6.3	5.0	-	-	5.8	6.1
		Spring 2023	6.3	6.8	6.4	-	6.8	-	6.2	5.5

Female			6.3	6.9	6.4	-	6.8	-	6.4	3.8
Male			6.5	6.8	7.0	-	-	-	6.1	6.5
Communication	5, 9, 10	Spring 2024	6.4	6.8	6.4	6.3	6.2	6.7	6.0	6.2
Female			6.4	7.0	6.4	6.8	--	-	6.0	6.4
Male			6.1	6.3	7.0	4.9	6.2	6.7	-	6.1
		Fall 2023	6.2	-	6.1	5.9	6.3	-	5.9	6.4
Female			6.2	-	6.1	6.2	6.3	-	6.4	6.6
Male			5.9	-	5.8	5.3		-	5.2	6.3
		Spring 2023	6.3	6.9	6.4	-	6.5	-	6.2	5.3
Female			6.3	6.8	6.4	-	6.5	-	6.3	3.7
Male			6.4	7.0	7.0	-	-	-	6.1	6.2
Career & Self Development	1, 9	Spring 2024	6.4	6.7	6.4	6.2	5.0	6.8	6.7	6.4
Female			6.4	6.8	6.4	6.9	-	-	6.7	6.6
Male			6.0	6.3	7.0	4.7	5.0	6.8	-	6.1
		Fall 2023	6.2	-	6.0	6.0	6.1	-	6.4	6.7
Female			6.1	-	6.0	6.3	6.1	-	6.6	6.5
Male			6.4	-	6.0	5.5	-	-	6.1	6.8
		Spring 2023	6.3	6.7	6.4	-	6.0	-	5.9	5.5
Female			6.2	7.0	6.4	-	6.0	-	5.8	3.7
Male			6.5	6.3	7.0	-	-	-	6.0	6.6

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

Clinical Placements

The overall data reflects candidates' knowledge of professional learning and ethics (InTASC 9) in field placements, as evidenced through professionalism, communication, and career and self-development metrics from Spring 2023-Spring 2024. In terms of professionalism there is an improvement trend with scores rising from 6.2 to 6.5, particularly showing strength in Spring 2024. These scores are above the "Great Extent" benchmark of 6.0, indicating evident professional growth. Communication maintains stable performance with scores between 6.1 and 6.4, showing a slight improvement trend and consistent implementation, reflecting professional competency. Career and self-development also exhibit strong performance, with scores ranging from 6.3 to 6.5. This focus on professional growth, consistent development, and effective self-reflection underscores the program's dedication to preparing well-rounded and competent educators.

When looking across programs, Mathematics Education, shows strong professionalism with scores ranging from 6.8 to 7.0, reliable communication at 6.5, and excellent career development between 6.5 and 7.0, maintaining consistent high performance. Elementary Education is also notable for its improving professionalism (6.2-6.6), strong communication (6.1-6.6), and consistent career development (6.3-6.6), with clear evidence of professional practice. Science Education exhibits stable professionalism (6.2-6.4), consistent communication (6.3-6.5), and reliable career development at 6.3, reflecting professional competency.

While Agriculture Education shows a declining performance with scores ranging from 5.0 to 6.4, communication concerns at 5.5, and career development needs between 5.0 and 6.2, indicating a need to look across InTASC 9 scores across assessments. Physical Education displays variable performance (6.0-6.5), suggesting some improvement is needed and highlighting development opportunities. Addressing these areas will help ensure balanced and comprehensive development across all programs.

Female candidates were marked by strong professional practice, with scores ranging from 6.2 to 6.5. They exhibit consistent implementation, with clear evidence of growth. In terms of development components, female candidates demonstrate reliable communication (6.1-6.5), a strong career focus (6.2-6.5), professional competency, and effective self-reflection skills.

