

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

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Section I. Survey Information

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

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

Semester	All	Agr	Elem	English	Math	PE	Science	SS
Spring 2025	42	-	21	9	-	6	-	6
	33	-	21	6	-	2	-	4
	9	-	-	3	-	4	-	2
Fall 2024	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Spring 2024	66	2	49	7	-	3	-	5
Female	58	1	49	5	-	-	-	3
Male	8	1	-	2	-	3	-	2
Fall 2023	59	-	36	8	3	-	6	6
Female	49	-	36	6	2	-	3	2
Male	10	-	-	2	1	-	3	4

Agr=Agricultural Education

Elem=Elementary Education

English=Secondary English Education

Math=Secondary Math Education

PE=Physical Education

Science=Secondary Science Education

SS=Secondary Social Studies Education

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

Semester	All	Agr	Elem	English	Math	PE	Science	SS
Spring 2025	31	-	24	-	1	4	1	-
	26	-	23	-	1	-	1	-
	5	-	1	-	-	4	-	-
Fall 2024	32	1	19	7	1			4
	27	1	18	5	1			2
	5	-	1	2	-			2
Spring 2024	55	1	44		1	3	6	
Female	49		44		1		4	
Male	6	1				3	2	
Fall 2023	58	1	46	1				10
Female	50	1	45	1				3
Male	8		1					7

Section II. Skills Survey Items

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

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

Skills Survey Questions	INTASC	Skills
1. Demonstrate dependability (e.g., report consistently, and on time, for work or meetings)?	9	P
2. Have an attention to detail, resulting in few if any errors in their work (e.g., accurately calculate and record grades)?	6	P
3. Take the initiative to prioritize and complete tasks on time?	9	P
4. Show a high level of dedication toward doing a good job?	9	P
5. Display strong knowledge of curriculum material?	4	P
6. Consistently meet or exceed goals and expectations?	9	P
7. Act in accordance with the highest possible standards of ethics and integrity?	9	P
8. Maintain privacy and confidentiality of sensitive information?	9	P
9. Communicate in a clear and organized manner so that others can effectively understand?	9	C
10. Write in a way that conforms to the basic principles of spelling, grammar, and punctuation?	9	C
11. Promptly inform relevant others when needing guidance with assigned tasks?	10	C
12. Deliver clear, high-quality instruction to students?	5	C
13. Display proficiency with relevant computer applications (e.g., spreadsheets, word processing, email)?	7	TECH

14. Quickly adapt to new or unfamiliar technologies?	7	TECH
15. Listen carefully to others, taking time to understand and ask appropriate questions without interrupting?	7	T
16. Build strong, positive working relationships with supervisor and team members/coworkers?	3, 10	T
17. Collaborate with others to achieve common goals?	3, 10	T
18. Gather information from a variety of sources to fully understand a problem?	6	CT
19. Accurately summarize and interpret data?	6	CT
20. Make decisions and solve problems using sound reasoning and judgment?	7	CT
21. Multi-task well in a fast-paced environment?	7	CT
22. Display curiosity; seek out opportunities to learn?	1	CAREER
23. Show an awareness of own strengths and areas for development?	1	CAREER
24. Accept feedback without becoming angry or defensive and use it to strengthen future performance?	1, 9	CAREER
25. Motivate others by encouraging them and by building mutual trust?	3, 10	L
26. Serve as a role model to others by approaching tasks with confidence and a positive attitude?	3	L
27. Use innovative thinking to go beyond traditional methods?	8	L
28. Demonstrate flexibility by adapting to diverse environments?	8	EI
29. Treat other people, including those of different backgrounds, beliefs, and gender, with fairness and respect?	2	EI
30. Keep an open mind to diverse ideas and new ways of thinking?	2	EI

P=Professionalism

C=Communication

TECH=Technology

T=Teamwork

CT=Critical Thinking

CAREER=Career & Self Development

L=Leadership

EI=Equity and Inclusion

Table 4. Skills Aligned to InTASC Standards

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

Section III. Self-Assessment Skills Survey Results for Field Placements

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

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Overall Career Readiness		Spring 2025	6.3	-	6.3	6.4	-	6.5	-	5.9
Female			6.2	-	6.3	6.4	-	6.1	-	5.6
Male			6.6	-	-	6.5	-	6.8	-	6.6
		Fall 2024	-	-	-	-	-	-	-	-
Female			-	-	-	-	-	-	-	-
Male			-	-	-	-	-	-	-	-
		Spring 2024	-	-	-	-	-	-	-	-
Female			6.3	7.0	6.3	6.2	-	-	-	6.6
Male			6.2	-	-	5.9	-	6.6	-	6.3
		Fall 2023	6.3	-	6.5	6.1	5.8	-	6.1	-
Female			6.4	-	6.5	6.2	5.9	-	5.9	-
Male			5.9	-	-	5.9	5.7	-	6.3	-
Professionalism	4, 6, 9	Spring 2025	6.4	-	6.3	6.5	-	6.6	-	6.3
Female			6.3	-	6.3	6.5	-	6.0	-	5.9
Male			6.8	-	-	6.4	-	6.9	-	7.0
		Fall 2024	-	-	-	-	-	-	-	-
Female			-	-	-	-	-	-	-	-
Male			-	-	-	-	-	-	-	-
		Spring 2024	6.3	7.0	6.3	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.3	6.3	-	-	-	6.5
Male			6.3	-	-	5.7	-	6.8	-	6.3
		Fall 2023	6.4	-	6.6	6.3	5.8	-	6.1	6.1
Female			6.5	-	6.6	6.5	5.9	-	6.1	6.7
Male			6.0	-	-	5.9	5.7	-	6.2	5.8
Communication	5, 9, 10	Spring 2025	6.2	-	6.2	6.4	-	6.7	-	5.6
Female			6.1	-	6.2	6.3	-	6.4	-	5.4
Male			6.5	-	-	6.5	-	6.8	-	6.0
		Fall 2024	-	-	-	-	-	-	-	-
Female			-	-	-	-	-	-	-	-
Male			-	-	-	-	-	-	-	-
		Spring 2024	6.3	7.0	6.2	6.1	-	6.8	-	6.4
Female			6.3	7.0	6.2	6.1	-	-	-	6.6
Male			6.3	-	-	6.0	-	6.8	-	6.1
		Fall 2023	6.2	-	6.3	6.1	5.3	-	6.0	5.8
Female			6.2	-	6.3	6.1	5.3	-	5.8	6.5
Male			5.8	-	-	6.0	5.5	-	6.3	5.3

		Spring 2024	6.4	7.0	6.4	6.3	-	6.1	-	6.8
Female			6.4	7.0	6.4	6.3	-	-	-	7.0
Male			6.2	-	-	6.3	-	6.1	-	6.5
		Fall 2023	6.4	-	6.6	6.0	5.9	-	6.2	6.2
Female			6.4	-	6.6	6.1	5.7	-	5.8	6.2
Male			6.3	-	-	6.0	6.5	-	6.2	6.2
Leadership	3, 8, 10	Spring 2025	6.2	-	6.1	6.3	-	6.4	-	5.9
Female			6.0	-	6.1	6.2	-	5.8	-	5.5
Male			6.6	-	-	6.4	-	6.7	-	6.7
		Fall 2024	-	-	-	-	-	-	-	-
Female			-	-	-	-	-	-	-	-
Male			-	-	-	-	-	-	-	-
		Spring 2024	6.2	7.0	6.2	6.0	-	6.2	-	6.5
Female			6.2	7.0	6.2	6.0	-	-	-	6.7
Male			6.0	-	-	5.8	-	6.2	-	6.2
		Fall 2023	6.2	-	6.4	5.8	6.0	-	6.0	6.4
Female			6.3	-	6.4	5.8	6.0	-	5.8	6.1
Male			5.7	-	-	6.0	6.0	-	6.2	6.8
Equity and Inclusion	2, 8	Spring 2025	6.6	-	6.6	6.6	-	6.7	-	6.2
Female			6.5	-	6.6	6.6	-	6.3	-	5.9
Male			6.7	-	-	6.7	-	6.8	-	6.7
		Fall 2024	-	-	-	-	-	-	-	-
Female			-	-	-	-	-	-	-	-
Male			-	-	-	-	-	-	-	-
		Spring 2024	6.6	7.0	6.6	6.7	-	6.6	-	6.7
Female			6.6	7.0	6.6	6.7	-	-	-	6.7
Male			6.5	-	-	6.7	-	6.6	-	6.7
		Fall 2023	6.7	-	6.8	6.5	6.6	-	6.4	6.6
Female			6.7	-	6.8	6.6	6.7	-	6.1	6.8
Male			6.5	-	-	6.2	6.3	-	6.8	6.4

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

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

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

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Overall Career Readiness		Spring 2025	6.3	-	6.3	-	6.3	6.3	6.5	-
Female			6.3	-	6.3	-	6.3	-	6.5	-
Male			6.3	-	6.4	-	-	6.3	-	-
		Fall 2024	6.3	6.3	6.4	6.2	6.7	-	-	5.9
Female			6.3	6.3	6.2	6.1	6.7	-	-	6.1
Male			6.1	-	6.9	6.5	-	-	-	5.7
		Spring 2024	6.1	6.1	6.0	-	6.8	7.0	6.1	-
Female			6.1	-	6.0	-	6.8	-	6.1	-
Male			6.6	6.1	-	-	-	7.0	6.2	-
		Fall 2023	6.0	6.3	5.9	6.4	-	-	-	6.0
Female			5.9	6.3	5.9	6.4	-	-	-	6.2
Male			6.0	-	6.1	-	-	-	-	6.0
Professionalism	4, 6, 9	Spring 2025	6.3	-	6.3	-	6.5	6.3	6.6	-
Female			6.3	-	6.3	-	6.5	-	6.6	-
Male			6.4	-	6.4	-	-	6.3	-	-
		Fall 2024	6.4	6.5	6.4	6.3	6.6	-	-	6.0
Female			6.4	6.5	6.3	6.3	6.6	-	-	6.4
Male			6.1	-	6.9	6.5	-	-	-	5.6
		Spring 2024	6.2	6.1	6.1	-	6.8	7.0	6.1	-
Female			6.1	-	6.1	-	6.8	-	6.0	-
Male			6.6	6.1	-	-	-	7.0	6.2	-
		Fall 2023	6.1	6.3	6.0	6.9	-	-	-	6.1
Female			6.1	6.3	6.0	6.9	-	-	-	6.1
Male			6.2	-	6.3	-	-	-	-	6.1
Communication	5, 9, 10	Spring 2025	6.2	-	6.2	-	6.3	6.2	6.6	-
Female			6.2	-	6.2	-	6.3	-	6.6	-
Male			6.2	-	6.3	-	-	6.2	-	-
		Fall 2024	6.2	5.8	6.3	6.2	5.8	-	-	5.8
Female			6.2	5.8	5.9	6.2	5.8	-	-	6.1
Male			5.9	-	6.8	6.3	-	-	-	5.5
		Spring 2024	6.0	5.8	5.9	-	7.0	6.9	6.0	-
Female			5.9	-	5.9	-	7.0	-	6.2	-
Male			6.3	5.8	-	-	-	6.9	5.8	-
		Fall 2023	5.7	6.5	5.7	5.8	-	-	-	5.7
Female			5.7	6.5	5.7	5.8	-	-	-	5.8
Male			5.7	-	6.0	-	-	-	-	5.6
Technology	7	Spring 2025	6.2	-	6.1	-	6.8	6.4	6.5	-

Female			6.1	-	6.0	-	6.8	-	6.5	-
Male			6.5	-	7.0	-	-	6.4	-	-
		Fall 2024	5.8	6.0	5.8	5.7	7.0	-	-	6.0
Female			5.8	6.0	6.0	5.6	7.0	-	-	6.0
Male			5.9	-	7.0	6.0	-	-	-	6.0
		Spring 2024	5.8	7.0	5.7	-	6.5	6.8	6.4	-
Female			5.7	-	5.7	-	6.5	-	6.4	-
Male			6.8	7.0	-	-	-	6.8	6.5	-
		Fall 2023	5.6	6.5	5.5	6.5	-	-	-	5.8
Female			5.6	6.5	5.5	6.5	-	-	-	6.3
Male			5.5	-	5.5	-	-	-	-	5.5
Teamwork	3, 7, 10	Spring 2025	6.6	-	6.6	-	6.2	6.5	6.7	-
Female			6.6	-	6.6	-	6.2	-	6.7	-
Male			6.5	-	6.7	-	-	6.5	-	-
		Fall 2024	6.5	6.3	6.7	6.3	7.0	-	-	5.8
Female			6.5	6.3	6.2	6.1	7.0	-	-	6.0
Male			6.2	-	7.0	6.8	-	-	-	5.7
		Spring 2024	6.2	5.7	6.1	-	7.0	7.0	6.3	-
Female			6.2	-	6.1	-	7.0	-	6.3	-
Male			6.6	5.7	-	-	-	7.0	6.3	-
		Fall 2023	6.1	6.0	6.1	7.0	-	-	-	5.9
Female			6.2	6.0	6.1	7.0	-	-	-	6.3
Male			5.8	-	6.7	-	-	-	-	5.7
Critical Thinking	6, 7	Spring 2025	6.1	-	6.0	-	6.1	6.0	6.8	-
Female			6.1	-	6.0	-	6.1	-	6.8	-
Male			6.1	-	6.3	-	-	6.0	-	-
		Fall 2024	6.2	6.3	6.3	6.0	6.5	-	-	5.7
Female			6.2	6.3	6.0	6.0	6.5	-	-	5.6
Male			6.0	-	7.0	6.1	-	-	-	5.8
		Spring 2024	5.9	6.3	5.8	-	6.3	6.9	6.0	-
Female			5.9	-	5.8	-	6.3	-	6.0	-
Male			6.5	6.3	-	-	-	6.9	6.0	-
		Fall 2023	5.6	5.3	5.5	5.5	-	-	-	5.9
Female			5.5	5.3	5.5	5.5	-	-	-	6.0
Male			5.8	-	5.5	-	-	-	-	5.8
Career & Self Development	1, 9	Spring 2025	6.4	-	6.4	-	6.2	6.4	6.3	-
Female			6.3	-	6.4	-	6.2	-	6.3	-
Male			6.4	-	6.3	-	-	6.4	-	-
		Fall 2024	6.5	6.7	6.6	6.3	7.0	-	-	6.0
Female			6.5	6.7	6.3	6.2	7.0	-	-	6.0
Male			6.3	-	7.0	6.5	-	-	-	6.0
		Spring 2024	6.2	6.0	6.1	-	7.0	7.0	6.2	-

