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	CIEE 4334 4335 4336 - Elementary Content Methods Lesson Plan (active Spring 2013),CISE 4377 Secondary Methods Unit Lesson Plan (use begins Fall 2014),ECHE 2315 3315 - Health Lesson Plan (active Fall 2011),ECHE 2315 3315 - Physical Education / Movement Education Lesson Plan (active Fall 2011),ECHE 2315 3315 - Visual Arts Lesson Plan (active Fall 2011),Lesson Plan rubric,RDG 390/READ 3372 - Writing Lesson Reflection (active Spring 2011)
Select Coursework Type	Any
Select Program	INST 4-8 English, Language Arts, and Reading/Social Studies,INST 4-8 Mathematics,INST 4-8 Mathematics/Science,INST EC-6 Bilingual Generalist,INST EC-6 Generalist,INST EC-6 Generalist and EC-12 Special Education

[export]

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : CIEE 4334 4335 4336 - Elementary Content Methods Lesson Plan (active Spring 2013)

Establishing the Lesson Framework

Establishing the Lesson Framework	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
TEKS/ Applicable Student Expectations	2	0.35%	67	11.57%	510	88.08%	1	0.17%	579	0	2.88	3	3	0.34
Objective	2	0.35%	75	12.95%	502	86.7%	1	0.17%	579	0	2.86	3	3	0.35
Rationale	5	0.86%	115	19.86%	459	79.27%	1	0.17%	579	0	2.78	3	3	0.43
Total/Percentage	9	0.52%	257	14.8%	1471	84.69%	3	0.17%	1737					

Designing Supportive Learning Environments

Designing Supportive Learning Environments	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation

	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Materials	2	0.35%	57	9.84%	520	89.81%	1	0.17%	579	0	2.9	3	3	0.31
Setting	4	0.69%	42	7.25%	533	92.06%	1	0.17%	579	0	2.91	3	3	0.3
Student Needs	10	1.73%	52	8.98%	517	89.29%	1	0.17%	579	0	2.88	3	3	0.38
Total/Percentage	16	0.92%	151	8.69%	1570	90.39%	3	0.17%	1737					

Instructional Strategies

Instructional Strategies	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Introduction/Focus	0	0%	110	19%	469	81%	1	0.17%	579	0	2.81	3	3	0.39
Instructional Procedure	3	0.52%	94	16.23%	482	83.25%	1	0.17%	579	0	2.83	3	3	0.39
Closure	1	0.17%	125	21.59%	453	78.24%	1	0.17%	579	0	2.78	3	3	0.42
Total/Percentage	4	0.23%	329	18.94%	1404	80.83%	3	0.17%	1737					

Evaluation Strategies

Evaluation Strategies	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Assessment/ Evaluation	3	0.52%	136	23.49%	440	75.99%	1	0.17%	579	0	2.75	3	3	0.44
Total/Percentage	3	0.52%	136	23.49%	440	75.99%	1	0.17%	579					

Language Usage

Language Use	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Language Use	1	0.17%	36	6.22%	542	93.61%	1	0.17%	579	0	4.69	5	5	0.63
Total/Percentage	1	0.17%	36	6.22%	542	93.61%	1	0.17%	579					

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : CISE 4377 Secondary Methods Unit Lesson Plan (use begins Fall 2014)

Unit Lesson Plan

Please assess	# Poor/Below Average Performance	% Poor/Below Average Performance	# Acceptable/Average Performance	% Acceptable/Average Performance	# Exemplary Performance	% Exemplary Performance	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Title	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Unit Summary	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Unit Rationale	0	0%	1	100%	0	0%	0	0%	1	0	2	2	2	0
Questions	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Vocabulary	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Outcome Product - Personal Expression and Differentiation	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Outcome Product - TEKS Alignment	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Outcome Product - Feedback to Students	0	0%	1	100%	0	0%	0	0%	1	0	2	2	2	0
Learning Activities - TEKS, Content, Methods, etc.	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Learning Activities - Appropriate Time	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Learning Activities - Varied and Appropriate Bloom's Levels	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Materials and Technology Analysis	0	0%	1	100%	0	0%	0	0%	1	0	2	2	2	0
Accommodations and Modifications for Instruction - IEPs and 504s	0	0%	1	100%	0	0%	0	0%	1	0	2	2	2	0