In contrast, male candidates show more variable professional practice, with scores between 6.2 and 6.4. While there are some strong areas, there are also notable development needs. Their development components show a range in communication (6.0-6.4) and career development (6.0-6.4), with differences in implementation, indicating growth opportunities. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates' professional learning and ethical practice in clinical settings while identifying specific areas for program enhancement and support. Table 28 shows scores on the skill survey associated with InTASC 9 for clinical placement candidates.

Table 28. Skill Survey Scores associated with InTASC 9 for Clinical Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Professionalism	4, 6, 9	Spring 2024	6.5	6.4	6.6	-	6.8	6.2	6.4	-
Female			6.5	-	6.6	-	6.8	6.2	6.4	-
Male			6.2	6.4	-	-		6.1	6.4	-
		Fall 2023	6.2	5.5	6.2	-	7.0	-	6.2	6.3
Female			6.2	4.9	6.2	6.3	7.0	-	6.2	6.5
Male			6.4	6.1	5.9	-	-	-	-	5.7
		Spring 2023	6.3	6.2	6.2	-	-	6.5	-	-
Female			6.3	6.2	6.2	-	-	6.8	-	-
Male			6.4	6.3	6.5	-	-	6.3	-	-
Communication	5, 9, 10	Spring 2024	6.4	5.5	6.6	-	6.5	6.1	6.3	-
Female			6.5	-	6.6	-	6.5	6.2	6.4	-
Male			6.0	5.5	-	-	-	6.1	6.0	-
		Fall 2023	6.1	5.5	6.1	6.1	6.5	-	6.5	6.1
Female			6.1	4.8	6.1	6.1	6.5	-	6.5	5.7
Male			6.2	6.3	6.0	-	-	-	-	6.3
		Spring 2023	6.2	5.9	6.1	-	-	6.6	-	-
Female			6.1	5.9	6.1	-	-	6.8	-	-
Male			6.4	6.3	6.4	-	-	6.5	-	-
Career & Self Development	1, 9	Spring 2024	6.5	5.0	6.6	-	6.5	6.0	6.3	-

Female			6.5	-	6.6	-	6.5	6.1	6.3	-
Male			6.0	5.0	-	-	-	6.0	6.5	-
		Fall 2023	6.3	5.3	6.3	6.1	7.0	-	6.3	6.3
Female			6.2	5.0	6.3	6.1	7.0	-	6.3	5.5
Male			6.4	5.7	6.0	-	-	-	-	6.5
		Spring 2023	6.3	6.2	6.3	-	-	6.4	-	-
Female			6.3	6.0	6.3	-	-	6.8	-	-
Male			6.3	7.0	6.6	-	-	6.1	-	-

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 Placements

The overall data reflects candidates' knowledge of professional learning and ethics (InTASC 9) in field and clinical placements, as evidenced through professionalism, communication, and career and self-development metrics from Spring 2023-Spring 2024. In terms of professionalism, both field and clinical placements demonstrate professional competency, with the field showing a consistent range of 6.2 to 6.4 and the clinical context exhibiting a growth pattern from 6.2 to 6.5, indicating a slightly higher ceiling in the clinical setting. Communication shows stable performance in the field placements (6.2-6.4) and an improvement trend in the clinical setting (6.1-6.4), with reflecting similar performance levels and evident professional practice. For career and self-development, the field placement scores maintain a consistent range of 6.2 to 6.4, while the clinical setting shows strong performance from 6.3 to 6.5, demonstrating a slight advantage and clear professional growth. Overall, the EPP's performance underscores its commitment to developing competent and reflective educators.

Mathematics Education shows notable strengths, particularly in the clinical setting where performance ranges from 6.5 to 7.0, indicating excellence and strong professional practice. However, field performance is more variable, ranging from 5.0 to 6.8, suggesting a clinical setting advantage. Elementary Education demonstrates consistent excellence, with stable field performance (6.0-6.4) and a growth pattern in the clinical placements (6.2-6.6), reflecting reliability and evident professional development in both placements. In contrast, Agriculture Education reveals significant setting disparities, with strong field performance (6.7-6.8) but struggling clinical performance (5.0-6.4). This gap indicates the need for this program to look across assessments aligned to InTASC 9 to see if supports need to be developed for these skill areas.

