

000 SHSU 002 Custom Aggregate Data on Coursework Assessment

Parameter Title	Parameter Value
Select a Course	Any
Select a Section	Any
Select a Term	201480 - Fall 2014,201520 - Spring 2015,201540 - Summer 2015
Select an Assessment Tool	Advanced Programs: Field Experience Dispositions and Diversity Proficiency Rubric (do not use after Summer 2014),Advanced Programs: Field Experience Dispositions and Diversity Proficiency Rubric (use begins Fall 2014)
Select Coursework Type	Any
Select Program	Curriculum and Instruction MEd (Advanced)



THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : Advanced Programs: Field Experience Dispositions and Diversity Proficiency Rubric (use begins Fall 2014)

Field Experience, Diversity and Dispositions Assessments

Please assess	# 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	1	0.78%	9	6.98%	119	92.25%	0	0%	129	0	1.91	2	2	0.31
The candidates evidence indicates that his/ her interaction with P-12 students during these field experiences was substantive	1	0.78%	8	6.2%	120	93.02%	0	0%	129	0	1.92	2	2	0.29
The candidates evidence indicates that he/she identified issues of significance as related to P-12 student diversity	1	0.78%	8	6.2%	120	93.02%	0	0%	129	0	1.92	2	2	0.29
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	1	0.78%	7	5.43%	121	93.8%	0	0%	129	0	1.93	2	2	0.28
The candidates evidence indicates that he/ she developed strategies related to his/her professional role for improving student learning	1	0.78%	5	3.88%	123	95.35%	0	0%	129	0	1.95	2	2	0.26
The candidates evidence indicates that he/ she developed strategies for improving effectiveness in his/her professional role	1	0.78%	5	3.88%	123	95.35%	0	0%	129	0	1.95	2	2	0.26
<b>Total/Percentage</b>	<b>6</b>	<b>0.78%</b>	<b>42</b>	<b>5.43%</b>	<b>726</b>	<b>93.8%</b>	<b>0</b>	<b>0%</b>	<b>774</b>					

This candidate participated in field experiences with P-12 students and provided evidence of that experience with reference to:	# 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
Ethnicity	6	4.65%	7	5.43%	116	89.92%	0	0%	129	0	1.85	2	2	0.47
Exceptionality	6	4.65%	11	8.53%	112	86.82%	0	0%	129	0	1.82	2	2	0.49
Socioeconomics	6	4.65%	10	7.75%	113	87.6%	0	0%	129	0	1.83	2	2	0.48
Linguistic Diversity	7	5.43%	15	11.63%	107	82.95%	0	0%	129	0	1.78	2	2	0.53
<b>Total/Percentage</b>	<b>25</b>	<b>4.84%</b>	<b>43</b>	<b>8.33%</b>	<b>448</b>	<b>86.82%</b>	<b>0</b>	<b>0%</b>	<b>516</b>					

Evidence submitted for Dispositions and Diversity Proficiency was demonstrated.  Check the N/A box if the student did not address this proficiency in his/her submitted artifact.	# 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 an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1), (CAEP 1, 2), (NCATE 4a.3, 4c.1., & 4c.2.)	1	0.78%	5	3.88%	123	95.35%	0	0%	129	0	1.95	2	2	0.26
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2), (NCATE 4a.3.)	2	1.55%	2	1.55%	125	96.9%	0	0%	129	0	1.95	2	2	0.27
3. Practices ethical behavior and intellectual honesty. (CF 3), (CAEP 1, 2), (NCATE 4a.3.)	1	0.78%	11	8.53%	117	90.7%	0	0%	129	0	1.9	2	2	0.33
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3), (CAEP 1, 2, 3), (NCATE 4a.2 & 4a.3.)	1	0.78%	12	9.3%	116	89.92%	0	0%	129	0	1.89	2	2	0.34
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5), (CAEP 1, 2, 3), (NCATE 4a.1., 4a.3., & 4d.1.)	2	1.55%	49	37.98%	78	60.47%	0	0%	129	0	1.59	2	2	0.52
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5), (CAEP 1, 2, 3), (NCATE 4a.1., 4a.2 & 4a.3. 4d.1.)	1	0.78%	9	6.98%	119	92.25%	0	0%	129	0	1.91	2	2	0.31
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4), (NCATE 4a.3.)	2	1.55%	7	5.43%	120	93.02%	0	0%	129	0	1.91	2	2	0.33

8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4), (CAEP 1, 2) (NCATE 4a.3.)	2	1.55%	6	4.65%	121	93.8%	0	0%	129	0	1.92	2	2	0.32
9. Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains. (CF 5), (NCATE 4a.3.)	2	1.55%	10	7.75%	117	90.7%	0	0%	129	0	1.89	2	2	0.36
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5), (CAEP 1, 2, 3), (NCATE 4a.2., 4a.3., 4d.1.)	1	0.78%	11	8.53%	117	90.7%	0	0%	129	0	1.9	2	2	0.33
<b>Total/Percentage</b>	<b>15</b>	<b>1.16%</b>	<b>122</b>	<b>9.46%</b>	<b>1153</b>	<b>89.38%</b>	<b>0</b>	<b>0%</b>	<b>1290</b>					

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