Accommodations and Modifications for Instruction - LEPs	0	0%	1	100%	0	0%	0	0%	1	0	2	2	2	0
Accommodations and Modifications for Instruction - Gifted and Talented	0	0%	1	100%	0	0%	0	0%	1	0	2	2	2	0
Assessments - Pre and Post	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Assessments - Formative	0	0%	1	100%	0	0%	0	0%	1	0	2	2	2	0
Assessments - Summative	0	0%	0	0%	1	100%	0	0%	1	0	3	3	3	0
Total/Percentage	0	0%	7	38.89%	11	61.11%	0	0%	18					

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : ECHE 2315 3315 - Health Lesson Plan (active Fall 2011)

Please assess

-	# Target	% Target	# Acceptable	% Acceptable	# Unacceptable	% Unacceptable	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
KNOW: Student knows the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition. They are alert to major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively.	127	69.78%	48	26.37%	7	3.85%	0	0%	182	1	2.66	3	3	0.55
UNDERSTAND: Student can help children understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease. Students are alert to major health issues concerning children and the social forces that affect them, and understand the need to impart information on these issues sensitively. They are able address issues in ways that help students recognize potentially dangerous situations, clarify misconceptions,	128	69.95%	41	22.4%	14	7.65%	0	0%	183	0	2.62	3	3	0.62

	# Target	% Target	# Acceptable	% Acceptable	# Unacceptable	% Unacceptable	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
and find reliable sources of information.														
USE: Student would be able to implement instruction based on knowledge of their students, learning theory, subject matter, curricular goals/standards and/or community. They will seek to create instructional opportunities that are adapted to diverse students. They are able to use their knowledge of individual and group motivation and behavior among students to create supportive learning environments. They ensure their teaching will be developmentally appropriate and they demonstrate a strong understanding of major concepts, principles, theories, and research related to development of children.	130	71.04%	42	22.95%	11	6.01%	0	0%	183	0	2.65	3	3	0.59
Total/Percentage	385	70.26%	131	23.91%	32	5.84%	0	0%	548					

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : ECHE 2315 3315 - Physical Education / Movement Education Lesson Plan (active Fall 2011)

Please assess

-	# Target	% Target	# Acceptable	% Acceptable	# Unacceptable	% Unacceptable	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
KNOW: Student knows the physical education content relevant to the development of physically educated individuals. They know how to implement human movement and physical activity lessons in a safe and appropriate manner. Student knows that physical inactivity is a major health risk factor in our society and recognize the critical importance of physically active life styles for all students.	150	82.42%	27	14.84%	5	2.75%	0	0%	182	0	2.8	3	3	0.47
UNDERSTAND: The student understands how to structure learning activities to ensure that children demonstrate competence in many movement forms, and can apply movement concepts and principles to the learning and development of motor skills. They help children develop knowledge and skills necessary to achieve and maintain a health-enhancing level of physical fitness. They appreciate the intrinsic values and benefits associated with physical activity. They understand how to structure movement experiences that foster opportunities	148	81.32%	26	14.29%	8	4.4%	0	0%	182	0	2.77	3	3	0.52

	# Target	% Target	# Acceptable	% Acceptable	# Unacceptable	% Unacceptable	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
for enjoyment, challenge, self-expression, and social interaction, and that elicit responsible personal and social behavior and respect for individual differences among people in physical activity.														
USE: Student would be able to implement instruction based on knowledge of their students, learning theory, subject matter, curricular goals/standards and/or community. They will seek to create instructional opportunities that are adapted to diverse students. They are able to use their knowledge of individual and group motivation and behavior among students to create supportive learning environments. They ensure their teaching will be developmentally appropriate and they demonstrate a strong understanding of major concepts, principles, theories, and research related to development of children.	142	78.02%	33	18.13%	7	3.85%	0	0%	182	0	2.74	3	3	0.52
Total/Percentage	440	80.59%	86	15.75%	20	3.66%	0	0%	546					

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : ECHE 2315 3315 - Visual Arts Lesson Plan (active Fall 2011)