Females field professional practice scores range from 6.2 to 6.4, while clinical professional practice scores are slightly higher, ranging from 6.2 to 6.5. In terms of communication, female candidates maintain consistent performance with field scores between 6.2 and 6.4 and clinical scores from 6.1 to 6.5. This consistency across placements highlights their reliable performance.

In contrast, male candidates exhibit more performance variations. Their field professional practice scores range from 5.9 to 6.5, while clinical professional practice scores are more stable, ranging from 6.2 to 6.4. Communication scores for male candidates also vary, with field scores between 5.9 and 6.4 and clinical scores from 6.0 to 6.4. This indicates that male candidates tend to show more stability in clinical settings compared to field settings. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This comparative analysis demonstrates our success in developing candidates' professional learning and ethical practice across both field and clinical placements, while highlighting specific areas for program enhancement and continuous improvement. The data suggests generally strong alignment between placements with some program-specific variations requiring attention.

Section XX. Skills Survey and InTASC 10

Field Placements

The overall data reflects candidates' knowledge of professional learning and ethics (InTASC 10) in field placements, as evidenced through communication, teamwork, and leadership metrics from Spring 2023-Spring 2024. In communication, field placements show a consistent range of 6.2 to 6.4, meeting expectations and aligning with clinical contexts at 6.4 in Spring 2024. Teamwork in field settings also exhibits strong performance, with scores ranging from 6.3 to 6.5, indicating effective collaboration. Leadership shows an improvement trend in field placements, with scores rising from 5.9 to 6.3, reflecting professional growth. Overall, field placements demonstrate reliable data to support candidates are demonstrating knowledge of professional learning and ethics.

When looking across programs, Agriculture Education, field placements scores are strong, with scores ranging from 6.8 to 6.9 for leadership showing growth. Elementary Education maintains stable performance across all metrics, with scores consistently between 6.1 and 6.5, demonstrating strong professional competency. Mathematics Education stands out with exceptional field leadership scores, achieving a perfect score of 7.0, indicating excellence in this area. Consistent field placement scores in communication fell between 6.2 and 6.4, and field placement leadership scores ranging from 5.9 to 6.4, reflecting reliable performance. Overall, the field placement scores indicate robust professional practice and highlight areas where targeted support could further enhance performance.

Female candidates demonstrate consistent field placement communication scores ranging from 6.2 to 6.4 and leadership scores between 5.9 and 6.4, indicating reliable performance across these areas. Male candidates, on the other hand, show more variation in their field placement scores, with communication ranging from 5.9 to 6.4 and leadership from 5.8 to 6.1. This indicates that male candidates tend to show more stability in clinical settings compared to field settings. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates' leadership and collaborative skills for field placements, while highlighting specific areas for program enhancement and continuous improvement. Table 29 shows scores on the skill survey associated with InTASC 10 for field placement candidates.