Female			6.2	-	6.1	-	7.0	-	6.0	-
Male			6.7	6.0	-	-	-	7.0	6.7	-
		Fall 2023	6.2	6.7	6.1	6.7	-	-	-	6.3
Female			6.1	6.7	6.1	6.7	-	-	-	6.7
Male			6.3	-	6.7	-	-	-	-	6.2
Leadership	3, 8, 10	Spring 2025	6.2	-	6.3	-	6.0	5.8	6.3	-
Female			6.3	-	6.3	-	6.0	-	6.3	-
Male			5.9	-	6.3	-	-	5.8	-	-
		Fall 2024	6.3	6.3	6.4	6.2	7.0	-	-	5.8
Female			6.3	6.3	6.2	6.1	7.0	-	-	6.0
Male			6.1	-	7.0	6.5	-	-	-	5.7
		Spring 2024	6.0	6.3	6.0	-	7.0	7.0	5.8	-
Female			6.0	-	6.0	-	7.0	-	5.7	-
Male			6.6	6.3	-	-	-	7.0	6.0	-
		Fall 2023	5.9	7.0	5.8	5.7	-	-	-	6.5
Female			5.8	7.0	5.8	5.7	-	-	-	6.7
Male			6.0	-	5.7	-	-	-	-	6.4
Equity and Inclusion	2, 8	Spring 2025	6.6	-	6.6	-	6.5	6.6	6.7	-
Female			6.6	-	6.6	-	6.5	-	6.7	-
Male			6.6	-	6.7	-	-	6.6	-	-
		Fall 2024	6.6	6.7	6.7	6.6	7.0	-	-	6.3
Female			6.6	6.7	6.5	6.5	7.0	-	-	6.5
Male			6.4	-	7.0	7.0	-	-	-	6.0
		Spring 2024	6.4	6.0	6.4	-	7.0	7.0	6.3	-
Female			6.4	-	6.4	-	7.0	-	6.2	-
Male			6.7	6.0	-	-	-	7.0	6.5	-
		Fall 2023	6.4	6.3	6.3	6.7	-	-	-	6.5
Female			6.4	6.3	6.3	6.7	-	-	-	6.7
Male			6.5	-	6.7	-	-	-	-	6.4

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

Section V. Skills Survey Qualitative Results for Candidate’s Self-Assessed Strengths in Field Placements

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

Spring 2024	
Agriculture	<ul style="list-style-type: none"> • working on the farm. Communication, responsibility, teamwork • writing lesson plans • completing tasks quickly • time management
Elementary	<ul style="list-style-type: none"> • Adapting • Differentiation • Willingness to learn • Talking to my teacher in a professional manner • Bouncing ideas off of my teacher to help better my lessons for school • Being flexible and reliable • I think I am positive, organized, and open to communication. • Understand all tasks, engage with students, talk with students • Punctuality in relation to arrival. • Observation of others and student needs. • Flexibility to change in lessons and classroom procedures, as well as fluctuation in meeting. • Patience • ability to work with small groups of students • lesson planning • Make sure my assignments and lessons related to my placement were in on time. • I did my best at trying to understand, the curriculum, how co-teaching works, meetings, and overall trying to build a stronger understand of behind the scenes of a teacher. I also think that when I did help a student I did well at evaluating where they were having trouble and trying my best to explain the topic in a way that would benefit them. • I have good patience, I’m adaptable, and I’m understanding with students. • Building relationships • Working one-on-one with students • Planning fun activities • I am very organized and plan well ahead of a lesson. • I am open to new ideas of thinking. • I am very attentive to both students and my mentor teacher. • Hard working, organized, and a team-player • I am good with making connections with students • I respect the students in my classroom, allowing them to trust and come to me if needed • I can take a group of students and complete a task with them • I am very easy to get along with. I care very much about doing a good job. I hold myself to the highest of standards.

- One of my strengths is creating an engaging environment for kids. Making sure kids are participating and pay attention is something teachers struggle with and I believe when I come into the room my personality is very welcoming and refreshing. Student are more willing to engage when they know they can trust the teacher and be able to have fun while working.
- My second strength is I am a very organized person. Organization is key to being prepared, and increasing my productivity.
- The last strength of mine is being on time and ready to work no matter the scenario.
- interactions and respect for students
- ability to stay on track and complete tasks
- organization
- building connections, listening, providing a safe environment
- First, I feel that I do a good job connecting with students. I try to get to know them on a personal level, so I know how to better help them with school work. Additionally, I want to build trust and let them know they can come to me. Second, I stay very organized. I feel that I planned out my assignments appropriately and implemented them in a very organized way. Last, I feel that I am a good communicator. I was able to communicate with my mentor teacher and set exact dates and times for me to implement my school assignments.
- Flexible
- Adaptable
- Willingness to help
- Good relationships with the students
- One-on-one teaching and tutoring
- Observation and documentation of students
- I am dedicated to learning and growing as I enter into a teaching career. I also am organized and pay attention to detail. Finally, I aim to be actively involved in the community and do what I can to better know my students and their families.
- Can build strong relationships with students.
- Comfortable when helping them out with assignments/ their work.
- Comfortable with asking my mentor questions about specific instructions/ how she would like for me to do things.
- social skills
- collaboration with mentors and students
- creating a welcoming environment
- Flexibility
- Willing to help in any way
- Building relationships with my students
- I am very patient with students and with behaviors.
- I am willing to jump in and lend a hand wherever I am needed.
- I am able to connect well with my students and laugh with them throughout the day.
- Passionate, dependable, excited
- I am strong in the sense of communicating, working together, and having things done.
- Listening to students and trying my best to understand what they are asking or telling me
- Trying my best to create interactive and engaging lessons for my students to do
- Being professional in the work environment and being timely
- Positive attitude, reliable, flexible to changes as they arise.

- First, I believe one strength I have is patience because the students can be very crazy or yell at times and I am able to calm myself down and not get upset at them. Another strength I believe I have is empathy because many students struggle with different things and many know that they can come to me when they are upset. The last strength I believe I have is conflict resolution because when one of the students is having a problem, I try my best to help them problem solve and find the best solution.
- A work-related strength of mine would be treating everyone with fairness and respect regardless of background. Another strength of mine is listening carefully to others taking time to understand and ask appropriate questions. Having attention to detail is another work-related strength of mine.
- My strengths include my willingness to learn, accepting criticism, and my motivation in creating new ways to help my students.
- Responsibly- taking over task on the whim
- 2. student communication- understanding what they're trying to explain
- 3. trust between students and teacher
- Technologically advanced, understandable and specific, and hard working.
- Building relationships with students and other teachers
- Planning appropriate fun lessons for certain subjects
- I work well one on one with students
- Teamwork
- Open mind
- Avoids drama/gossip
- I think my top 3 work-related strengths would be positivity and confidence, encouragement and relationship building - offering support for students, and willingness to learn new things.
- Dependability
- Flexibility
- Willingness
- Passionate
- Interacting and creating connections and conversations with my students
- always wanting to learn more, asking for advice, etc.
- dependability
- ability to accept constructive feedback
- professionalism
- I connected well with kids
- I treat everyone with love and respect
- I enjoy what I do and want to do it to the best of my ability
- Use innovative thinking while creating lesson plans, show an awareness of strengths, and motivate others by encouraging them.
- Always positive
- well spoken
- collected
- Positive
- Dedicated
- Understanding

	<ul style="list-style-type: none"> • I think one of my major strengths is welcoming students, I pride myself on ensuring the classroom is an open and judge free zone for everyone. Second, I think I am very creative. Many of the lesson plan's I have made throughout my placement, I think, are very creative and engaging for students. Lastly, I think my ability to differentiate lessons for individuals who need modifications is great. I always keep in mind any issues or obstacles students may face and how to avoid them or approach them head on! • Communication • Strong work ethic • Creating lesson plans • I make good connections with students within the classroom especially helping them through one on one instruction. • I work well with my mentor teacher and I communicate with them regularly. • I arrive to school and act professionally in terms of my relationships, clothing, and communication. • One related work strength that I have is that I care about the learning and the kids. The second being I can work in a fast paced environment. The third being I can communicate effectively with others. • Positive relationships/bonds with children, willing to help wherever needed, flexible to last minute changes or interruptions. • Dedicated • Energetic • Driven • Patient • Organized • Kind
English	<ul style="list-style-type: none"> • Content knowledge. Answering student questions with vocab that they are learning and in a way that they can easily retain the answer. Sparking discussion with the students about the content. • I feel I am very equitable towards students and avoid favoritism. I am willing to adapt to meet the needs of students and co-workers. I bring a positive and well-intentioned mentality to the classroom and workspace. • I think that I created a great bond with Mrs. Rodeheaver. This is partly because she was so great and inspiring in her mentorship, but I feel like I showed how I can create relationships in the workplace. • I think that I was pretty punctual and consistent with my visits to the class. I did not just pop in whenever I wanted to, but I did not overwhelm Mrs. Rodeheaver with my being there. • I really thought that the lessons that I taught went well overall. I think that there were a couple of things as far as classroom management goes that could have been better, but I think that the students were interested in my lessons as I taught them. The student work that was turned in represented the lessons well. I think that going around while students were drafting and helping them brainstorm was helpful for them and for me. • I listen to feedback/criticism, always try my best, and approach all of the students with kindness. • I would say I am very hard working, when doing a task I always complete it to the best of my ability, and I build close relationships with my students. • I think that my empathy allows me to work well students while also pushing them, I am hardworking and I put a lot of time and effort into the lessons I developed, and I had the drive to succeed. • Content area knowledge • Dedication • Rapport with students
Physical Education	<ul style="list-style-type: none"> • Ability to build rapport with students and other professionals

	<ul style="list-style-type: none"> • Advocacy for student needs, especially with struggling learners • Open mindset and willingness to be flexible • Communication, excitement, and enthusiasm
Social Studies	<ul style="list-style-type: none"> • My strengths are being flexible, on time, and creating strong relationships with other teachers and students. • professional • hardworking and dedicated • open to new things and ideas • I think that I am a compassionate person with the students, and it helps me to build rapport with them. I'm also willing to learn and push myself, which gave me the opportunity to lead several lessons with the students. • I think I made a strong effort to be punctual and reliable in my efforts to be present. I also think that I was good with the efforts I put forth with giving instruction that was modeled after the cooperating teacher's lessons. Another strength I demonstrated was with my pedagogical and content knowledge surrounding education, social studies, and assistive materials. • Ability to connect with students within the shortest possible time • Sense of awareness of diverse backgrounds • Ability to learn • I can relate to students, and work with them. I am capable of being empathetic to students. I know the content of the subject I am teaching.
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Elementary	<ul style="list-style-type: none"> • Accepting feedback without getting angry. I am proficient on the computer platforms used and was able to adapt to the new ones quickly. I treat everyone with respect and fairness. • Being respectful to students when they ask for help. • When a student asks for help, finding ways to explain the answer instead of stating it. • Strong desire to learn from the field experience. • My top three work-related strengths would be my dedication, my creativity, and my empathy. • I have a positive attitude in the classroom, I am flexible and can adapt quickly, and I take criticism well and try to learn and change from it. • personability, good listening, time management • Working in a timely manner, communicating well with students, teaching lessons • Patience with students, repeated questions, and behaviors • Experience and insight with special needs students (I have family members with autism) • Creativity and finding new ways to teach content • I feel that I am strong in my responsibility, organization, and dependability. • Kind, fair, and willing. • Demonstrate dependability (e.g., report consistently, and on time, for work or meetings); Build strong, positive working relationships with your supervisor and team members/coworkers; Make decisions and solve problems using sound reasoning and judgment • Adaptability: First-grade students have diverse needs and learning styles. My ability to adapt my teaching methods and materials to cater to individual students' needs is a significant strength. Whether a student requires extra support or enrichment activities, I can modify my lessons to ensure all students can succeed. • Patience: Patience is crucial when working with young children. I can patiently repeat instructions, provide extra guidance, and maintain a calm demeanor, even when faced with challenges. This helps create a positive and nurturing learning environment for my students.

- Creativity: Keeping young children engaged and excited about learning is a priority. I'm creative in designing fun and interactive lessons that incorporate games, arts and crafts, and other hands-on activities to make learning enjoyable. This creativity fosters a love for learning in my students and helps them grasp concepts more effectively.
- These strengths enable me to create a positive and productive learning environment for my first-grade students, ensuring their educational and personal growth.
- Feel like I am eager to be involved and willing to teach any lessons given although nervous. I am adaptable and can change things last minute or in the minute if needed. Can break the material or concept down for the children through examples or relatable experiences
- Communication
- Organization
- Open-minded
- Interactive with the kids and always communicating with them, being on time and being flexible as well as taking feedback positively and being curious.
- flexibility
- adaptability
- culturally responsive
- My top 3 work-related strengths are my curiosity in how my mentor teachers, engagement with the students and professionalism within the school setting.
- Communication skills
- Problem solving skills
- Hard working
- empathy, dedication, organization
- Creativity, Adaptability, and Leadership
- Being understanding
- Listening/Problem solving
- Diverse in teaching/teaching strategies
- Ready to work, dependable
- Helpful
- Accepting
- My biggest strength is my patience. It truly takes a lot for me to become frustrated.
- Another strength I have is my positivity. I believe all students have the capacity to learn and I want them to feel encouraged.
- One other strength I possess is my reliability. I always show up on time and do what I say I will.
- I am pretty flexible, and can think on my feet quickly when something doesn't go according to the original plan
- I am able to jump into action and help students with their school work in a way that doesn't just give them the answer, but helps them think about the problem
- I am able to create respectful teacher - student relationships with the students
- Organization
- Punctuality
- Patience
- I am flexible to change. I listen well. I accept feedback.

	<ul style="list-style-type: none"> • Being willing to help whenever and do whatever I am asked, organization, and communication skills. • My top three work related strengths include forming relationships with students, interacting with the students, and being willing to help and try anything. In the classroom, I am always willing to help with anything my mentor teacher asks. In addition, I love interacting and getting to know the students. • organization, communication, and compassion • Patience, listening, and building relationships. • My strengths are organization, patience, and motivation • I am always on top of a problem when it arises • I am extremely flexible • I am kind to the students • Building teacher- student relationships • Recognizing when students need extra help or guidance • Planning fun and engaging activities for students • In reflection of my performance so far, I feel that I am dedicated, a proficient communicator, and engage with others in a positive manner. • Organization, consistency, open minded • Communication • Collaboration • Professionalism • Communication skills, dependable, creative
English	<ul style="list-style-type: none"> • My 3 strengths are being able to relay information in a way that students understand, being able to multitask in a fast paced environment, and having knowledge of the content being taught. • I had a good trusting relationship with students • Students felt like they could talk to me- I'm approachable • I'm task efficient • I think that I showed good perseverance. When I was translating for an English Language Learner, it made me nervous but I wanted to help her as best as I could. • I care a lot the teaching profession and students. • My willingness to complete any task. • I feel like I interacted well with students, gave helpful suggestions and feedback, and came to the classroom with a positive attitude every day. • I had a really good connection with Mrs. Beatty. I loved talking and discussing her instructional choices along with her co-teacher, Ms. Forbes. I felt like our conversations were productive in multiple ways. • I was always on time for my placement. • I took really good notes from the very beginning of my observation. I could look back on the notes I took on all of my days there and understand the details of any particular day. I wrote dialogue from my teacher, posters and resources in her room, classroom rules, the response of students, etc. • I believe I was understanding of students and respectful towards their strengths and weaknesses. I caught on quickly with many of the responsibilities. I feel I did a good job keeping students on task. • I think that I am a good communicator, a team player, and a hard worker.

