

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 (use begins Fall 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 (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	3	0.52%	67	11.65%	505	87.83%	0	0%	575	1	1.87	2	2	0.35
The candidates evidence indicates that his/ her interaction with P-12 students during these field experiences was substantive	3	0.52%	62	10.8%	509	88.68%	0	0%	574	2	1.88	2	2	0.34
The candidates evidence indicates that he/she identified issues of significance as related to P-12 student diversity	2	0.35%	62	10.76%	512	88.89%	0	0%	576	0	1.89	2	2	0.33
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	3	0.52%	61	10.59%	512	88.89%	0	0%	576	0	1.88	2	2	0.34
The candidates evidence indicates that he/ she developed strategies related to his/her professional role for improving student learning	2	0.35%	58	10.07%	516	89.58%	0	0%	576	0	1.89	2	2	0.32
The candidates evidence indicates that he/ she developed strategies for improving effectiveness in his/her professional role	3	0.52%	61	10.61%	511	88.87%	0	0%	575	1	1.88	2	2	0.34
Total/Percentage	16	0.46%	371	10.75%	3065	88.79%	0	0%	3452					

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	26	4.53%	54	9.41%	494	86.06%	0	0%	574	2	1.82	2	2	0.49
Exceptionality	26	4.55%	70	12.24%	476	83.22%	0	0%	572	4	1.79	2	2	0.51
Socioeconomics	29	5.04%	54	9.39%	492	85.57%	0	0%	575	1	1.81	2	2	0.51
Linguistic Diversity	37	6.45%	67	11.67%	470	81.88%	0	0%	574	2	1.75	2	2	0.56
Total/Percentage	118	5.14%	245	10.68%	1932	84.18%	0	0%	2295					

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.)	22	3.85%	57	9.98%	492	86.16%	0	0%	571	5	1.82	2	2	0.47
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.)	32	5.62%	58	10.19%	479	84.18%	0	0%	569	7	1.79	2	2	0.52
3. Practices ethical behavior and intellectual honesty. (CF 3), (CAEP 1, 2), (NCATE 4a.3.)	29	5.17%	50	8.91%	482	85.92%	0	0%	561	15	1.81	2	2	0.51
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3), (CAEP 1, 2, 3), (NCATE 4a.2 & 4a.3.)	20	3.51%	65	11.4%	485	85.09%	0	0%	570	6	1.82	2	2	0.47
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.)	27	4.7%	122	21.22%	426	74.09%	0	0%	575	1	1.69	2	2	0.55
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.)	10	1.74%	60	10.45%	504	87.8%	0	0%	574	2	1.86	2	2	0.39
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4), (NCATE 4a.3.)	35	6.12%	55	9.62%	482	84.27%	0	0%	572	4	1.78	2	2	0.54
8. Demonstrates a commitment to literacy, inquiry,	17	2.97%	56	9.77%	500	87.26%	0	0%	573	3	1.84	2	2	0.44

and reflection. (CF 1; CF 4), (CAEP 1, 2) (NCATE 4a.3.)

9. Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains. (CF 5), (NCATE 4a.3.)	26	4.56%	62	10.88%	482	84.56%	0	0%	570	6	1.8	2	2	0.5
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.)	10	1.74%	67	11.65%	498	86.61%	0	0%	575	1	1.85	2	2	0.4
Total/Percentage	228	3.99%	652	11.42%	4830	84.59%	0	0%	5710					

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