

Diversity Proficiencies – Advanced Programs

Advanced Teacher Preparation Programs

Special Educators

Instrument	Item	2011-13		2013-14	
		Mean (SD)	% Prepared	Mean (SD)	% Prepared
Performance Based Summative Assessment --- Cooperating Teacher Report (end of student teaching)	Minnesota Standards of Effective Practice	N≈18		N≈14	
	Standard 2 – Student Learning <i>The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. Addresses physical, social, emotional, moral & cognitive development in instructional decision-making.</i>	3.28 (0.67)	88.9%	3.43 (0.65)	92.9%
	Standard 3 – Diverse Learners <i>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>	3.17 (0.62)	88.9%	3.43 (0.51)	100.0%
Instrument	Item	2011-13		2013-14	
		Mean (SD)	% Prepared	Mean (SD)	% Prepared
Performance Based Summative Assessment Unit-Wide University Supervisor Report (end of student teaching)	Minnesota Standards of Effective Practice	N≈18		N≈14	
	Standard 2 – Student Learning <i>The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. Addresses physical, social, emotional, moral & cognitive development in instructional decision-making.</i>	3.22 (0.55)	94.5%	3.17 (0.39)	100.0%
	Standard 3 – Diverse Learners <i>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>	2.94 (0.66)	76.4%	3.09 (0.30)	100.0%

Advanced Teacher Preparation Programs
K-12 Educators

Instrument	Item	2011-13		2013-14	
		Mean (SD)	% Prepared	Mean (SD)	% Prepared
Performance Based Summative Assessment Unit-Wide Cooperating Teacher Report (end of student teaching)	Minnesota Standards of Effective Practice	N≈13 13 = Teaching English as a Second Language		N≈13 6 = World Languages – Mandarin; 7 = English as a Second Language	
	<i>Standard 2 – Student Learning The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. Addresses physical, social, emotional, moral & cognitive development in instructional decision-making.</i>	3.40 (0.50)	84.6%	3.85 (0.32)	100.0%
	<i>Standard 3 – Diverse Learners The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>	3.40 (0.50)	100%	3.77 (0.39)	100.0%
Instrument	Item	2011-13		2013-14	
		Mean (SD)	% Prepared	Mean (SD)	% Prepared
Performance Based Summative Assessment Unit-Wide University Supervisor Report (end of student teaching)	Minnesota Standards of Effective Practice	N≈13 13 = Teaching English as a Second Language		N≈13 6 = World Languages – Mandarin; 7 = English as a Second Language	
	<i>Standard 2 – Student Learning The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. Addresses physical, social, emotional, moral & cognitive development in instructional decision-making.</i>	3.40 (0.70)	84.6%	3.00 (0.60)	83.4%
	<i>Standard 3 – Diverse Learners The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>	3.60 (0.50)	100.0%	3.42 (0.51)	100.0%

Advanced Programs – Other School Professionals
School Counseling Program

Program	Instrument	Area	Item/Description	2011 SCSU Mean N	2012 SCSU Mean N	2013 SCSU Mean N
School Counseling	Counselor Preparation Comprehensive Examination ¹	Content Knowledge	Social and Cultural Foundations	10.18 N=17	11.13 N=16	09.06 N=17
School Counseling	School Counseling Internship Student Rating Form ²	Knowledge	Human Growth, Development and Behavior	4.56 N=17	4.53 N=16	4.38 N=16
School Counseling	School Counseling Internship Student Rating Form	Knowledge	Psychosocial Aspects of School Counseling	4.00 N=15	4.00 N=14	4.00 N=11
School Counseling	School Counseling Internship Student Rating Form	Skills	Identifies Functional Limitations of Students	5.00 N=17	5.00 N=15	4.00 N=16
School Counseling	School Counseling Internship Student Rating Form	Skills	Does Realistic Planning with Students	5.00 N=17	5.00 N=17	4.00 N=16
School Counseling	School Counseling Internship Student Rating Form	Skills	Makes Sound Decisions, Based on Good Judgment	5.00 N=17	5.00 N=18	4.00 N=16
School Counseling	School Counseling Internship Student Rating Form	Dispositions	Treats Students and Colleagues with Respect	5.00 N=17	5.00 N=18	5.00 N=16
School Counseling	School Counseling Internship Student Rating Form	Dispositions	Accepts Individual Differences Without Prejudice	5.00 N=17	5.00 N=18	5.00 N=16

¹ The CPCE evaluates student content knowledge on the 8 CACREP core areas. School counseling students take this exam in the final semester of their graduate program. A cut off score is determined each year and during this 3 year time frame, all students passed on the first attempt.

² **School Counseling Internship Student Rating Form:** This instrument is aligned to the CACREP areas to assess the school counseling candidate in terms of knowledge, skills, and dispositions. This instrument is completed by the field supervisor of the school counseling intern at the end of the internship experience. Interns are rated on a Likert scale with 5=Very Good, 4=Good, 3=Average, 2=Below Average, 1=Unacceptable.

Advanced Programs – Other School Professionals
Educational Administration Program

Pre-Post Self-Assessment
Diversity Leadership³

Diversity Leadership	2011 (N=17)			2012 (N=14)			2013 (N=26)		
	Mean at Post - Assessment (SD)	Mean Gain	Percent Prepared	Mean at Post - Assessment (SD)	Mean Gain	Percent Prepared	Mean at Post - Assessment (SD)	Mean Gain	Percent Prepared
Principal Candidates	4.90 (0.80)	1.8	94.1%	5.0 (0.80)	1.1	100.0%	5.0 (0.60)	1.6	100.0%

	2011 (N=8)			2012 (N=6)			2013 (N=9)		
	Mean at Post - Assessment (SD)	Mean Gain	Percent Prepared	Mean at Post - Assessment (SD)	Mean Gain	Percent Prepared	Mean at Post - Assessment (SD)	Mean Gain	Percent Prepared
Special Education Director Candidates	4.8 (0.60)	1.7	100%	4.3 (0.60)	0.3	100%	4.9 (0.70)	1.6	100%

	2011-2013 (N=8)		
	Mean at Post -Assessment (SD)	Mean Gain	Percent Prepared
Superintendent Candidates	4.5 (0.80)	0.9	87.5%

³ Diversity Leadership assesses five attributes:

- 1) Candidate demonstrates an understanding and recognition of the significance of diversity, and responds to the needs of diverse learners;
- 2) Candidate creates and monitors a positive learning environment for all students;
- 3) Candidate creates and monitors a positive working environment for all staff;
- 4) Candidate promotes sensitivity of diversity throughout the school community;
- 5) Candidate demonstrates the ability to adapt educational programming to the needs of diverse constituencies