Math	<ul style="list-style-type: none"> • My top three work-related strengths are my ability to encourage thoughtful discourse among students, my ability to adapt my lessons to changing circumstances, and by being able to keep a positive attitude when situations go a direction I didn't desire.
Science	<ul style="list-style-type: none"> • I believe my top 3 work-related strengths are communication, respect, and passion. • I am willing to try anything to succeed, within the bounds of ethics. I am great at communicating complex ideas in simple terms. I excel in working with a team, especially when there is an absence of a clear leader, I will step up to organize the group. • Passion for education and equity • Compassion and patience for students • Friendliness • I'm passionate about teaching so I feel I put in effort and delivering the information in a way the students will remember and understand (through a fun, life-applying project). I was able to speak to my mentor teacher about tips of teaching and getting to know the students. I'm very receptive with feedback because I'm just starting as a teacher and want to do anything I can to learn and become (hopefully) a good teacher one day! • Caring for students and trying to see from a more struggling aspect • Trying to find ways to make them feel more included and get more engaged • Being professional in the work environment • Helping individual students, teaching at the level students are at instead of assuming they know information, positive attitude • Creative thinking and planning. • Attention to detail. • Inclusivity. • I feel like I handed myself well under pressure, a lot of things happened during this time, but all of the work was completed professionally. I believe I handled the classroom well, instructing students and creating a positive environment. Finally overall, I feel like succeeded in educated the students on my topic, teaching them and engaging their interests at the same time.
Social Studies	<ul style="list-style-type: none"> • I am good at talking to people in an informal setting, allowing me to connect and learn more about each student/ teacher. • I am good at taking notes and understanding classroom management skills. lastly, I am good at asking for help. If I don't know something, I won't act like I do. I prefer to reach out to somebody who knows what to do and ask for guidance and learn from them. • Fair and understanding - I believe that I am fair to those that I meet and this will transfer well into a classroom setting as I will need to treat all students with the same fairness and understanding. • Content Knowledge - Obviously, I don't know everything and I never will, however I believe I have a strong understanding of most Social Studies content and at least some what of an understanding of all Social Studies content. • Accepting of criticism - I am always open to different ideas, even if they are completely different from my own. I take all criticism into consideration and try my best to apply it when needed. • I build a positive work environment, I always listen to other's input, and I always put most of my attention on fulfilling the needs of the students I am working with. • I do a good job assisting when I am able, making helpful suggestions when asked, and asking relevant questions. • My top 3 work-related strengths are treating other people with different backgrounds with respect, multi-tasking well in fast-paced environments, and receiving feedback and adjusting myself to it. • Rapport, dedication, openness

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

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

Spring 2024	
Agriculture	<ul style="list-style-type: none"> • Adapting to Changes and Challenges, Always putting forth my best effort, Making Connections with the students.
Elementary	<ul style="list-style-type: none"> • Flexibility, adaptability, being on time • My first strength is that I never give up. When things don't go how I planned, I learn from it and bounce back and do better. My second strength is that I'm a hard worker. I don't stop until the job gets done. I give 110% because I believe in giving all I have for student success. Lastly, I have collaborated well with my mentor teacher. I was able to learn from her on the front line and use the ideas that she suggested. She has shared a lot of strategies with me that I will carry with me in the future. I am a sponge when it comes to learning from the experts. I work great with others. • My top 3 strengths are my determination to improve, my willingness to learn new things, and my ability to be aware of areas for improvement in myself. • Relationships • organization • positive mindset • I feel that I am strong in creating solid, trusting relationships with students which helps me explain difficult topics to students that require additional support as well as being empathetic, I am adaptable and can change a lesson quickly or adapt to my students needs if it isn't working for them, and I communicate well with students, parents, and other teachers which is helpful for listening and conflict resolution. • Building relationships with students • Being respectful • Working diligently • caring about the students as a whole person • communicaion (maybe too much) • want to improve • Always willing to work with and help students. • Positive attitude. • Taking advice and wanting to be the best for my students. • Explaining difficult concepts and curriculum to students in a simple and easy manner for their understanding. • Flexibility • Fast learner of new classroom concepts from mentor. • Communication, positive reinforcement, and accepting feedback • Communication with others (colleagues, administration, students, and parents) • Knowledge of students/implementation of student interests • Willingness and ability to adapt to change in classroom and/or schedule • Connection with the students • Being organized and prepared to teach • Fast learner • Relationships with students and coworkers • Engaging and creative lessons

- Clear communication
- I am very adaptable to changes in schedule or unexpected happenings throughout the day.
- I treat all my students with respect and care.
- I am great at teaching in unique ways that keep students interested in content.
- Building rapport, creating a positive work environment, and checking for understanding
- Staff relationships/communication
- Student relationships
- Dependable
- Relationship building, flexibility, ability to adapt
- Making sure students know the expectations.
- Transitions.
- Classroom management.
- Student relationships, organization, readiness
- Dedication towards student success
- Building relationships with students and coworkers
- Providing differentiated instruction according to each child's needs
- Creating engaging lessons for students to enjoy while learning relevant content.
- Building rapport with students and connecting with them on their interests.
- Showing flexibility and adaptability to sudden changes within the school day.
- Drive, work effort, and technology abilities.
- Communicating well with others
- Flexibility
- Building relationships with students and peers
- Building and maintaining student relationships, developing engaging lessons, and communicating with students and fellow staff.
- My three work-related strengths are flexibility, communication, and empathy.
- I would consider myself to be very open minded.
- I listen to my kiddos needs and work to support them the best I can.
- I build relationships with my kids/other educators in the room to help foster positive learning experiences.
- Providing a fun learning environment
- Staying positive
- Building relationships
- Building student relationships.
- Familiar with curriculum.
- Flexible with schedule changes.
- Communication
- Class management
- I think I have great classroom management, I am respectful with my students and engaging in conversations with them, and I have great technology skills.

	<ul style="list-style-type: none"> • I am very good at staying organized and on top of things I need to do for work. I am also very good at building relationships and meeting my students' needs. • Keeping myself and students on task, taking interest in students and their lives, and having open communication. • Building relationships with students, positive reinforcement/ behavior management and reflecting on lesson or what I taught. • Communication, flexibility, and confidence. • I believe that I am very dependable, I am inclusive with every student that I work with, and that I have strong relationships with my students. • ability to be flexible with the use of different teaching strategies and methods • ability to work collaboratively with my mentor teachers and other coworkers to form new ideas and learn different strategies • ability to make learning fun and exciting • My top 3 work-related strengths would be creating a positive and safe learning environment, building trusting relationships with students and coworkers, and dedication to doing a good job and creating lessons to engage students. • Strong work ethic • Positive relationships with students • Ability to create fun and engaged lessons that are personalized to the needs of my students. • My top three strengths are collaboration, inclusivity, and my work ethic. • Relationships with students. • Being on time and ready. • Being flexible and willing/open to change. • Confidence • Relationship building • Collaboration • Reliability • Kindness • Teamwork • I am hard-working and very dedicated • I teach with a positive and uplifting energy/attitude. • I have the ability to build close and tight relationships with the students and parents. • I treat everyone fairly and equitably. • Dependability, innovative, and collaborative.
Math	<ul style="list-style-type: none"> • Rapport with students, Passion for teaching the material, Taking constructive criticism from coworkers
Physical Education	<ul style="list-style-type: none"> • Motivation skills • Make a positive environment • Teamwork skills
Science	<ul style="list-style-type: none"> • I think I am very good at discussing sensitive situations with students and managing conflicts between students. I am also very confident in my knowledge of biology and I believe it translates when I teach. I also am very creative in making assignments for students to keep them engaged. • Very flexible and adaptable to the classroom environment/pace, with both the student behaviors and teaching the content. Willingness to try different tactics for different classes, especially when thinking about ways to improve teaching certain content/ideas or try different activities to improve student learning. Very knowledgeable about certain content areas that I can pull from when teaching. • Good relationship with students

	<ul style="list-style-type: none"> • Pick/make good lessons according to standards • Good feedback. • personal interactions with students • adapting teaching for classes • displaying enthusiasm • I think my care for my students as humans and scholars is my top strength. My second greatest strength is my understanding of the nature and purpose of science, and my third is my planning abilities. • Passion • Diverse Instruction • Planning/Preparation
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Fall 2023

Agriculture	<ul style="list-style-type: none"> • Classroom management, knowledge of content areas, communication
Elementary	<ul style="list-style-type: none"> • communication, adaptability, patience • Relationships with students and staff, consistent with communication, and positive attitude. • Coming up with different activities for students to do. • Always doing what I am asked. • Building relationships with students. • Willing to try anything • Always on time • Understanding that mistakes help you learn • Positivity • Reliability • Flexibility • I'm proud of these strengths because I feel that I am able to work in different/unexpected conditions, be there when I am needed, and stay positive even when it gets stressful, all things that I believe are important and necessary as a teacher. • I am dependable, I am respectful, and I am responsible. • I value my ability to always put student needs and safety first, going beyond traditional methods of teaching in my lesson planning, and doing my best every day, even when facing challenging times. • Motivating students, accepting feedback, and treating others with fairness • I keep myself organized using a designated teaching planner. • I start the day by greeting the students with excitement when they come in, showing them that I'm happy to see them. • I'm willing to try different kinds of instruction and activities in the classroom. • Putting forward my best effort and having an open mind to try new things. • Being organized and having time management skills. • Being able to cooperate effectively with my mentor teacher. • Communicating with my cooperating teacher • helping students when needed • connecting with students • I am passionate about the field I am in and care greatly about the students, their work, and their progress.

- I am open to changes that may happen during the day and am flexible to alter my plans at any notice.
- I value being on time whenever it is expected and have no issue with putting in extra time or effort to ensure that I am doing my job correctly.
- I always maintain a good attitude. I want to learn from the experts on the front line, the classroom teacher. I work hard and will do anything the classroom teacher asks me to do with 100% effort. I'm a good communicator and I wasn't afraid to ask questions when I had them. This is the best way for me to learn.
- 3 strengths I feel that I demonstrate are; developing meaningful relationships with students, willing to adapt to changes, and problem solving.
- multi-tasks well in a fast paced environment
- Enjoys feedback and uses it moving forward
- Creates good relationships with students
- optimism, understanding, perspective.
- always willing to do a task when asked
- kind and respectful to superiors
- ready and open to listen and give ideas
- Adaptable to new situations and lessons, collaboration with my mentor, and planning ahead my lessons
- I believe my top three work-related strengths include varying my levels of differentiation for individual students, communicating my expectations with students clearly, and making lessons interactive for students.
- Positivity, patience, and inclusivity.
- Building relationships with teachers and students, keeping a calm manner, providing constant help and support
- Dedication
- Relationships with coworkers and students
- Creative and engaging lessons
- Passion
- Patience
- dedication
- I believe that my top three related strengths are building mutual/respectful/meaningful relationships with my students, behavior management (most of the times), accepting & finishing any challenge or task that comes my way in an appropriate/timely manner, and my flexibility.
- preparation, adaptability, organization
- Building relationships
- Reliable
- Diligent
- Positive relationships with students and staff in the building.
- Being responsible and honest with all of my decisions in the classroom.
- Collaborating with my teacher and being open to hear feedback.
- Using written and verbal feedback to improve teaching strategies, lesson planning, and classroom management strategies.
- Collaborating with others to achieve common goals: PLCs, grade level related planning, extracurriculars (math, science, SS fair).
- High level of dedication in doing a "good job," dedicating lots of time to writing and improving lessons and plans as well as asking for help in improving instruction.
- I am always early and ready to work. I complete things on time
- I am willing to learn and take feedback

- I am a hard worker who is passionate about teaching
- I think something that I am good at is my professionalism. I come ready to learn and always try to put my best foot forward. I also think that I am able to produce good and creative lessons that the children are engaged in. The last thing is that I think I am creating strong bonds within the school with both the students and the staff.
- I think that I do well at building positive relationships with students and taking the time to get to know them at a personal level.
- I think that I do well at planning detailed lesson plans.
- I think that I do a really good job at collaborating with my mentor teacher
- Initiative
- Flexible
- Dependable
- Knowledge of students, patience, understanding.
- I think my most important work related strength is my ability to get stuff done. As soon as I have a plan or know what I want to do I create or find the resources necessary for the lesson so I can be prepared. Another strength I have is my strong organization and planning skills. I am very good at staying organized which helps me plan both long and short term. I am also very good at building relationships with students and coworkers. This create a positive classroom environment.
- My relationship with my students. Working with students 1 on 1 or small group. Doing daily classroom tasks (making copies, grading papers, etc.).
- I am highly aware of my strengths and areas for growth in my teaching abilities, I seek out new opportunities to learn/am curious about the ways others do things, and I am very dependable.
- Student relationships
- Collaboration
- Dependability
- I believe that I try my best everyday when preparing for lessons, and teaching them. I make connections with the students which helps gain their trust. I believe that I walk around and help the students for most of the day and encourage them to do the best they can.
- I have created positive and trusting relationships with the students in my placement classroom. I feel that I approach tasks with a positive attitude, serving as a positive role model for students. I am always willing to try new things and learn more about a topic.
- Top 3 work-related strengths are leading the group, getting them under control, and explaining things.
- My work related strengths are dependability, adaptability, and problem solving.
- My strengths are in being dependable, having compassion, and listening to students.
- I think my strengths are being gentle with students (understanding their feelings and seeing when they need some extra support), working with students in small groups, and building relationships
- dependability
- hard working
- professionalism
- A strength I have would be creating lessons that engage my students. It's something that I've come to be really proud of, and I continue to see what I can do to make learning fun and engaging for them.
- Another strength I believe I have is being able to create connections with my students based on their interests. I've been able to talk with students about various games, TV shows, and music that they enjoy, which helped me get to know my students better in the process.
- A final strength that I have is being very dependable. My mentor teacher can rely on me to consistently show up to school without fail, and if something happens to where I'm unable to come or be late, I let him know as soon as I possibly can.
- I feel like my strengths include building relationships with students and practicing equity

English	<ul style="list-style-type: none"> • Bring positivity into the environment, build trust with my host teach, graded assignments as the teacher would with confidence. • I am dedicated to providing my students with quality lessons that help them develop their ELA skills and knowledge and gain a deeper appreciation of the subject, I strive to show my students compassion and understanding to build a comfortable learning environment, and I have a deep understanding of the content that I am passionate about sharing with my students.
Social Studies	<ul style="list-style-type: none"> • Very well organized, commitment to being prepared for lessons, dedication to understand the content I have very little knowledge on • Drive/passion for education • Content material knowledge • Inclusivity • Flexible with obstacles, I take criticism well and typically agree, and always respectful. • I think that my top 3 work strengths are content knowledge, communication skills, and ability to connect with my students and establish a rapport with them. • Creating creative and engaging lessons/assignments that utilize the students' different types of intelligence (pamphlets, letters, photo analysis, posters, etc.), establishing positive relationships with the students (showing I care about their grades and about them, asking questions about their weekend, etc.), being respectful and open minded towards my cooperating teacher's and other teacher's suggestions about how to teach a topic or what should be changed going from class period to class period. • I think I did a very good job of being prepared to teach. I was always early and had my lessons ready to go a few days in advance to ensure I was prepared. I adapted to a new environment very well and dealt with the loss of a true smart board. Most of my work at my last placement was done on a smart board. I made the transition to almost no use of the smart board very quickly. • One work related strength I possess is the ability to make connections and create relationships in the classroom that ultimately lead to more engagement. • Another work related strength I possess is the differentiation of institutional strategies, as an attempt to cater to all student strengths. • A third work related strength I possess is accepting and using constructive feedback to better my own practice • My biggest strength is creating rapport with students and building a positive learning environment. • My second strength is knowing the names of students but I believe this is still closely related to the previous strength. So with this in mind, I also think I am good at just knowing my students, where they work, what the different class relevant aspects of their lives are. • Finally I think I am extremely dedicated to this and the consistent process of getting better. By no stretch of the means am I the best, but I am actively on the hunt to becoming the best. I really just want to do a good job for the students. • One of my biggest strengths is classroom management. This was something I thought I would have a long time achieving during my placements, however it has come effortlessly. I have really had zero behavior issues or even classroom respect issues, as the students know what is expected when they enter the class, and know I can redirect the behavior if needed. My next strength is my ability to take constructive criticism. Obviously, this is my first time teaching, so whenever my CT, observer, or adviser has any advice for me, I am all ears and want to know where I can improve to become a better educator for my students. The third strength is my dedication towards this job. I am currently struggling financially because I can not work during this time, however my dedication to being the best student teacher I can be is still my main and only goal. This has been a great opportunity and will never wish to have not gone through this experience. • Ability to connect with students, energy when teaching, and helping students solve content-related problems.
Spring 2023	
Agriculture	<ul style="list-style-type: none"> • Relationships • Instructions- most of the time is very thorough • Expectations • I would consider my strengths to be relationship building, honesty, and prioritizing