Table 29. Skill Survey Scores associated with InTASC 10 for Field Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Communication	5, 9, 10	Spring 2024	6.4	6.8	6.4	6.3	6.2	6.7	6.0	6.2
Female			6.4	7.0	6.4	6.8	--	-	6.0	6.4
Male			6.1	6.3	7.0	4.9	6.2	6.7	-	6.1
		Fall 2023	6.2	-	6.1	5.9	6.3	-	5.9	6.4
Female			6.2	-	6.1	6.2	6.3	-	6.4	6.6
Male			5.9	-	5.8	5.3		-	5.2	6.3
		Spring 2023	6.3	6.9	6.4	-	6.5	-	6.2	5.3
Female			6.3	6.8	6.4	-	6.5	-	6.3	3.7
Male			6.4	7.0	7.0	-	-	-	6.1	6.2
Teamwork	3, 7, 10	Spring 2024	6.5	6.8	6.5	6.4	6.3	6.8	6.3	6.4
Female			6.5	7.0	6.5	6.9	-	-	6.3	6.5
Male			6.3	6.0	7.0	5.2	6.3	6.8	-	6.3
		Fall 2023	6.4	-	6.3	6.2	6.2	-	6.1	6.7
Female			6.4	-	6.3	6.3	6.2	-	6.6	6.6
Male			6.4	-	6.3	5.8	-	-	5.6	6.7
			-	-	-	-	-	-	-	-
		Spring 2023	6.3	6.8	6.4	-	7.0	-	6.1	5.3
Female			6.3	7.0	6.4	-	7.0	-	6.2	3.8
Male			6.3	6.5	7.0	-	-	-	6.0	6.3
Leadership	3, 8, 10	Spring 2024	6.3	6.8	6.3	6.1	7.0	6.7	5.7	6.3
Female			6.4	7.0	6.3	6.9	-	-	5.7	6.4
Male			6.1	6.3	7.0	4.2	7.0	6.7	-	6.1
		Fall 2023	5.9	-	5.8	5.1	6.0	-	6.2	6.4
Female			5.9	-	5.8	5.9	6.0	-	6.6	6.5
Male			5.8	-	6.0	3.3	-	-	5.7	6.3
		Spring 2023	6.0	5.8	6.2	-	6.0	-	6.0	4.7
Female			6.0	6.0	6.2	-	6.0	-	6.2	2.8
Male			5.9	5.5	7.0	-	-	-	5.8	5.9

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

Clinical Placements

The overall data reflects candidates' knowledge of professional learning and ethics (InTASC 10) in clinical placements, as evidenced through communication, teamwork, and leadership metrics from Spring 2023-Spring 2024. In communication, clinical placements show an improvement trend, with scores rising from 6.1 to 6.4, aligning with field placements at 6.4 in Spring 2024. Teamwork in clinical settings demonstrates strong performance, with scores consistently ranging from 6.3 to 6.5, indicating effective collaboration. Leadership in clinical contexts is more stable, with scores between 6.0 and 6.3, showing consistent professional competency. Overall, clinical placements reflect a commitment to fostering professional growth and effective practice among candidates and educators.

Agriculture Education, clinical placement scores in communication ranged from 5.5 to 5.9, and leadership scores showed a decline to 5.3, indicating a significant gap. Elementary Education, however, demonstrates stability in clinical settings, with scores ranging from 6.1 to 6.7, reflecting strong professional competency. Mathematics Education maintains high performance in clinical leadership, with scores between 6.8 and 7.0, showcasing effective professional practice. Overall, clinical placement scores highlight areas of excellence and identify opportunities for targeted support to address disparities.

Female candidates exhibit consistent clinical placement communication scores ranging from 6.1 to 6.5 and leadership scores between 6.0 and 6.4, indicating reliable performance. Male candidates show slightly more stability in clinical placement settings, with communication scores ranging from 6.0 to 6.4 and leadership scores from 6.1 to 6.4. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This analysis demonstrates our effectiveness in developing candidates' leadership and collaborative skills for clinical placements, while highlighting specific areas for program enhancement and continuous improvement. Table 30 shows scores on the skill survey associated with InTASC 10 for clinical placement candidates.

Table 30. Skill Survey Scores associated with InTASC 10 for Clinical Placement Candidates.

