

2012-2013 Conceptual Framework Self-Evaluations

self-evaluations based on a 5-point scale of Conceptual Framework descriptors

		T-K1 student developmt	T-S1 multiple strategy	T-S2 planning	T-S3 assess	T-S4 motivate mgmt	T-D1 passion for tchg	T-D2 personal character	LD-K1 content pedagogy	LD-S1 school cmmunity	LD-S2 diverse learners	LD-S3 cmcation technol	LD-D1 faith character	LR-K1 depth of knwldg	LR-S1 reflective practice	LR-D1 lifelong learning
	N=															
Fall	37	4.189189	4.189189	4.081081	4	4.216216	4.783784	4.702703	4.135135	4.108108	3.945946	3.945946	4.513514	4.405405	4.305556	4.459459
OPS	18	4.333333	4.388889	4.166667	4	4.555556	4.666667	4.777778	4.277778	4.5	4.555556	4.222222	4.352941	4.222222	4.611111	4.666667
Spring	41	4.243902	4.15	4.195122	3.878049	4.097561	4.658537	4.658537	4.121951	4.04878	3.948718	4.02439	4.414634	4.341463	4.04878	4.463415
	N=															
ece	15	4.133333	4.2	4.333333	4	4.4	4.666667	4.666667	4.333333	4.6	4.2	4	4.4	4.333333	4.357143	4.6
elem	30	4.233333	4.166667	4.033333	3.833333	4.2	4.7	4.733333	3.966667	3.966667	4.1	3.766667	4.333333	4.233333	4.133333	4.433333
ml	5	4.4	4.2	4.2	3.8	3.8	4.6	4.4	4	3.8	4.2	4.2	4.6	4.4	3.8	4.8
sec	38	4.210526	4.189189	4.184211	4.026316	4.157895	4.684211	4.710526	4.263158	4.157895	3.805556	4.157895	4.473684	4.447368	4.315789	4.473684
sped	8	4.414766	4.396321	4.062573	3.971637	4.463158	4.887573	4.709211	4.130263	4.21038	4.525463	4.26038	4.61882	4.284503	4.383855	4.525585

Candidates complete a self-evaluation instrument based on the Conceptual Framework. The 2012-2013 instrument was based on a 5-point scale with 5 being the highest score. Data was gathered from our fall student teaching (clinical practice) cohort, our OPS (Omaha Public School para-educator) cohort, and our spring student teaching cohort. The data was also disaggregated by program level - early childhood, elementary, middle level, secondary, and special education. Analysis of the data reveals areas requiring additional emphasis/focus in each of the programs.

What did we learn? Assessment is an area that needs to be strengthened in comparison to others. Working with diverse learners is also an area needing attention. The OPS cohort has the benefit of working in a very diverse school district. Our other candidates generally don't come from such diverse settings. Program modifications are being made to address both areas for future candidates.