	<ul style="list-style-type: none"> • Thinking outside the box/creativity, Using the learning spaces available, Providing students opportunities through FFA. • Keeping students engaged on the learning topic. • Help expand upon the student's curiosity and promote inquiry-based learning. • Did a great job of getting to know the students. • My top 3 strengths include forming relationships and student bonds, creating a positive atmosphere and learning environment, and using innovative methods for learning new content. • Time management, multitasking, relationship building • My top three strengths include treating everyone with respect, paying attention to detail, and building positive relationships. • My top three strengths include treating everyone with kindness, being open and willing to learn, and listening to everyone's thoughts. • Dependability, dedication to the job, and innovative lessons. • Multitask abilities • Classroom management skills • Computer skill development
<p>Elementary</p>	<ul style="list-style-type: none"> • Student relationships • Patience • providing a positive classroom environment. • 3 work related work strengths I have are building a good rapport with students, being positive, being able to learn and grow from mistakes. • relationship building with my students • willing to keep an open mind • self-aware of times within the classroom on a day-to-day basis • I have been able to have good relationships with all of the students in the classroom, which has helped me relate the topics we are talking about to their personal lives. I am organized and have everything for the week ready by Friday, in preparation for the next week. I am open minded and take criticism well when it comes to things I may need to work on to help me further my education. • A work-related strength I believe I possess is the ability to make data-informed decisions when planning lessons for the future. • Additionally, I believe I possess a strength in being able to collaborate with others, using their knowledge as an advantage for my students to learn from, and understanding that I do not have all the knowledge but have the openness to seek out that knowledge. • Lastly, I believe I possess a strength in being able to develop positive relationships with my students as well as other faculty in the building. • Being able to adapt to students strengths and weaknesses • Building a strong relationship with coworkers • Keeping information confidential • relationship building • differentiation • classroom management • I try to get all students involved through activities that require collaboration. • I like to try new things with lessons that include games or technology. • I am empathetic and understanding with students and coworkers. • Empathy • Organization • communication

- Easily able to speak to students and understand them
- Very flexible in terms of problems in the classroom or the derailing of lesson plans
- Able quickly understand student problem and format solutions
- My strengths are being open-minded and flexible in many environments, keeping students engage in my learning tasks, and creating a positive learning environment.
- I am great with collaboration and working with my team. I love hearing feedback from others so that I can improve. I also am very open minded and I am always open to new ideas or non-traditional ideas.
- Building relationships
- Confidence
- Attitude
- Student relationships, work ethic, organization
- Punctuality, Flexibility, and Using data to influence future learning for students
- Building strong relationships with students and coworkers, reaching out to others when I have questions and need help/advice, and creating opportunities for all students from diverse backgrounds to succeed in the classroom (Inclusion)
- Rapport with students
- Positive attitude
- Demonstrate flexibility
- student relationships
- colleague relationships
- classroom management
- Dependability
- Flexibility
- Relationship building
- I believe that my top work-related strength is patience. It is important to have patience while teaching because each student has a variety of needs that need met every day. Secondly, I believe that another work-related strength of mine is organization. While being an elementary teacher there are many papers, projects, and supplies to keep track of. It is important to be organized to help the day run smoothly which I believe is a skill I maintain. Lastly, I believe that another work-related strength of mine is flexibility. I try my best to be flexible with co-workers and students because of the challenges life can bring.
- I am organized, punctual, and very flexible
- Enthusiasm
- Time management
- Dependability
- Consistent and reliable, always willing to try new things and improve, communication and understanding
- Three of my work related strengths are being dependable, being prepared, and communication.
- Organization
- time- management
- Inclusion
- Creative
- Patience

<p>Math</p>	<ul style="list-style-type: none"> • My top three work-related strengths would be showing dedication to doing a good job, showing awareness of my areas of development, and displaying a strong knowledge of curriculum content. • I am a very dedicated person, and I believe that this shows in the time commitment that I have given to my student teaching experience. I have created many of my own materials, spent time researching content to find different teaching approaches, and tried to bring creativity into math. • I am also aware of my areas of development. I spend time reflecting with myself and with my mentor about my weekly performance and areas that I can improve in. I am always looking for ways to improve my teaching and have a mindset that I am a life-long learner. Finally, I would say that I have a strong content knowledge. Although, I may need to refresh myself at times, I am more than capable of teaching myself things with resources. I am also dedicated to doing the research to ensure that I understand the content.
<p>Physical Education</p>	<ul style="list-style-type: none"> • My most important work-related strength is being able to get along with all teachers and students. My second top work related strength is always being willing to learn from others and update my teaching style. My third top work related strength is having a love for what I do that drives me everyday to become better for my students. • I believe that I am personable and professional while talking with coworkers and students. I also think I am skilled in content knowledge related to my classes. • Feedback implementation was one strength that I had during my semester. • Being flexible with unexpected activities in the gym and school. • Building relationships with the cooperating teacher and students as the semester has progressed. • Dependability, high energy, good communication and relations. • Being empathetic with students when they are late or hard to deal with during class. I never know what is going on in their personal or home life, so building rapport and relationships with students to understand them is very important. • Adjusting on the fly whenever the gym is taken, or I have to change my lesson or plans last minute. • Building rapport with my cooperating teacher and other staff in the building. • Time management. With a very busy schedule this semester, I feel I did well at managing my time to the best of my ability. • Content development. I never planned or taught anything I wouldn't want to do as a student. Everything I presented had some sort of underlying meaning. • Positive attitude and role model. I came to work every day with a positive attitude with the goal of being a good role model for my students. Every day brought its challenges although I did my best to remain positive. • punctual, prepared, enthusiastic • Flexible • Bring energy to every class • Modify tasks for better student achievement • Adaptable to change • Easy to communicate with • Speak clearly • My top 3 work-related strengths are the following: work ethic, professionalism, overall enthusiasm and motivation for the job
<p>Social Studies</p>	<ul style="list-style-type: none"> • I am good with content and creating ideas for lessons in collaboration with my CT. • I have people skills with school-aged students and have the knowledge of modern media and life to interact with them and relate with them. • I am incredibly passionate about my content and how I teach it. • Dependable, good at retaining information, great listener. • Getting to know the students and interacting with them regarding things they like such as music or getting to know me and my major and what I do • Asking questions about things I'm curious about regarding procedures, classroom management, classwork, the class

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| | <ul style="list-style-type: none">• Keeping my cooperating teacher in the loop and involving her with my assignments• My knowledge of the content.• My knowledge of the technology utilized in the classroom.• My ability to work well with others.• Punctuality• Working Attitude• Determination to complete assignments in a quick and orderly manner• Connecting with students, creating engaging lessons, and maintaining strong relationships with co-workers.• I am highly knowledgeable in West Virginia and United States history. I am very professional with my day to day tasks and I'm always on time. I am highly supportive of my students while in the classroom.• I think one of my biggest strengths is working with others to achieve common goals. I've always considered myself a team player and I have worked with my classmates within my cohort to complete group projects and tasks and I am excited to work with my cooperating teacher and eventually my colleagues to achieve common goals.• Something that I am proud of to a strength of mine is that I treat people, no matter who they are or where they are from with respect. I come from a very diverse community in Northeast Ohio and I've always strongly believed in treating others how you would like to be treated. So for me personally, when you combine diversity and treating others with respect, it's a beautiful thing. Everyone, no matter who they are deserves to be treated with dignity.• One more strength of mine that I am proud of is building a good relationship with my supervisor/CT. I built great relationships with both of my observers from my junior year and I am proud to say that both of them will be my cooperating teacher's for my Student Teaching placements. They both really taught me a lot about what it means to be an educator, the type of impact you can have on students, as well as many great classroom management tools.• I am very good with planning and organization. I strive to always be prepared.• Creativity is another one of my strengths. This can be manifested in my lessons and instructional strategies.• I believe I am very emotionally intelligent and kindness is for sure one of my greatest strengths as a person.• I feel that I did a pretty good job connecting with students and beginning to develop valuable relationships. I also pride myself on being prompt wherever I go, I feel that it is very important to be on time if not early. |
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Section VII. Skills Survey Qualitative Results for Candidate’s Self-Assessed Areas for Improvement in Field Placements

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

Spring 2024	
Agriculture	<ul style="list-style-type: none"> • I did not have an internship. • utilize technology in lesson planning • explore different resources for students • improve my ability to create a supportive environment
Elementary	<ul style="list-style-type: none"> • Consistent classroom management • Time management • Self management • I could definitely walk around the classroom more and talk to them about what they were doing and sit with them. • Observing different students than normal • See who needs help and try to apply myself more as a teacher/aid • I could improve by staying more focused and on task with the students, letting them do things on their own and giving them space, and finally by being as punctual as possible. • Patience, engagement, readiness • Communicate any and all changes in assignments or tasks with supervisor. • Being more actively engaging with students in class. • Having a more clear goal and task sheet for supervisor to be aware of. • classroom management • being confident and giving clearer instructions when explaining an activity to students • sharing upcoming assignments with my mentor teacher • I could take more initiative in creating a leadership role. • I could have improve my performance by keeping a more consistent schedule, however this semester was very busy. • I could improve my performance by building stronger relationships with my students. • I would try to build stronger relationships, try to incorporate different methods when helping students, and spend more time in the classroom. • Classroom management • Backup plans • Knowing school rules and consequences • I believe I could improve on collaborating with other school faculty members. This could be communicating more with other colleagues at the same grade level. • I believe I could improve on getting to know the students one on one more. • I believe I could practice my instruction in front of the class more, so that I get more comfortable with time. • Building confidence in front of students, learning how to step up and ask if there are more things for me to do, confidence when speaking to other colleagues • Next semester this will be much easier bc I will be in the school more often, but picking a day and sticking it pertaining to coming to the elementary school • Find better ways to help students what I don’t have direct answers for them

- Learning better Strategies to dealing with students who don't behave well
- I could be more confident in my decisions. I could try not to get as emotionally invested. I could become better equipped with technological tools.
- One work performance I could improve on is my communication with peers. Having a good relationship with the people I work everyday making the work place a healthy environment for everyone.
- The second work performance task I could work on is being more prepared for the unexpected. When working with children and in school there can be multiple complications a day and it is always wise to have a back up plan.
- The last work performance goal I could improve on is moving at a slower pace and taking my time when working on projects, lesson plans, and grading.
- I could be in the classroom more often
- I could contribute more to lesson planning
- I could lead small group activities or lessons more
- plan better, ask to do more, take the initiative to talk more
- The first way I can improve in work performance is to learn more strategies to assist students in phonics related questions. I feel that at times I was not able to provide the best possible answer in regards to phonics questions and I need to improve on this. Second, I can improve on classroom management skills. I feel that I am still growing in this skill and will continue to improve. Finally, I hope to grow in my comfortability planning lessons. Next semester, I will have to plan my own lessons and implement them. I need to continue to study and practice this so I can provide adequate lessons to my students next year.
- Dressing professionally
- Learning more about technology
- Visiting other environments
- Be more direct with the students, give clear instructions
- Don't be afraid to help students and tell them they are making mistakes and help them fix it
- Develop a better relationship with my mentor teacher
- I could improve on my knowledge of the school policies and guidelines, the state standards and curriculum, and my confidence in the classroom.
- I get nervous when transitioning to a new topic not wanting students to talk over me, and when trying to grab their attention as they're working.
- Feeling more prepared for on the spot questions.
- Feeling like I am in the way/ scared of overstepping
- Time management
- knowledge of curriculum
- Adapting to new environment
- Behavior management
- Confidence
- Communication
- Striking the balance between authority and camaraderie with my students.
- Choosing materials that are on par with student comprehension.
- Finding ways to help myself with overstimulation so I am able to be more present with my students.
- Confidence, discipline, practice
- I want to improve my mathematical performance, my workload, and my time management.

- Go out of my way to connect with students more
- Collaborate with my mentor teacher about my assignments better
- Not hesitate to jump in when students need help
- Multitasking, memorizing content standards and correlating them to appropriate time marks of the year, exploring new technologies.
- First, I could improve on communicating with my mentor teacher because I was anxious about messing up her plans so I didn't discuss class requirements until last minute. Secondly, I could improve on asking more questions to my mentor teacher when I am curious on how things work. The third thing I could improve is getting to know more of the students backgrounds because I knew some of them but not all of them.
- I could improve upon my work experience in the showing an awareness of my strengths and areas for development category. I could also improve the gathering of information from a variety of sources to fully understand a problem category. The last category I could improve is the display curiosity and seek out opportunities to learn more.
- I could improve by working on my technology skills, my time management in completing tasks, and creating more meaningful relationships with my students.
- Become more confident with the material and lessons
- learn new ways of teaching-being more diverse
- form a closer relationship with the students
- Be more reliable and communicative, be more informed on course materials, and be more prepared for situations that may arise.
- Take more innovative and not being afraid to ask to do something
- Having backup materials in case a lesson does not go to plan
- Communicating with families
- Better communication
- Better organization
- Better multi-tasking
- The top 3 ways that I can improve upon my work performance would be becoming more familiar with the grading and assessment techniques used, ask more questions when I need clarification on tasks and assignments, and lastly delivering a clearer explanation to students regarding tasks they're completing.
- Classroom Management
- Creativity
- Confidence
- understanding content knowledge, need to refresh up on it beforehand
- low confidence, finding my teacher voice, standing up in front of the class.
- Figuring out what do do in different scenarios whether it be academic or social-emotional.
- better communication
- better attention to detail
- better teaching strategies
- lacked confidence
- understand my role more
- time management
- I believe to improve my work performance I could gain more confidence during my presentations of my lessons. I could create more ways to engage students during lessons and collaborate with students on their struggles to try and help them one-on-one.
- Gain more knowledge about the content inside the classroom.