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Communication	5, 9, 10	Spring 2024	6.4	5.5	6.6	-	6.5	6.1	6.3	-
Female			6.5	-	6.6	-	6.5	6.2	6.4	-
Male			6.0	5.5	-	-	-	6.1	6.0	-
		Fall 2023	6.1	5.5	6.1	6.1	6.5	-	6.5	6.1
Female			6.1	4.8	6.1	6.1	6.5	-	6.5	5.7
Male			6.2	6.3	6.0	-	-	-	-	6.3
		Spring 2023	6.2	5.9	6.1	-	-	6.6	-	-
Female			6.1	5.9	6.1	-	-	6.8	-	-
Male			6.4	6.3	6.4	-	-	6.5	-	-
Teamwork	3, 7, 10	Spring 2024	6.5	5.0	6.7	-	6.7	6.3	6.1	-
Female			6.6	-	6.7	-	6.7	6.3	6.1	-
Male			6.2	5.0	-	-	-	6.3	6.2	-
		Fall 2023	6.3	4.8	6.3	6.3	7.0	-	6.2	6.3
Female			6.2	4.3	6.3	6.3	7.0	-	6.2	5.5
Male			6.5	5.8	6.3	-	-	-	-	6.6
		Spring 2023	6.3	6.1	6.3	-	-	6.7	-	-
Female			6.3	6.0	6.3	-	-	6.8	-	-
Male			6.4	6.7	6.2	-	-	6.5	-	-
Leadership	3, 8, 10	Spring 2024	6.3	5.3	6.4	-	6.8	6.0	6.2	-
Female			6.4	-	6.4	-	6.8	6.0	5.9	-

Male			6.1	5.3	-	-	-	6.1	6.7	-
		Fall 2023	6.0	5.2	6.0	5.9	7.0	-	6.3	6.1
Female			6.0	4.7	6.0	5.9	7.0	-	6.3	5.2
Male			6.3	5.7	6.0	-	-	-	-	6.4
		Spring 2023	6.2	6.2	6.1	-	-	6.6	-	-
Female			6.2	6.1	6.1	-	-	6.7	-	-
Male			6.4	6.3	6.3	-	-	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 Placements

The overall data reflects candidates' knowledge of professional learning and ethics (InTASC 10) in field and clinical placements, as evidenced through communication, teamwork, and leadership metrics from Spring 2023-Spring 2024. In communication, field placements show a consistent range of 6.2 to 6.4, while clinical placements exhibit an improvement trend from 6.1 to 6.4, with both contexts aligning at 6.4 in Spring 2024. Teamwork demonstrates strong performance in both settings, with scores ranging from 6.3 to 6.5, indicating effective collaboration. Leadership shows an improvement trend in field placements, with scores rising from 5.9 to 6.3, whereas clinical placements are more stable, with scores between 6.0 and 6.3, reflecting consistent professional competency. Overall, both field and clinical contexts demonstrate growth and meet expectations, with clinical settings showing slightly more stability in certain areas.

In Agriculture Education, there are significant placement variations, with strong field placement communication scores (6.8-6.9) but struggling clinical placement communication (5.5-5.9) scores. Field placement leadership scores show growth to 6.8, while clinical placement scores in leadership declined to 5.3, indicating a significant gap that requires attention. Elementary Education demonstrates consistent performance, with stable scores across components in both field (6.1-6.5) and clinical settings (6.1-6.7), showing strong cross-context alignment and professional competency. Mathematics Education exhibits notable patterns of excellence, with field placement leadership scoring a perfect 7.0 and clinical scores ranging from 6.8 to 7.0, reflecting consistent high performance and effective professional practice.

Female candidates show a generally consistent pattern across both field and clinical settings. Field communication scores range from 6.2 to 6.4, while clinical communication scores are slightly broader, from 6.1 to 6.5. Field leadership scores for female candidates range from 5.9 to 6.4, and clinical leadership scores are similarly consistent, ranging from 6.0 to 6.4. This consistency across settings highlights their reliable performance. In contrast, male candidates exhibit more performance variations. Field communication scores range from 5.9 to 6.4, and clinical communication scores are slightly more stable, ranging from 6.0 to 6.4. Field leadership scores for male candidates range from 5.8 to 6.1, while clinical leadership scores show more stability, ranging from 6.1 to 6.4. This indicates that male candidates tend to perform more consistently in clinical settings compared to field settings. When looking at this data disaggregated by gender the EPP must keep in mind that the number of female candidates exceeds males and thus, other data points must also be considered.

This comparative analysis demonstrates our effectiveness in developing candidates' leadership and collaborative skills across both field and clinical contexts, while highlighting specific areas for program enhancement and continuous improvement. The data suggests generally strong alignment between contexts with some program-specific variations requiring attention.