Please assess

-	# Target	% Target	# Acceptable	% Acceptable	# Unacceptable	% Unacceptable	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
KNOW: The student demonstrates they understand the distinctions and connections between arts study and arts experiences. They recognize that arts instruction must be sequential. They encourage the kind of study and active participation that leads to competence and appreciation. They enable students: (1) to communicate at a basic level in the four arts disciplines--dance, music, theater, and the visual arts--including knowledge and skills in the use of basic vocabularies, materials, traditional and technology-based tools, techniques, and thinking processes of each arts discipline; (2) to develop and present basic analyses of works of art from structural, historical, and cultural perspectives; (3) to have an informed acquaintance with exemplary works of art from a variety of cultures and historical	117	64.29%	47	25.82%	18	9.89%	0	0%	182	0	2.54	3	3	0.67

periods; and (4) to relate basic types of arts knowledge and skills within and across the arts disciplines, and to make connections with other disciplines.															
UNDERSTAND: Students understand that childrens competence at a basic level serves as the foundation for more advanced work. They understand that there are many routes to competence that young children may work in different arts at different times, that their study may take a variety of approaches, and that their abilities may develop at different rates.	116	63.74%	44		24.18%	22		12.09%	0	0%	182	0	2.52	3	3	0.7
USE: Student would be able to implement instruction based on knowledge of their students, learning theory, subject matter, curricular goals/standards and/or community. They demonstrate a high level of competence in the use of the visual arts, theater, music and dance. They will seek to create instructional opportunities that are adapted to diverse students. They are able to use their knowledge of individual and group motivation and behavior among students to create supportive learning environments. They ensure their teaching will be developmentally appropriate and they demonstrate a strong understanding of major concepts, principles, theories, and research related to development of children.	118	64.84%	47		25.82%	17		9.34%	0	0%	182	0	2.55	3	3	0.66
Total/Percentage	351	64.29%	138		25.27%	57		10.44%	0	0%	546					

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : Lesson Plan rubric

Establishing the Lesson Framework

Establishing the Lesson Framework	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
TEKS/ Applicable Student Expectations	1	1.56%	1	1.56%	62	96.88%	0	0%	64	0	2.95	3	3	0.28
Objective	4	6.25%	7	10.94%	53	82.81%	0	0%	64	0	2.77	3	3	0.55
Rationale	4	6.25%	7	10.94%	53	82.81%	0	0%	64	0	2.77	3	3	0.55
Total/Percentage	9	4.69%	15	7.81%	168	87.5%	0	0%	192					

Designing Supportive Learning Environments

Designing Supportive Learning Environments	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Materials	1	1.56%	0	0%	63	98.44%	0	0%	64	0	2.97	3	3	0.25
Setting	4	6.25%	8	12.5%	52	81.25%	0	0%	64	0	2.75	3	3	0.56
Student Needs	11	17.19%	31	48.44%	22	34.38%	0	0%	64	0	2.17	2	2	0.7
Total/Percentage	16	8.33%	39	20.31%	137	71.35%	0	0%	192					

Instructional Strategies

Instructional Strategies	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Introduction/Focus	3	4.69%	7	10.94%	54	84.38%	0	0%	64	0	2.8	3	3	0.51
Instructional Procedure	1	1.56%	1	1.56%	62	96.88%	0	0%	64	0	2.95	3	3	0.28
Closure	0	0%	9	14.06%	55	85.94%	0	0%	64	0	2.86	3	3	0.35
Total/Percentage	4	2.08%	17	8.85%	171	89.06%	0	0%	192					

Evaluation Strategies

Evaluation Strategies	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Assessment/ Evaluation	1	1.56%	7	10.94%	56	87.5%	0	0%	64	0	2.86	3	3	0.39
Total/Percentage	1	1.56%	7	10.94%	56	87.5%	0	0%	64					

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : RDG 390/READ 3372 - Writing Lesson Reflection (active Spring 2011)

Please assess

-	# Expected	% Expected	# Moving Toward Expected	% Moving Toward Expected	# Unacceptable	% Unacceptable	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
Writing Development	219	90.87%	22	9.13%	0	0%	0	0%	241	0	1.91	2	2	0.29
Instructional Environment	236	97.93%	5	2.07%	0	0%	0	0%	241	0	1.98	2	2	0.14
Connections	231	95.85%	10	4.15%	0	0%	0	0%	241	0	1.96	2	2	0.2
Instructional Stages	236	97.93%	5	2.07%	0	0%	0	0%	241	0	1.98	2	2	0.14
Self-Assessment	230	95.44%	10	4.15%	1	0.41%	0	0%	241	0	1.95	2	2	0.24
Mechanics	205	85.06%	36	14.94%	0	0%	0	0%	241	0	1.85	2	2	0.36
Reflection	194	80.5%	42	17.43%	5	2.07%	0	0%	241	0	1.78	2	2	0.46
Total/Percentage	1551	91.94%	130	7.71%	6	0.36%	0	0%	1687					

Close