

## 2013-2014 Conceptual Framework Self-Evaluations

self-evaluations based on a 4-point scale of Conceptual Framework descriptors

		T-K1 student developmt	T-S1 multiple strategies	T-S2 planning	T-S3 assessmnt	T-S4 motivatn mngment	T-D1 passion teaching	T-D2 personal character	LD-K1 content pedagogy	LD-S1 school commnty	LD-S2 diverse learners	LD-S3 commun technology	LD-D1 faith character	LR-K1 depth of knowledge	LR-S1 reflective practice	LR-D1 lifelong learning
	N=															
Fall	41	3.24	2.98	3.17	3.00	3.20	3.71	3.68	2.93	3.22	3.15	2.95	3.54	3.22	3.32	3.29
Spring	48	3.04	3.13	3.45	3.13	3.34	3.70	3.83	3.06	3.38	3.32	3.13	3.60	3.26	3.43	3.55
Overall	89	3.12	3.06	3.30	3.06	3.27	3.71	3.76	3.00	3.30	3.24	3.03	3.56	3.24	3.37	3.43
early childhood	8	3.63	3.25	3.63	3.63	3.63	3.88	4.00	3.00	3.63	3.38	3.25	3.75	3.50	3.50	3.63
elementary	16	3.19	2.88	2.88	2.75	3.19	3.69	3.69	2.81	3.13	3.00	2.88	3.63	3.13	3.38	3.19
middle level	6	3.33	2.83	3.33	3.17	2.83	3.83	3.67	3.17	2.67	3.33	3.17	3.50	3.17	3.17	3.33
secondary	42	2.98	3.05	3.40	3.07	3.19	3.67	3.71	3.05	3.31	3.17	3.00	3.55	3.24	3.33	3.38
special education	17	3.12	3.24	3.29	3.00	3.53	3.71	3.88	3.00	3.53	3.53	3.12	3.47	3.24	3.47	3.71

Candidates complete a self-evaluation instrument based on the Conceptual Framework. The 2013-2014 instrument was based on a 4-point scale with 4 being the highest score. Data was gathered from our fall student teaching (clinical practice) 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.

With the change from a 5-point scale to a 4-point scale we cannot make comparisons with the previous year. The most significant self-evaluation rank change was in planning