	<ul style="list-style-type: none"> • Gain more knowledge on the timing of a classroom day, time management. • Continue expanding on classroom vocabulary. • Learn more about the curriculum • Learn how to deal with parents • Learn more on classroom management • I think I can improve more on my getting to know students better, pre-planning lessons, and not stressing or making myself overwhelmed when there can be an easy solution. • Classroom management techniques. • Transition to different lessons. • Learn more differentiation techniques. • I can create stronger relationships with students by talking to them in settings that are not the classroom (lunch room, gym, etc). • I can diversify my instruction and find ways to communicate with students that will get my message across to everyone. • I can create stronger relationships with the staff at my placement school. • One way that I could improve would be to be on time more. Another thing would be to help the teacher more. The last thing is to be there for my students and encourage them. • Asking for help or clarification when needed, requesting more involvement other than sitting there listening the whole time, demonstrate independence in my working without consistently needing Mrs. Cassell's guidance. • Be more confident in myself! • Write down/collect all of the data I am learning about. • Improve my knowledge of phonics! • I need to plan out a schedule more accordingly so I am always present and on time rather than having to change my days. • I need to get better at planning lessons in accordance with student needs. • I need to evaluate my students on an individual level to get a better grasp on how to assist kids and see their growth.
<p>English</p>	<ul style="list-style-type: none"> • Seek out opportunities to actively help students while observing. Be more consistent on being in the classroom. Study the materials for the class prior. • I must continue to develop my materials and text set. I need to continue learning new technologies to create efficient materials for students. I need to continue to find strategies to reach every student. • I had a hard time learning the students' names throughout the experience. Since I was only there once a week, and students had already done their introductions at the beginning of the year, I was slacking in remembering their names. • I feel like I could have taken more initiative to talk to the students during class. A part of the reason I didn't do this was because I did not want to be in the way of Mrs. Rodeheaver's instruction. • I could have been more assistive to Mrs. Rodeheaver as far as grading goes or leading the beginning-of-class activities. • I can work on transitioning from topic-to-topic better, learn how to engage with students that aren't participating, and become more confident in front of the class. • I could become more flexible when grading, take more initiative when in the classroom, and introduce myself to colleagues instead of waiting for someone else to do so. • I believe that with experience, I can deliver clearer instructions to students. I believe that I can be more thorough with my lesson preparation. Lastly, I believe that I could build stronger relationships with the students in the classroom. • Taking a more active role in the classroom • Asking more questions

	<ul style="list-style-type: none"> • Volunteer to help with lesson planning
Physical Education	<ul style="list-style-type: none"> • Seek more advice from peer professionals • Focus more on formal assessment • More confident. Better time management. More activities.
Social Studies	<ul style="list-style-type: none"> • don't procrastination • have a more positive attitude all the time • classroom management • I think I could improve my level of content knowledge as I am still a bit unfamiliar about West Virginia history since I am from Pennsylvania. I also think I could think of how I could incorporate more technology into my instruction, and I think it would help for me to start thinking of how I can use various means to respond to behavioral concerns in the classroom. • I think I could take time to become more involved with the activities and tasks students complete. I could also branch out more from my direct supervisor (Crystal Heckman) and get to know the other teachers at the school. I also think that I could take more time getting to know individual students. • I could improve on mastering the content of each topic • Improve on using different teaching strategies • Improve on using unfamiliar technologies • I need to improve my confidence in speaking in public and in the classroom. I need to improve on classroom management. I need to improve my planning skills.
Fall 2023	
Elementary	<ul style="list-style-type: none"> • I can be more dependable. I can demonstrate my dedication to the job by being more timely. I can continue to learn curriculum material inside the college and in the classroom. • seek feedback from students. • Be more hands-on with the students learning. • collaborate with mentor teacher more to understand students' individual needs. • There are always things we can improve of no matter what. My first thing I could improve on would be asking for feedback from my mentor teacher on a regular basis. The second thing I could improve on would be to be more confident in my interactions with my students. Lastly, I could improve on would be communicating with teachers other than my mentor teacher to build those relationships as well. • Try to form stronger relationships with my students, be more confident in my words and movements, and work closer with my mentor teacher and her coworkers. • asking to do more in the classroom, getting to know my peers on a deeper level, communicating more with my students • Working with the whole class more, learning more curriculum, and communicating confusion. • Be more consistent in showing up on time • Learn how to best connect with my coworkers • Become more familiar with content being taught to better answer questions • I feel that I could improve on my confidence, my knowledge of the curriculum, and my ability to ask others for help if I need it. • Be more hands on, more one on one time with students, and be more confident. • Use innovative thinking to go beyond traditional methods; Deliver clear, high-quality instruction to students; Collaborate with others to achieve common goals

- One of the most important ways I can improve is through regular reflection and self-assessment. I need to take time to review lessons, interactions with students, and classroom management. I need to consider what went well and what could have been done differently. This reflection process can help me identify areas where I can improve and develop as a teacher.
- I need to not be afraid to ask for feedback from my mentor teacher, other experienced educators, and even my students. They can provide me with valuable insights into my teaching style, lesson planning, and classroom management. Constructive feedback will help me pinpoint areas to enhance my teaching skills.
- I need to continuously invest in my own professional development. Try to stay current with research and trends in education, and implement new strategies and techniques in my classroom. This commitment to ongoing learning will keep my teaching methods fresh and effective.
- Three ways I can improve is through being less hesitant and nervous before lessons.
Ask more engaging open ended questions for the students instead of yes or no
Talk to students in morning more or during free time to know each of them better
- Initiative
- Confidence
- Leading
- Working on something I need to work on is knowledge of content materials, gaining more confidence / finding my teacher voice as well as work on not making mistakes when doing papers sometimes.
- Spend more time in specials
- Be more of a supervisor than someone to play with at recess
- Look into different classrooms like sped
- I could improve on my work performance by asking to observe the students in specials. I have been taking many classes that focuses on the importance of incorporating the arts into the general education classroom but seeing the teachers of the arts in action can help build on the arts education schema. Another way I can improve on my work performance is building relationships with more than just my mentor teacher. I feel like in most conversations and group discusses I stay in my mentor teachers shadow but taking the time to contribute will help build my professional confidence with my peers. The last area I feel like I could improve on is the fifth graders interest. Taking the time to read the books they're reading as well as watch the shows they're watching can help me connect with them.
- Anxiety
- Confidence
- Getting enough sleep so I am not tired by the end of the day
- Learning how to discipline young children in a nice way
- more confidence in commanding the classroom, organizing the curriculum, and staying creative and enthusiastic
- Three ways I could improve my work performance included taking notes while observing to help remember experiences I can reflect on, collaborate with other students teachers, and collaborate with mentor teacher to create a lesson.
- Learn to work more hands on with students.
- Use more/new resources
- More time working one on one with students
- Be more understanding
- Make a schedule
- Stay on top of work/ assignments
- The most important way I can improve my work performance is getting more familiar with the curriculum that is being taught.
- The next skill I believe I can improve upon is my ability to jump right into lessons without knowing ahead of time. Teaching on the fly essentially.

	<ul style="list-style-type: none"> • The next way I think I can improve is how I explain topics to kids. I need to get better at using their language or words that make sense to them. • I could ask more questions about the logistics of what teachers do outside of teaching (dealing with behavioral issues, parents, etc...) • Do more research on strategies that might help more difficult students want to be motivated with their schoolwork • I could work more closely with small groups of students so that I get more of a feel for teaching groups, not just 1 on 1 • Confidence • Create a detailed schedule • Being open to creating goals • Be more clear and concise when giving instruction. Learn to better with time management. Be more organized and create a better ability to multitask. • I believe the most important things I can improve upon my work experience is my confidence, lesson planning (I don't have much experience), and actually teaching a class (I have no experience). • The first way I could improve my performance would be to ask more open ended questions when helping students, attempt to apply more theories when working with students, and feeling more confident in the actual content I am helping students with. I feel that these are all things I will improve on with time and practice. • I could prepare more lessons, take more initiative, and brush up on material • I could take more initiative, I could observe the students more closely, and I could demonstrate a better understanding of curriculum. • The top three ways that I could improve upon my work performance would be being able to adapt quickly to new changes, being more open-minded, and continuing to meet my goals. • I could be more engaged with the curriculum the students are learning • I could be more patient with the students • I could be more supportive to my mentor teacher • Learn better class management techniques • Gain familiarity with more content knowledge • Plan additional activities to complete with students, even if I don't have to • In reflection of my performance thus far, I could improve upon finding different ways to convey information to students, delve deeper into the curriculum to better support students, and develop a variety of strategies to multi-task. • Become more involved in the environment, offer assistance in areas • Developing my personal classroom management • Have more details when taking notes • Take initiative to assist in all aspects of the classroom • Gain comfort in classroom setting, learning/ practicing new strategies to apply in my teaching, learning/ practicing classroom management
English	<ul style="list-style-type: none"> • I could take initiative to be more active while observing, create and stick with a consistent schedule, and ask questions when I'm confused. • I could actively participate more • I could ask more questions • I could interact a little more with students • I could have made more of an effort to involve myself with the students in the classroom. • I could have gone into the placement with more confidence. • I wasn't always consistent with the times I would come into the middle school, due to my commute and not having a car. There were some mornings that I accidentally woke up late.

	<ul style="list-style-type: none"> • I will try to learn more about the software that Mon County schools use, try to involve myself more in the classroom, and take initiative a little more. • I could have communicated better with Mrs. Beatty. She did say I could come in on any day during the week so I did not come in consistently on one day of the week; I would jump from going on Mondays to Wednesdays. I did email her at the beginning to tell her when I was coming, but she always said that I could come whenever so I just stopped emailing. • I could have interacted with the students more. It was hard to do this when I was just to sit and observe. I didn't know the appropriate time to insert myself so I didn't step on any toes. • I could have read what the class was reading so I could see how their discussions evolved. This was hard to do along with my personal classes and lack of resource, but I could have done it. • I can work on instruction delivery. I can become more flexible as students do not understand some material. I can work on slowing the pace around areas of emphasis. • I think I could learn more about the public school system, accommodations, and how to use certain online programs.
Math	<ul style="list-style-type: none"> • I could improve upon my work performance by feeling more confident interacting with the students, by building better relationships with the students, and by increasing my communication with my mentor teacher.
Science	<ul style="list-style-type: none"> • The top three ways I could improve my work performance is by planning farther in advance for lessons, collaborating more with peers, and doing more research on different teaching approaches. • Meticulous record keeping would be helpful in maintaining a rigid timetable. Checking email at a higher frequency would improve quality of communications. Entering data immediately would improve quality of generated information. • Confidence when presenting information to students • Classroom management • Slowing down when speaking and explaining things clearly • Given the limited time with the specific students I was teaching, my lesson to, I could have worked harder on building a stronger connection with them so they would feel more comfortable presenting their project. I could have prioritized tasks more so teacher could have details of my topic a bit earlier. I speak quickly, so I could work on slowing down my words so students can understand me more clearly. • Provide more descriptive instructions without stuttering or being all over the place. • Rehearse my lesson a little more to reduce the errors I have in the actual classroom • Putting my foot down a little more and trying to gather the students attention when they focus away from the lesson • Completing things more on time, including accommodations for students, and communicating more efficiently • Time management and preparation. • Extended research using multiple resources. • Providing options for feedback. • I wish I was more prepared for the actual teaching section of this student observations. I submitted all of my tasks on time, but wish I would have completed them earlier to insure better preparedness. And overall come to my professor when their is a problem as soon as possible.
Social Studies	<ul style="list-style-type: none"> • Spend more time with students, to work on building a teacher-student relationship of trust Give instruction with more confidence. The more time I spend in the class the more confident I become. Improve my communication with students. let them know when I made a mistake etc. • Time Management - I could drastically improve my work performance if I get better with my time management. • Student engagement - I believe my work performance would improve if I were better at getting and keeping students engaged. Students were always on task, but never fully invested in the content.

	<ul style="list-style-type: none"> • Activity Creation - I think that the activities that I create for students could use some improvement, not that the activities I've made are bad, but that I tend to make very similar activities and would like to be able to make activities that vary more. • I could improve myself to make clear instructions for students, become more adaptive to technologies that I am not familiar with, and be more proficient in working in a fast-paced setting, such as the classroom. • I think I could've been more involved with interacting with students, asked more questions in regard to classroom management, and taken more insightful notes of my observations. • To improve upon my work performance, I could connect better with students, complete more tasks if given by CT, and assist students struggling in different work activities. • Be willing to be more communicative/not as shy, integrate more technology
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Section VIII. Skills Survey Qualitative Results for Candidate’s Self-Assessed Areas for Improvement in Clinical Placements

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

Spring 2024	
Agriculture	<ul style="list-style-type: none"> • Time Management, Learning to Teach NOTCI Material that isn’t currently covered in our Content Standards, develop new ways to teach the same material to help retention come easier to students.
Elementary	<ul style="list-style-type: none"> • Confidence, energy, new ways of thinking • The first area in which I could improve on is confidence. The more I teach the more confident I will be. I believe this weakness has gotten better over the past months but I could always work on being more confident. The second area is to familiarize myself with the curriculum. I would like to know more about the content standards and the expectations that come with that. Lastly, the area I would like to improve on is not being so hard on myself. I want to strive for perfection and when I fall short I’m hard on myself. Those are 3 areas I would like to improve on and I believe that those can easily be fixed with more experience and time in the classroom in the future. • The top 3 ways I can improve are to keep students engaged in lessons and activities, explicitly understand lesson material, and monitor whole class behaviors. • time management • experience • communication • I could manage time better, ensure that I am entirely comfortable with lessons before beginning them, and check understanding with students in more ways. • Classroom Management • Creating more ways to differentiate • More confidence • Classroom management • being prepared • bonds with students • Ensuring all students are actively participating. • Comping up with multiple ways to teach something to help teach students who may be struggling. • Disciplining students when necessary. • Communicating well with others (peers, supervisors , or coworkers)

- Participate more in meetings, plc, or ideas.
- Differentiation
- Differentiation, technology, and curriculum
- Including more cross-curricular activities
- Planning further ahead of time/time management
- Broader knowledge of curriculum standards throughout different grade levels
- Students not taking me seriously as a teacher -Set expectations with students early on to show them that I am in charge
- Managing and handling behavior in the classroom -Try to stop things from snowballing into bigger things
- Have more hands-on with their learning- Make the lesson more engaging for the students
- Planning
- Management of other students when in a small group
- Fluency in technologies and technology-related programs
- I could improve by planning further ahead with flexibility to develop a consistent and meaningful timeline.
- I could organize my information better as to not forget valuable information or ideas.
- I could review content more to be familiarized with what I am teaching.
- I could improve my work performance by improving my classroom management skills, organization skills, and asking for help when needed
- Confidence
- Expanding conversation during teaching
- Being creative within lessons
- Become more familiar with the technology used in the classroom, become more confident in the materials being taught, express myself more clearly.
- Learn the curriculum to a better extent.
- Improve on making sure all students get the support they need.
- Improve on communication.
- Better content knowledge, clearer communication of content, more deeper level questioning
- Knowledge of curriculum
- Timing throughout lessons
- Classroom management
- Classroom management (not that it's bad, but I feel I could definitely improve)
- Knowing how to handling some disruptive/misbehaving students
- Knowing how to best resolve some conflicts between students
- Document everything, preplan an outline schedule for the full year, seek out professional development opportunities, and classroom management.
- Get better with the school's technology resources
- Look more into curriculum and be better well informed with it
- Discover and learn other topics to engage students with
- Take more initiative in building routines, create more detailed plans, and showing up earlier in the morning to allow for more daily planning time.
- I believe that I could improve my work performance by collaborating more with other educators to build my knowledge, set short-term and long-term goals to improve my teaching, and explore more classroom management skills.

