

000 SHSU 002 Custom Aggregate Data on Coursework Assessment

Parameter Title	Parameter Value
Select a Course	Any
Select a Section	Any
Select a Term	201280 - Fall 2012,201320 - Spring 2013,201340 - Summer 2013
Select an Assessment Tool	Advanced Programs: Field Experience Dispositions and Diversity Proficiency Rubric (do not use after Summer 2014)
Select Coursework Type	Any
Select Program	Any

 export

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : Advanced Programs: Field Experience Dispositions and Diversity Proficiency Rubric (do not use after Summer 2014)

Diversity in Field Experiences

Please assess. Note that candidates who complete this assignment who will not be working in public schools (this will be candidates seeking LPC, LMFT, etc.) may use examples of experiences with others from any age group in any setting where they believe that they can adequately describe the diversity of the group and demonstrate the dispositions listed below.	# little or no evidence	% little or no evidence	# nominal evidence	% nominal evidence	# acceptable evidence	% acceptable evidence	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
The candidates evidence indicates that he/she participated in extensive field experiences within this course	8	1.07%	101	13.5%	639	85.43%	0	0%	748	29	1.84	2	2	0.39
The candidates evidence indicates that his/ her interaction with P-12 students during these field experiences was substantive	14	1.82%	113	14.71%	641	83.46%	0	0%	768	9	1.82	2	2	0.43
The candidates evidence indicates that he/she identified issues of significance as related to P-12 student diversity	10	1.3%	113	14.66%	648	84.05%	0	0%	771	6	1.83	2	2	0.41
The candidates evidence indicates that he/she understands the relationship between the issues identified and their effect on the candidates professional role in student learning	8	1.03%	115	14.86%	651	84.11%	0	0%	774	3	1.83	2	2	0.4
The candidates evidence indicates that he/ she developed strategies related to his/her professional role for improving student learning	6	0.78%	118	15.32%	646	83.9%	0	0%	770	7	1.83	2	2	0.4
The candidates evidence indicates that he/ she developed strategies for improving effectiveness in his/her professional role	7	0.91%	122	15.78%	644	83.31%	0	0%	773	4	1.82	2	2	0.4
Total/Percentage	53	1.15%	682	14.81%	3869	84.04%	0	0%	4604					

This candidate participated in field experiences with P-12 students and provided evidence of that experience with reference to these diversities. Note that candidates who complete this assignment who will not be working in public schools (this will be candidates seeking LPC, LMFT, etc.) may use	# not experienced	% not experienced	# experienced at a nominal level	% experienced at a nominal level	# acceptable experience	% acceptable experience	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation

examples of experiences with others from any age group in any setting where they believe that they can adequately describe the diversity of the group and demonstrate the dispositions listed below.														
Ethnicity	21	2.77%	74	9.78%	662	87.45%	0	0%	757	20	1.85	2	2	0.43
Exceptionality	51	6.73%	85	11.21%	622	82.06%	0	0%	758	19	1.75	2	2	0.57
Socioeconomics	36	4.72%	79	10.37%	647	84.91%	0	0%	762	15	1.8	2	2	0.5
Linguistic Diversity	39	5.23%	93	12.48%	613	82.28%	0	0%	745	32	1.77	2	2	0.53
Total/Percentage	147	4.86%	331	10.95%	2544	84.18%	0	0%	3022					

Evidence submitted for Dispositions and Diversity Proficiency was demonstrated. Note that candidates who complete this assignment who will not be working in public schools (this will be candidates seeking LPC, LMFT, etc.) may use examples of experiences with others from any age group in any setting where they believe that they can adequately describe the diversity of the group and demonstrate the dispositions listed below.	# Rarely (Unsatisfactory)	% Rarely (Unsatisfactory)	# Sometimes (Exhibits Progress)	% Sometimes (Exhibits Progress)	# Consistently (Proficient)	% Consistently (Proficient)	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	12	1.55%	76	9.82%	686	88.63%	0	0%	774	3	1.87	2	2	0.38
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	20	2.6%	91	11.85%	657	85.55%	0	0%	768	9	1.83	2	2	0.44
3. Demonstrates a commitment to literacy, inquiry, and reflection.	25	3.27%	132	17.28%	607	79.45%	0	0%	764	13	1.76	2	2	0.5
4. Practices ethical behavior and intellectual honesty.	34	4.5%	55	7.28%	667	88.23%	0	0%	756	21	1.84	2	2	0.48
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	22	2.89%	109	14.32%	630	82.79%	0	0%	761	16	1.8	2	2	0.47
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	11	1.43%	101	13.15%	656	85.42%	0	0%	768	9	1.84	2	2	0.4
7. Demonstrates knowledge of second language	52	7.25%	136	18.97%	529	73.78%	0	0%	717	60	1.67	2	2	0.61

acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.														
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains.	38	5.12%	144	19.41%	560	75.47%	0	0%	742	35	1.7	2	2	0.56
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners.	69	9.34%	142	19.22%	528	71.45%	0	0%	739	38	1.62	2	2	0.65
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	70	9.64%	156	21.49%	500	68.87%	0	0%	726	51	1.59	2	2	0.66
Total/Percentage	353	4.7%	1142	15.2%	6020	80.11%	0	0%	7515					

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