- quit second guessing myself
- be more confident in my teaching
- stop worrying about what others think about my teaching(to an extent)
- Transitions to different subjects
- Differentiating instruction for higher level students
- Classroom management
- Have extra tasks ready if the lesson takes less time than expected.
- Work with the team to come up with different ways to teach lessons.
- Work more on classroom management.
- Understand curriculum
- I need to get better with forming instructions, communicating goals, and time management.
- I hope to improve in my ability to plan for and teach reading materials that meet the specific needs of all of my students.
- Ask more questions, seek out more community based opportunities, and seek out more classroom management styles and ideas.
- Time management skills, make sure all students are focused and paying attention when teaching, speak up always.
- Curriculum knowledge, procedures for maintaining clear and respectful communication pathways with guardians, integrating outside resources into the classroom.
- Some things I feel I could improve on is my confidence within the material I am teaching, finding my voice within the classroom, and finding new ways to reach students.
- think more outside of the box when developing new material
- gain more knowledge and understanding of the state standards
- organization and planning
- I could continue to improve on my classroom management, ability to use different apps, and incorporate more technology use in my instruction.
- Gain more confidence
- Incorporate more technology
- Become more familiar with content.
- I could improve my work performance by procrastinating less, improving my knowledge of technology, and by being more confident in my abilities.
- Plan more activities for my advanced students.
- Offer more hands on activities for my students.
- Give my students more free choice.
- Classroom management
- New use of technology
- Deeper curriculum understanding
- Out of the box lessons
- Family engagement
- Consistency with consequences

	<ul style="list-style-type: none"> • I could improve my communication skills w/ parents, students, & teachers. I get flustered sometimes & don't know how to word my thoughts, so it can come out confusing. Also, I could improve or better my content knowledge about the topics I teach. Lastly, I know I can improve on lesson planning & getting ready for the weeks to come. • I think I could work more on becoming more familiar with the content (especially math) before teaching it fully. Although I know the content, I am still learning more about how 4th grade solves problems differently than how I learned it.
Math	<ul style="list-style-type: none"> • Being more organized, Changing delivery of material, Being more comfortable teaching to my first period of the day when it is a new lesson
Physical Education	<ul style="list-style-type: none"> • Have a better understanding of technology • Communication skills • Listening skills
Science	<ul style="list-style-type: none"> • I think I could take some more time preparing for certain things, especially labs. I also think I could improve my organizational skills, my desk is messy very often. I also think I could be a little better with keeping students up to date with things and making sure deadlines are firm - I was a bit too lenient at times. • Being more prepared with content areas I'm not as well versed in, implement more ways to build appropriate and encouraging student relationships/community with one another as well as with myself, build/learn more ways to handle various classroom behaviors (specifically more challenging ones). • Personal time management. • In class time management • Not getting sidetracked. • having big picture of content in mind • challenge students intellectually in an accessible way • build students confidence in science thinking • I think my classroom management skills could use some development. For example, quieting a class can be challenging. My ability to explain or verbally instruct on certain topics could also use some work. Some things are easy to communicate clearly, and some are really challenging still. I also think my content knowledge will always be changing because science changes and the standards will change over time. • Classroom/Behavior Management • Time Management • Grading
Fall 2023	
Agriculture	<ul style="list-style-type: none"> • Work on time management skill, multi tasking, understanding and responding to feedback
Elementary	<ul style="list-style-type: none"> • Classroom management, upbeat attitude, multitasking • Classroom management, being extremely familiar with instruction material, and knowing the end goal of each lesson taught. • Work on classroom management. • Come up with different ways to explain something. • Different strategies to gain students focus and attention. • Classroom Management • Being more prepared for a lesson • How to respond in certain situations • Fast communication- I struggle to communicate when I think lessons didn't go right, and it takes days before I'll ask how I could do better. I need to be able to ask questions when they are relevant and the answers can help me.

- Attention getting- I feel that my tone of voice is too strict when I raise it and I often think of using a chime too late. I think having more times where I have the opportunity to be the one “in charge” will teach me to keep the chime near me.
- Planning- I’ve always liked to do work at the last minute and think on my toes when possible. This is something that doesn’t fit with my work goals, and I plan to think ahead more often, whether that be writing down my plans, or simply thinking about how I will do or respond to things in the future.
- I can get better with time management within my lesson planning, I can get better at communicating my instructions with my students, and I can get better at multitasking between two jobs.
- I could improve on my consistency when addressing behavior, effective communication during lessons, and practice using new technologies.
- Note-taking, paying attention to the detailed curriculum, and better transitioning
- I think that I could do a better job with planning and creating my lessons.
- Work more to familiarize myself with the standards for the entire year.
- Reflect on my teaching after each lesson (ex. what I did well, what I need to work on, what worked best for the students, etc.)
- Going through the content standards and making sure I understand what each of them means.
- Building confidence in myself when teaching curriculum to students.
- Ask my mentor teacher what I can do better to improve as a teacher.
- being confident when teaching
- classroom management with the students
- getting the students to respect me as a teacher
- I need to improve my classroom management skills by reducing the amount of time I spend speaking to students and instead having them follow directions and modify their behavior directly.
- I need to productively plan and communicate my plans in a timely manner and ensure that all individuals that require access to plans are up-to-date.
- I need to improve my ability to respond to student thinking in real-time during instruction time, especially mathematics instruction.
- I think that the most important thing that I can improve on is classroom management. I want to come up with more strategies to control students as a whole. Second, I’d like to work on transitions in between lessons. I think that working on the transition will allow for a more smooth learning environment. Finally, I’d like to improve becoming more confident in the classroom. I think with time and experience this will come but I’d like to be able to feel like I can make mistakes and not beat myself up over little things.
- time management
- organization
- ommunication.
- Better understand the technology being used in the classroom
- Better understand the curriculum being taught
- Better delivery of instruction to students
- understanding standards, classroom management, confidence
- Having clear instructions
- Better planning
- Punctualiy
- Learning more about different curricula that are used, deepen my knowledge about classroom management, and learn different ways to best differentiate lessons based on my students’ needs.

- Three ways in which I could improve include having more confidence when teaching whole-group lessons, time management, and finding multiple ways to explain a concept to students who may not understand.
- I could practice teaching the specific subject before I lead the lesson, follow through with classroom management, and make a calendar for time management.
- Confidence in whole group instruction, classroom management skills, keeping time
- Planning / preparation
- Self-evaluation and reflection
- Classroom management
- Organization
- Procrastination
- Stress management
- I could improve my work performance by brushing up on the social studies/science content, time management while teaching, and walking around the room while the students are participating an independent/quiet learning activity or task that I am teaching.
- classroom management, time management while teaching, transitioning to the next thing
- Classroom management
- Curriculum creation
- Differentiated instruction
- Finding multiple ways to assist the students when they need help, rather than trying to communicate only one way with them.
- Be more stern with the students so they don't take advantage of me being in the classroom with them.
- Be more confident with myself and teaching while in the classroom.
- Learning all of the assessment platforms and acclimate myself with giving these assessments.
- Analyzing test data: understanding the test itself, how to read the data, and how to interpret that data to be used in instruction.
- Set goals for growth using the evaluation forms provided by the university.
- Learn to use new technology
- Work on my classroom management strategies
- work on becoming more flexible or good under pressure
- When it comes to improving on my work performance, I think that I could become more confident. I think that I need to find my voice and use it to my advantage. I also think that I could be more collaborative and use my resources to benefit me. The last think that I could become more connected within my teaching. I think that I can work on really getting the students involved and making them more engaged within my lessons.
- I think that i could definitely improve on my classroom management skills. I often am not confident in my methods of discipline and would like to research about different behavioral management methods that will work best for me when I get my own classroom.
- I would like to improve on my confidence in the classroom especially when teaching whole group lessons.
- I think that I could improve on my technological skills/knowledge. There are so many great resources and I need to learn how to use them to my advantage.
- Delivering clear instruction to student
- Classroom Management
- Confidence
- Taking initiative, planning assignments, learning students backgrounds more.
- I think the most important thing for me to improve on is giving clear and direct instructions, specifically when talking to students. Sometimes I start talking without thinking which causes me to jumble my words or make something seem more confusing. I also need to improve my ability

	<p>to manage a small group of students so that they are all engaged not only with the task, but also with their learning and thinking. Another thing I need to improve on is reading small groups and finding materials to use in reading small groups.</p> <ul style="list-style-type: none"> • Be more confident in myself. Ask to jump into teaching more. Participate more in whole group instruction. • I could improve my work performance by becoming more proficient in the content I teach, I want to improve my ability to deliver clear, high-quality instruction to students, and I want to improve my proficiency in using technological applications. • More, Higher-Cognitive Lessons • Time Management with lessons • Student work feedback • I can work on timing for the lessons I teach, I can work on finding new ways to teach a problem if one way students do not understand, I can improve by knowing when to start something without asking. • The top three ways I could improve my work performance would be to become comfortable and confident managing students in the classroom, to discuss with my mentor teacher how to differentiate my lessons and instruction in the classroom to accommodate all learners/ ask for feedback and suggestions for improvement, and to familiarize myself with the technology in the classroom, such as using the Promethean board without asking for assistance. • Top 3 ways you could improve upon your work performance is being more confident, working on grabbing the students attention, and preparing. • I could improve my communication, time management, and technology skills. • I could improve by being more confident in classroom management, finding different ways to keep students engaged and being clear in my instruction, and taking initiative inside the classroom. • I could improve on learning and understanding different strategies when teaching math, asking more inquiry based questions, and classroom management. I could improve these by researching more about what I'm teaching, really listening to what students say and asking advancing questions in return, and find what management strategies work for the current class • develop a deeper content knowledge • practice management and whole group presenting • work on utilizing effective language for instruction • I would say the first way I could improve is by classroom management. I've noticed that as I'm teaching more in the classroom, the students respond better when I use management techniques. However, it still feels like a struggle at times, and they still respond better to my mentor teacher than I (which is only natural, but I'd still like to be treated with the same respect they have for him with me). • Secondly, I need to work on planning my lessons more out in advance. While this is something that I do well from time to time, I need to be more consistent with that. Occasionally, I've found myself the night before I teach planning things out, which is simply not feasible for me when I am student teaching full-time. • Finally, an improvement of mine is that I don't always feel confident in my teaching, and am particularly nervous about subjects that I have not taken over teaching yet. Though, this will definitely get better over time, I'm sure, whenever I start teaching more subjects. • I could improve on my classroom management skills, fully understanding curriculum/delivering clear instructions, and transitions
English	<ul style="list-style-type: none"> • Show more confidence in my instruction, work on strategies to grade things other than quizzes, and figure out my position while being there (how do I fit into someone else's classroom?). • I could improve upon my work experience by communicating more consistently with my University Supervisors, by creating a larger personal library of teaching material, and by collaborating with other Student Teachers more often to hear about what is working for them and use this to develop my own skills and knowledge.
Social Studies	<ul style="list-style-type: none"> • Time management with lessons, building stronger relationships with students, be more confident in delivery of lessons • Confidence

	<ul style="list-style-type: none"> • Thinking of different types of lessons/creative lessons to teach • Assure that every single student is taken care of at all times • spend more time prepping having more students to do, Be more creative overall and time management as far as content creation and grading. • I think that I could improve upon my time management skills. This applies in terms of arriving on time, as well as utilizing my classroom time to its fullest potential. Another way I could improve would be to spend more time outside of school preparing for the next day or for upcoming lessons. • Having ALL assignments have a clear and relevant purpose (developing skills, understanding content in different method, etc.), clarity of instructions (word choice, the language used in my directions given verbally or written), and time management with lesson planning and creating activities (creating samples of projects, having questions prepared for student discussions, etc.) • I could work on my content knowledge. World history is definitely not my strongest topic. I could work on how to interact with the kids a little better. I also need to learn ways to keep from falling into a pattern with my lesson plans. • One way I could improve upon my work performance would be to gather a deeper understanding and confidence of the content knowledge. A second way I could improve upon my work performance would be to ensure student engagement, especially for those who lack the motivation and work ethic. • A third way I could improve upon my work performance is to implement more effective classroom management strategies • The first way I could improve my work performance would be to have less going on in my life outside of school. I work nights so with this in mind, teaching during the day and working through the night is tremendously affecting my teaching. This is something that I cannot avoid. • The second way that I could develop my teaching would be by having better discipline in the high school setting. In middle school it was much easier to discipline students. In high school I still do it but it is just a very fragile relationship. One time of discipline could totally disengage a student and I am actively pursuing ways to get better at this while also not losing the engagement of a student. • The final way would be to be more consistent with when I arrive to school. My CT instructed me to arrive at 7. Many days I get to school around 7:05-7:10 depending on traffic. Those couple minutes would make a significant change in my practice. This also coincides with my schedule. Overall I just need more sleep as a whole. • I think one of the biggest areas of focus still for me as an educator is my clarification skills. There are still many times where students are unclear with what is wanted and expected from an assignment, so clarifying instructions so students can complete the correct task is needed. • The next is where I get my information from. I get all information needed for class instruction off of trusted websites, but expanding the variety of them is needed to explore different points of views and perspectives of history. The final skill is trying to find innovated ways to display the content, because if students are not interested with the work or doesn't make them work super hard, the purpose is lost as the student most likely doesn't care as much. • A better understanding of content, Giving clearer directions, and keeping students on task.
Spring 2023	
Agriculture	<ul style="list-style-type: none"> • Communication when I need help • Rewording items when kids get confused • Fully being prepared- I always had the idea but could have prepped some more • I definitely need to improve in the areas out submitting work on time and time management, as well as, open mindedness • Quality of projects/hands-on learning experiences for students, Dealing with chronic absences, Working with IEP students • Time management: work was always submitted on time, but I would often wait last minute to complete lesson plans. • Staying on the original lesson topic: I would often scatter to other topics that were similar to the main one but not exactly. • Get to know my co-workers more: Little talk outside of the duties of the job was experienced. Obviously, because of the environment we were in, I would've liked to talk about stuff outside of work with them and had the time to do so.

	<ul style="list-style-type: none"> • The top 3 ways to improve my work performance include, providing rubrics for all projects to support the grade I give, analyze data more often to determine if students are learning, and continue to improve my clarity and questioning. I also should write down my reflections based upon the lessons I give. • Seeking help, adapting to change, using feedback • The top three ways that I could improve my work performance include asking for help/guidance when needed, quicker adaptability, and have more clarity. • Three ways that I could improve my work performance would to be better prepare in advance, ask for help and guidance when needed, and better applying myself. • Improve direction giving, improve on classroom management, and improve on classes I'm not as comfortable with. • Time management skills • High detailed information • More diverse lesson plan development.
<p>Elementary</p>	<ul style="list-style-type: none"> • Ability to take criticism and apply it in a way that is positive. • Getting all lesson plans ready on the Tuesday before the weeks it's due. (Typically I'll have them all completed Thursday) • Confidence in my abilities • 3 weaknesses, that I have been working on to improve are taking initiative with in teaching, communicating needs and ideas in a clear manner, and classroom management. • being clear and concise during instructional times • consistently be organized • prioritize more important tasks, rather than setting a blanket level of importance on all tasks • Classroom management is something that I struggle with in terms of how to handle certain situations that arise in the classroom. I would like to implement more hands-on activities, but I have a hard time creating the activities to do. Being able to stay on task with the work. There are times that we will get off topic and I have a hard time redirecting their thoughts in order to move on with the lesson. • I could improve my work performance by continuing to advance my knowledge of the curriculums and materials through exploration and collaboration with others who are more familiar with the material than I am. • I could improve my work performance by continuing to work on exploring systems that can aid me with multi-tasking more effectively (such as reminder systems, charts, etc.) • I could improve my work performance by continuing to focus on time management of lessons, including seeking other teacher's advice for planning out time for certain activities. • Better technology management • Have better understand of different computer programs • Classroom management • planning lessons far in advance • taking initiative of new opportunities • time management • I could use more experience with assessment. • I could improve my classroom management. • I need more experience with teaching science/social studies. • classroom management • time-management

- paying attention to detail
- Continue to improve communication with fellow colleagues
- Take time to better understand specific students issues and how to avoid or minimize outbursts in the classroom
- Work on long term planning for future events
- One thing to work on is working collaboratively with my peers such as my mentor teacher and teacher's aide. Another thing to work on is organization and collecting data from assessments. The last thing is to work on planning more differentiation in my lessons.
- I think I could take more of an initiative to learn more about the curriculum programs we use or seek out professional development. I also think I could be better about asking questions, even if I am nervous to ask or afraid of looking ignorant. My confidence is also something that could be holding me back.
- Learning about more resources (technology, books, worksheets)
- Better classroom management
- Provide more opportunities for students who are “bored” when they know the material very well.
- Moving in even when students aren't finished, responsive classroom techniques
- Integrating technology, Pushing students to higher-order thinking, and Phonics curriculum
- Classroom management, incorporating new technologies, and multi-tasking
- Classroom management
- Build more working relationships
- Interpret data
- data analysis
- parent's communication
- time management
- I can improve through better use the various resources available for student learning, specifically online resources.
- I can improve through continuing to learn how to create specific modifications and extensions to lesson topics for different learners.
- I can improve by becoming more familiar with the curriculum and its resources.
- The top three ways that I can improve upon my work is to learn more about the curriculum in my school, prepare more for lessons ahead of time, and develop more engaging activities. There were several moments throughout my residency experience where I thought I knew the curriculum but then during the lessons I would have questions or confusion with some of the more complex questions and examples. This showed me that it would be helpful to review material before the lesson. That point goes along with the second improvement that I mentioned which is to prepare more for lessons ahead of time. This would make my job as a teacher easier and make the lessons and activities better for students. The last step that I can make to improve my work performance would be to develop more engaging activities. This would provide a better learning experience for my students.
- I could improve by using the feedback provided to me, set new goals for myself, and adapt new ways for learning.
- Time management
- Plan way in advance, patience, positive attitude
- Three ways I could improve my work performance is working on new strategies to analyze data more efficiently, learn new technology to incorporate into the class, and using new strategies to go above and beyond for my students.
- classroom management
- Organization
- Procrastination
- Discipline

<p>Math</p>	<ul style="list-style-type: none"> • The top three ways that I could improve upon my work performance is to explore innovative ways to teach that go beyond the traditional approach, approaching tasks with more confidence to serve as a better role model, and to further develop working relationships with coworkers. • I see myself as a creative person, but I also appreciate routine within my life. At times, students thrive with routines, but they can become boring. I would like to explore more innovative ways to make math exciting while still teaching the content effectively. Throughout my experience, I have noticed myself falling into a routines of notes and practice, and I would like to push myself more to bring my creativity into my teaching. I also see myself as a passive person who constantly takes the humble route; therefore, I can lack confidence in my abilities for fear of failure. • I would like to improve on my confidence levels and learn to trust my abilities more often. Finally, my passive nature has also made me an introvert and I struggle to go out of my way at times to create relationships. Although, these social skills and confidence have improved over time, I still see room for improvement and would like to become a more out-going personality.
<p>Physical Education</p>	<ul style="list-style-type: none"> • First way I can improve on my work performance would be to not procrastinate as much. Second way I can improve on my work performance is learning how to get ALL students engaged at a time and not just 90% of the class. Third way that I can improve on my work performance is become more technologically advanced and efficient. • I believe that I could contribute new ideas during work meetings/ planning. I also think I could improve on professionalism over email/ text. Lastly, I think I could be more social in the workplace and collaborate with classroom teachers. • Communicating with the cooperating teacher earlier to begin planning for instruction. Keeping a record of the verbal post-lesson reflections with the teacher. Communicating more with other members within the school. • Focus on school instead of edtpa. Use time outside of school to fix lesson plans. Adapt to different language barriers. • Being more prompt and on time with lesson planning and being prepared to teach lessons and units. Displaying a higher level of understanding when it comes to curriculum and teaching styles and methods. Preparing and setting up for lessons in advance and then proactively providing students with real time feedback and instruction. • Make sure I do important tasks first. For instance, at times I would prioritize school assignments over lesson planning. Although, teaching was my priority this semester. • Giving myself more downtime. This semester was very busy. If I am ever this busy again, I will be sure to schedule more downtime in my life. • Cleaning my environment. I work best in a clean and organized environment. This was difficult because I was sharing my space with a coworker. Although, when I teach next I will be sure to make sure I am working in a clean environment (classroom/office). • Plan more extensions and modifications for students. Have more assessments in class other than verbal closure questions. Have more visuals and also student choice in activities. • Develop my own management strategies • Develop strong unit plans for multiple units • Develop strong lesson plans for each and every lesson • Use more resources available to me • Plan lessons ahead • Relate top students more • I could improve upon my work performance in the following areas: time management, implementing differentiated instruction, consistently using classroom management strategies.
<p>Social Studies</p>	<ul style="list-style-type: none"> • I could improve upon my confidence in my ability to be a good teacher. I feel as though this is something that is and can weigh me down in the future.

- I could improve upon my social confidence interacting with staff and students
- I could improve upon my lesson planning details and things to make students more engaged.
- Arrive early, have more confidence, develop deeper understanding.
- Take more initiative when it comes to interacting with the class
- Try to get in front of the class and take the opportunity to teach more
- Get involved with helping students and asking them more questions
- Improve confidence in my ability to present content to students.
- Improve my classroom management skills.
- Improve my ability to connect with students on a personal level.
- Create more of a routine
- More variety in assignments
- Work on growing relationships with others
- Know the curriculum better, Improve classroom management, & differentiate lessons.
- I need to understand World History and Economics more so I can be prepared to teach those in a real class. I need to understand student likes and dislikes a little bit better as I'm not exactly up to date with what is popular. I need to not be a push over with discipline.
- I think that I can always do a better job at knowing the course material. It's impossible to know every piece of information about every topic, so I will always do my best to freshen up on topics that I'm not familiar with
- I think that I can do a better job at findings ways to capitalize on my strengths and put an emphasis on my areas of development. As a teacher candidate, I am always looking for ways to become a better educator and learn from my mistakes.
- I have done a pretty good job in student observations at meeting my goals and expectations but I want to really make sure throughout student teaching that I am fully on top of every component of student teaching. Furthermore, making sure that not only am I completing all the requirements to the best of my ability but learning and developing as educator from them.
- I need to maintain better self-care and health practices so I am sick less often. I hated having to miss observation days but there were times I was very sick with a fever and could not make it to school.
- I am constantly working to strengthen my content knowledge.
- I need to become more confident and speak up for myself more. There was a time when my cooperating teacher and I made plans for me to lead instruction so I could record video, but she would forget and do the lesson herself. There are other small instances where I needed to respectfully speak up for myself. She even said to me herself I needed to start speaking up.
- I feel very unprepared with regards to the content area. I 100% need to go back and re-teach myself.

Section IX: Overall Candidate Self-Assessment on Skills Survey

Consistently High Ratings: Across all skill areas, candidates rate themselves between 5.5-6.8 on the 7-point scale, indicating generally strong self-perceived competence. The narrow range suggests either effective program preparation or potential ceiling effects in self-assessment.

Clinical Placement Improvement: Most skill areas show slight increases from field to clinical placements, suggesting developmental progression. However, some areas like Communication and Critical Thinking show mixed patterns, warranting closer examination.

Key Skill Area Patterns

Strongest Areas:

- Equity and Inclusion consistently scores highest (6.4-6.7 range)
- Professionalism and Career & Self Development remain strong throughout
- Technology shows notable improvement from field to clinical placements

Areas Needing Attention:

- Technology starts lower but shows good growth trajectory
- Critical Thinking scores are among the lowest, particularly in field placements
- Communication shows some inconsistency across semesters

Gender-Based Observations

The data reveals some concerning patterns:

- Male candidates often rate themselves higher than female candidates in the same programs
- This gap appears in areas like Leadership, Critical Thinking, and Professionalism
- The consistency of this pattern across multiple skill areas suggests potential bias in self-assessment rather than actual performance differences

Program-Specific Variations

Elementary Education: Shows the most consistent data due to larger sample sizes, with steady improvement from field to clinical placements.

Secondary Programs: More variable due to smaller numbers, but Science and Social Studies programs show some concerning lower scores in certain areas.

Agricultural Education: Limited data makes trend analysis difficult, but available scores appear competitive.

Critical Concerns

1. **Sample Size Issues:** Many cells contain very small numbers or missing data, particularly for secondary programs, limiting the reliability of comparisons.
2. **Self-Assessment Limitations:** The narrow score ranges and consistently high ratings suggest candidates may lack calibration for accurate self-assessment.
3. **Missing Semester Data:** Fall 2024 shows no field placement data, and several programs have incomplete data across semesters.

Recommendations

The data suggests a need for more robust assessment methods beyond self-reporting, mentor teacher evaluations to provide external validation, and investigation into the gender-based rating disparities observed across multiple skill areas.

The qualitative data shows positive evolution in candidates' self-awareness, with clinical placement candidates demonstrating more sophisticated understanding of their professional development needs compared to field placement candidates.

Section X: Overall Candidate Self-Assessment on Skills Survey for Agriculture

The Agricultural Education program data reveals significant limitations that constrain meaningful trend analysis:

Data Availability Issues

Field Placements:

- Spring 2025: No data available
- Fall 2024: No data available
- Spring 2024: Only 2 candidates total (1 female, 1 male)
- Fall 2023: No data available

Clinical Placements:

- Spring 2025: No data available
- Fall 2024: Only 1 candidate
- Spring 2024: Only 1 candidate

- Fall 2023: Only 1 candidate

Observable Patterns from Limited Data

Spring 2024 Field Placement Performance: The two candidates showed strong self-ratings across most areas:

- Overall Career Readiness: 7.0 (exceptionally high)
- Professionalism: 7.0
- Communication: 7.0
- Technology: 7.0
- All other areas ranged from 6.3-7.0

Clinical Placement Consistency: The single candidates in clinical placements showed more moderate self-ratings (6.0-6.7 range), which may indicate either more realistic self-assessment or different candidate cohorts.

Critical Limitations

1. **Sample Size:** With only 1-2 candidates per semester, the data cannot support statistical analysis or meaningful trend identification.
2. **Missing Semesters:** Large gaps in data collection prevent longitudinal analysis.
3. **Self-Assessment Reliability:** The extremely high ratings (multiple 7.0 scores) in field placements raise questions about assessment calibration.

Qualitative Insights

Perceived Strengths:

- Working on farms, communication, teamwork
- Time management and task completion
- Adaptability and relationship building
- Content knowledge and innovative teaching methods

Areas for Improvement:

- Technology integration in lesson planning
- Resource exploration and utilization
- Creating supportive learning environments

- Time management and preparation

Recommendations

The Agricultural Education program needs systematic data collection improvements, including consistent semester-by-semester assessment, larger candidate cohorts to enable meaningful analysis, and external validation of self-assessment scores. The current data set is insufficient for identifying reliable trends or making program improvement decisions. Consider combining multiple years of data or implementing additional assessment methods to generate actionable insights.

The qualitative feedback suggests candidates have realistic self-awareness about their development needs, which is encouraging despite the quantitative data limitations.

Section XI: Overall Candidate Self-Assessment on Skills Survey for Elementary

The Elementary Education program provides the most robust dataset for analysis, showing clear developmental patterns between field and clinical placements.

Overall Performance Trends

Consistent High Performance: Elementary candidates demonstrate strong self-ratings across all skill areas (6.0-6.8 range), with particularly notable strength in relationship-building and professional attributes.

Field to Clinical Progression: Most areas show modest improvement from field to clinical placements, indicating positive developmental trajectory:

- Overall Career Readiness: 6.3 → 6.1-6.3 (stable)
- Professionalism: 6.3-6.4 → 6.1-6.4 (stable to slight improvement)
- Equity and Inclusion: 6.6-6.8 → 6.3-6.7 (consistently strong)

Skill-Specific Patterns

Strongest Areas (consistently 6.4+ across semesters):

- Equity and Inclusion (6.6-6.8)
- Career & Self Development (6.4-6.6)
- Professionalism (6.3-6.4)

Areas Showing Growth:

- Technology: Shows improvement from field (6.0-6.3) to clinical placements (5.7-6.1), though with some fluctuation
- Teamwork: Maintains strong performance (6.3-6.7) across all placements

Areas Needing Attention:

- Critical Thinking: Lower scores in field placements (6.1-6.4) with mixed clinical results
- Communication: Some inconsistency across semesters (5.7-6.3 range)

Gender-Based Observations

Field Placements: Limited gender differences in most areas, with relatively balanced performance between male and female candidates.

Clinical Placements: Similar pattern of minimal gender gaps, suggesting equitable program experiences.

Temporal Trends

Spring 2025: Strong performance across all metrics **Spring 2024:** Peak performance period with highest scores in multiple areas **Fall 2023:** Solid baseline performance, establishing good program foundation

Qualitative Insights Evolution

Field Placement Strengths Focus:

- Basic relationship building
- Adaptability and flexibility
- Willingness to learn
- Punctuality and reliability

Clinical Placement Strengths Evolution:

- More sophisticated relationship management
- Advanced communication skills
- Confident classroom management
- Technology integration

- Professional collaboration

Areas for Improvement Progression:

- **Field:** Basic skills (confidence, time management, classroom management basics)
- **Clinical:** Advanced pedagogical skills (differentiation, curriculum knowledge, instructional strategies)

Critical Observations

Positive Indicators:

1. Large sample sizes provide reliable trend data
2. Consistent improvement trajectory from field to clinical placements
3. Strong self-awareness demonstrated in qualitative responses
4. Balanced gender representation and performance

Areas of Concern:

1. Technology scores show some inconsistency despite general upward trend
2. Critical Thinking remains a persistent challenge across placements
3. Some semesters show missing data (Fall 2024)

Program Strengths

The Elementary Education program demonstrates effective candidate development with clear progression in professional competencies. The qualitative data shows increasingly sophisticated self-reflection and professional awareness as candidates advance from field to clinical experiences.

Recommendations

Focus on explicit critical thinking skill development throughout the program, maintain the strong emphasis on equity and inclusion that shows consistent high performance, and consider targeted technology integration training to address the observed inconsistencies in that area.

Section XII: Overall Candidate Self-Assessment on Skills Survey for English

The English Education program shows limited but concerning patterns in the available data, with significant gaps that hinder comprehensive analysis.

Data Availability Issues

Field Placements:

- Spring 2025: 9 total candidates (6 female, 3 male)
- Fall 2024: No data available
- Spring 2024: 7 candidates (5 female, 2 male)
- Fall 2023: 8 candidates (6 female, 2 male)

Clinical Placements:

- Spring 2025: No data available
- Fall 2024: 7 candidates (5 female, 2 male)
- Spring 2024: No data available
- Fall 2023: 1 candidate (1 female)

Observable Performance Patterns

Field Placement Trends:

- Overall Career Readiness: Declining trend from 6.1 (Fall 2023) to 5.9 (Spring 2025)
- Professionalism: Relatively stable (6.1-6.5 range)
- Communication: Shows improvement from 5.8 (Fall 2023) to 6.2-6.4 (recent semesters)
- Technology: Inconsistent pattern (5.0-6.0 range)
- Critical Thinking: Concerning low scores, particularly Fall 2023 (5.8-5.9)

Clinical Placement Limited Data:

- Fall 2024 shows moderate performance (6.0-6.3 range across most areas)
- Single Fall 2023 candidate rated exceptionally high (6.4-6.9 range)

Gender-Based Observations

Concerning Patterns: Male candidates consistently rate themselves higher than female candidates across multiple skill areas:

- Spring 2025: Males rate higher in Communication (6.5 vs 6.3), Technology (5.7 vs 6.2), Teamwork (6.7 vs 6.3)
- This pattern appears consistently across semesters

Critical Areas of Concern

Technology Skills: Particularly low and inconsistent scores (5.0-6.0 range), suggesting significant development needs in educational technology integration.

Critical Thinking: Persistent challenges with scores often below 6.0, indicating a program weakness requiring attention.

Data Gaps: Missing clinical placement data for Spring 2025 and Spring 2024 prevents meaningful field-to-clinical progression analysis.

Qualitative Insights

Perceived Strengths Evolution:

- **Field Focus:** Content knowledge, rapport building, dedication
- **Clinical Focus:** Content mastery, student relationships, instructional confidence

Areas for Improvement Trends:

- **Field:** Basic classroom presence, student engagement, consistency
- **Clinical:** Advanced instructional strategies, grading methods, professional positioning

Program-Specific Concerns

Content vs. Pedagogy: While candidates demonstrate strong content knowledge and student rapport, they show weaker performance in educational technology and critical thinking skills essential for modern English instruction.

Assessment Consistency: The limited clinical placement data makes it impossible to verify whether the high field placement self-ratings translate to actual teaching competence.

Recommendations

The English Education program needs immediate attention to technology integration training, explicit critical thinking skill development, and systematic data collection to ensure all semesters have both field and clinical placement assessments. The gender-based rating disparities also warrant investigation to ensure equitable program experiences and realistic self-assessment calibration.

The qualitative data suggests candidates have strong content knowledge and relationship skills but may need additional support in pedagogical technology integration and advanced instructional strategies.

Section XIII: Overall Candidate Self-Assessment on Skills Survey for Math

The Math Education program shows extremely limited data availability, making trend analysis nearly impossible and raising serious concerns about program assessment practices.

Data Availability Crisis

Field Placements:

- Spring 2025: No data available
- Fall 2024: No data available
- Spring 2024: No data available
- Fall 2023: Only 3 candidates total (2 female, 1 male)

Clinical Placements:

- Spring 2025: Only 1 candidate
- Fall 2024: Only 1 candidate
- Spring 2024: Only 1 candidate
- Fall 2023: No data available

Limited Observable Patterns

Fall 2023 Field Placement Performance (only substantial data point):

- Overall Career Readiness: 5.8 (concerning - lowest among all programs)
- All skill areas ranged from 5.3-6.3, with most scores in the lower range
- Communication particularly low at 5.3-5.5
- Technology showed relative strength at 6.3

Clinical Placement Glimpses:

- Spring 2025: Single candidate rated 6.3 overall (improvement from field averages)
- Spring 2024: Single candidate showed exceptional performance (6.8-7.0 range)
- Fall 2024: Single candidate performed moderately (6.7 overall)

Critical Program Concerns

Enrollment Issues: The consistently small cohort sizes (1-3 candidates per semester) suggest either low program enrollment or poor data collection practices.

Performance Gaps: The Fall 2023 field placement data shows the lowest scores across multiple skill areas compared to other programs, particularly concerning for:

- Communication (5.3)
- Critical Thinking (5.4)
- Teamwork (5.6)

Qualitative Insights (Limited)

Perceived Strengths:

- Dedication to teaching and content knowledge
- Ability to encourage thoughtful discourse
- Adaptability and positive attitude maintenance

Areas for Improvement:

- Confidence in student interaction
- Relationship building with students
- Communication with mentor teachers
- Time management and organization
- Content delivery comfort

Gender Patterns

With such small sample sizes, gender-based analysis is not statistically meaningful, though the limited data doesn't show the same male-rating inflation seen in other programs.

Recommendations

The Math Education program requires immediate systematic review to address apparent enrollment challenges or data collection failures. The program cannot effectively assess candidate development or make improvements with such sparse data.

Critical actions needed:

1. Investigate low enrollment or missing data issues
2. Implement consistent assessment protocols
3. Address the performance concerns evident in the Fall 2023 cohort
4. Consider program viability given small candidate numbers
5. Develop targeted interventions for communication and critical thinking skills

The qualitative feedback suggests candidates have realistic self-awareness about development needs, but the quantitative data gaps prevent meaningful program evaluation or evidence-based improvements.

Section XIV: Overall Candidate Self-Assessment on Skills Survey for Physical Education

The Physical Education program shows extremely limited and inconsistent data collection, making meaningful trend analysis virtually impossible.

Data Availability Issues

Field Placements:

- Spring 2025: 6 candidates (2 female, 4 male)
- Fall 2024: No data available
- Spring 2024: 3 candidates (all male)
- Fall 2023: No data available

Clinical Placements:

- Spring 2025: 4 candidates (all male)
- Fall 2024: No data available

- Spring 2024: 3 candidates (all male)
- Fall 2023: No data available

Observable Performance Patterns

Field Placement Performance:

- Spring 2025: Strong performance across most areas (6.3-6.8 range)
 - Highest in Professionalism (6.6) and Communication (6.7)
 - Lowest in Technology (6.3) and Critical Thinking (6.5)
- Spring 2024: Moderate performance (6.1-6.8 range)
 - Peak performance in Communication and Teamwork (6.8)
 - Concerns in Critical Thinking (6.6) and Technology (6.7)

Clinical Placement Performance:

- Spring 2025: Consistent moderate performance (6.0-6.6 range)
- Spring 2024: Exceptional performance (6.8-7.0 range across multiple areas)

Critical Program Concerns

Gender Representation: The data shows a concerning pattern of male-dominated cohorts, particularly in clinical placements where some semesters have exclusively male candidates. This raises questions about program recruitment, retention, or data collection practices.

Missing Data: The complete absence of Fall semester data for both field and clinical placements suggests systematic assessment gaps.

Sample Size Issues: With only 3-6 candidates per available semester, the reliability of trend analysis is severely compromised.

Skill Area Patterns

Consistent Strengths:

- Communication and Teamwork generally perform well
- Professionalism scores remain solid across semesters

Areas of Concern:

- Technology integration appears weaker relative to other skills
- Critical Thinking shows inconsistent performance

Qualitative Insights

Perceived Strengths:

- Rapport building with students and professionals
- Advocacy for student needs
- Open mindset and flexibility
- Communication, excitement, and enthusiasm
- High energy and positive attitude

Areas for Improvement:

- Technology understanding and integration
- Communication skills refinement
- Assessment practices
- Time management
- Confidence building

Recommendations

The Physical Education program requires immediate systematic review of its assessment practices. The missing semester data and gender imbalances suggest either enrollment challenges or data collection failures that prevent meaningful program evaluation.

Critical actions needed:

1. Investigate missing Fall semester data
2. Address gender representation issues in candidate recruitment/retention
3. Implement consistent data collection protocols across all semesters
4. With current small sample sizes, consider multi-year data aggregation for meaningful analysis
5. Focus on technology integration training given consistently lower scores in this area

The qualitative feedback suggests candidates have strong interpersonal skills and enthusiasm for the field, but the quantitative data gaps prevent evidence-based program improvements or reliable trend identification.

Section XV: Overall Candidate Self-Assessment on Skills Survey for Science Education

The Science Education program demonstrates sporadic data collection with significant gaps that limit comprehensive trend analysis.

Data Availability Issues

Field Placements:

- Spring 2025: No data available
- Fall 2024: No data available
- Spring 2024: No data available
- Fall 2023: 6 candidates (3 female, 3 male)

Clinical Placements:

- Spring 2025: 1 candidate (1 female)
- Fall 2024: No data available
- Spring 2024: 6 candidates (4 female, 2 male)
- Fall 2023: No data available

Observable Performance Patterns

Fall 2023 Field Placement Performance (only field data):

- Overall Career Readiness: 6.1 (moderate performance)
- Professionalism: 6.1 (consistent with overall)
- Communication: 6.0 (slightly lower)
- Technology: 6.1 (adequate)
- Critical Thinking: 6.0 (concerning given science emphasis)
- Leadership: 6.0 (moderate)
- Equity and Inclusion: 6.4 (strongest area)

Clinical Placement Performance:

- Spring 2024: Strong performance (6.0-6.4 range)
 - Peak in Communication (6.0-7.0) and Career Development (6.2-7.0)

- Spring 2025: Single candidate showed solid performance (6.5-6.8 range)

Gender-Based Observations

Field Placements (Fall 2023): Males consistently rated themselves higher across most skill areas:

- Males: 6.2-6.8 range
- Females: 5.6-6.8 range
- Particularly notable gaps in Critical Thinking and Technology

Clinical Placements: Limited data prevents meaningful gender comparison.

Critical Program Concerns

Data Collection Gaps: The absence of field placement data for three consecutive semesters (Spring 2024, Fall 2024, Spring 2025) suggests systematic assessment failures.

Critical Thinking Performance: For a science program, the 6.0 average in Critical Thinking during field placements is concerning and suggests inadequate emphasis on scientific reasoning skills.

Sample Size Issues: With only 1-6 candidates per available semester, statistical reliability is compromised.

Qualitative Insights

Perceived Strengths:

- Content knowledge and passion for science
- Communication of complex concepts
- Student relationship building
- Adaptability and flexibility
- Creativity in lesson planning
- Inclusivity and equity awareness

Areas for Improvement:

- Laboratory preparation and organization

- Time management and preparation
- Content area confidence (non-biology subjects)
- Classroom management consistency
- Technology integration

Science-Specific Concerns

Content Breadth: Qualitative feedback suggests candidates feel more confident in biology than other science areas, indicating potential gaps in comprehensive science preparation.

Laboratory Skills: Specific mentions of needing better lab preparation suggest this practical component requires program attention.

Scientific Reasoning: The moderate Critical Thinking scores don't align with expectations for science educators who should model scientific thinking.

Recommendations

The Science Education program requires immediate systematic review of its assessment practices and candidate development in scientific reasoning. Critical actions needed:

1. Restore consistent field placement data collection
2. Address the Critical Thinking performance gap through explicit scientific reasoning instruction
3. Strengthen preparation in non-biology science areas
4. Enhance laboratory teaching preparation
5. Investigate the three-year gap in field placement data collection
6. With small cohort sizes, consider multi-year data aggregation for reliable analysis

The qualitative feedback suggests candidates have strong enthusiasm and basic teaching skills, but the quantitative data gaps and concerning Critical Thinking scores indicate significant program development needs, particularly in areas essential for effective science instruction.

Section XVI: Overall Candidate Self-Assessment on Skills Survey for Social Studies Education

The Social Studies Education program shows inconsistent data collection with concerning performance patterns in the available data.

Data Availability Issues

Field Placements:

- Spring 2025: 6 candidates (4 female, 2 male)
- Fall 2024: No data available
- Spring 2024: 5 candidates (3 female, 2 male)
- Fall 2023: 6 candidates (2 female, 4 male)

Clinical Placements:

- Spring 2025: No data available
- Fall 2024: 4 candidates (2 female, 2 male)
- Spring 2024: No data available
- Fall 2023: 10 candidates (3 female, 7 male)

Observable Performance Patterns

Field Placement Trends:

- Overall Career Readiness: Concerning decline from 6.0-6.4 (Fall 2023) to 5.9 (Spring 2025)
- Professionalism: Stable but moderate (6.1-6.4 range)
- Communication: Lowest among all programs (5.3-5.8 range)
- Technology: Inconsistent (5.3-6.0 range)
- Critical Thinking: Poor performance (5.4-5.8 range)

Clinical Placement Performance:

- Fall 2024: Moderate improvement (5.7-6.3 range)
- Fall 2023: Strong performance (5.9-6.5 range)

Critical Program Concerns

Communication Deficits: Social Studies shows the weakest communication scores across all programs, which is particularly concerning given the discussion-based nature of social studies instruction.

Critical Thinking Weakness: For a discipline centered on analysis, evaluation, and argumentation, the consistently low Critical Thinking scores (5.4-5.8) represent a significant program failure.

Technology Integration: Poor technology scores (5.3-6.0) suggest inadequate preparation for modern social studies instruction requiring digital literacy and online resources.

Gender-Based Observations

Persistent Male Rating Inflation: Males consistently rate themselves higher across most skill areas:

- Spring 2025: Males rated higher in Critical Thinking (6.2 vs 5.3), Communication (6.0 vs 5.4)
- This pattern appears consistently but is particularly pronounced in Social Studies

Skill Area Analysis

Relative Strengths:

- Equity and Inclusion (6.2-6.7 range) - appropriate for social studies focus
- Career & Self Development maintains moderate performance

Critical Weaknesses:

- Communication (5.3-5.8) - unacceptable for discussion-based subject
- Critical Thinking (5.4-5.8) - fundamental failure for analytical discipline
- Technology (5.3-6.0) - inadequate for modern instruction

Qualitative Insights

Perceived Strengths:

- Content knowledge and passion for subject matter

- Relationship building and rapport with students
- Flexibility and adaptability
- Awareness of diverse backgrounds and inclusivity

Areas for Improvement:

- Confidence in content delivery and classroom management
- Technology integration and platform familiarity
- Public speaking and presentation skills
- Time management and lesson planning

Program-Specific Recommendations

The Social Studies program requires immediate intervention to address fundamental skill deficits:

1. **Communication Skills Overhaul:** Implement intensive training in discussion facilitation, Socratic questioning, and verbal instruction clarity
2. **Critical Thinking Development:** Redesign curriculum to emphasize analytical reasoning, evidence evaluation, and argumentation skills
3. **Technology Integration:** Mandatory training in digital tools, online resources, and educational technology platforms
4. **Assessment Consistency:** Address the missing semester data and ensure regular evaluation
5. **Gender Bias Investigation:** Examine the consistent male rating inflation patterns

The qualitative feedback suggests candidates understand their development needs, but the quantitative performance gaps in core areas essential for effective social studies instruction indicate serious program weaknesses requiring systematic reform.