

Disposition Data**Fall 2010 – Spring 2014****Aggregated Data:**

The data are based on K-12 cooperating teacher ratings for candidates in Introduction to Education field experiences.

Introduction	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
Being fair and just	3	1	0	290	0.34%	0%
Showing respect and value to all students	3	1	0	290	0.34%	0%
Showing respect for cultural and family traditions of all students	26	1	1	266	0.34%	0.34%
Exhibiting the belief that all students can learn	11	1	3	279	0.34%	1.02%
Being responsible and accountable for decisions and actions	3	2	5	284	0.68%	1.7%
Complying with course and program policies and expectations	4	4	2	285	1.36%	0.68%
Being punctual and prepared for class	0	4	9	281	1.36%	3.06%
Modeling professional ethics	4	1	2	286	0.34%	0.68%
Listening to others and being reflective for growth and improvement	4	1	1	288	0.34%	0.34%
Working collaboratively with equitable treatment of all professional colleagues	30	2	1	262	0.68%	0.34%
Listening to others and being respectful to colleagues in the school system	15	1	1	277	0.34%	0.34%
Participates in activities involving communication with parents	175	1	0	118	0.34%	0%
Making the effort to understand and respect the values and traditions of diverse cultures	65	1	0	228	0.34%	0%

Aggregated Data:

The data are based on K-12 cooperating teacher ratings for candidates in methods practicum or diversity practicum field experiences.

Methods or Diversity Practicums	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
Being fair and just	48	1	11	1148	0.08%	0.91%
Showing respect and value to all students	6	1	7	1193	0.08%	0.58%
Showing respect for cultural and family traditions of all students	121	1	7	1077	0.08%	0.58%
Exhibiting the belief that all students can learn	10	1	9	1186	0.08%	0.75%
Being responsible and accountable for decisions and actions	3	9	34	1160	0.75%	2.82%
Complying with course and program policies and expectations	5	12	43	1146	1%	3.57%
Being punctual and prepared for class	2	16	61	1128	1.33%	5.05%
Modeling professional ethics	4	6	29	1167	0.5%	2.4%
Listening to others and being reflective for growth and improvement	4	5	20	1177	0.41%	1.66%
Working collaboratively with equitable treatment of all professional colleagues	55	2	12	1136	0.17%	1%
Listening to others and being respectful to colleagues in the school system	104	1	11	1088	0.08%	0.91%
Participates in activities involving communication with parents	261	1	5	939	0.08%	0.41%
Making the effort to understand and respect the values and traditions of diverse cultures	97	1	8	1099	0.08%	0.66%

Aggregated Data:

The data are based on K-12 cooperating teacher ratings for student teachers.

Student Teachers	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
Being fair and just	0	0	1	315	0%	0.32%
Showing respect and value to all students	0	0	3	313	0%	0.95%
Showing respect for cultural and family traditions of all students	2	0	1	312	0%	0.32%
Exhibiting the belief that all students can learn	0	0	5	311	0%	1.58%
Being responsible and accountable for decisions and actions	0	0	7	309	0%	2.22%
Complying with course and program policies and expectations	0	0	5	311	0%	1.58%
Being punctual and prepared for class	0	0	18	298	0%	5.7%
Modeling professional ethics	0	0	11	305	0%	3.48%
Listening to others and being reflective for growth and improvement	0	0	9	307	0%	2.85%
Working collaboratively with equitable treatment of all professional colleagues	1	0	3	312	0%	0.95%
Listening to others and being respectful to colleagues in the school system	1	0	1	314	0%	0.32%
Participates in activities involving communication with parents	10	0	6	299	0%	1.9%
Making the effort to understand and respect the values and traditions of diverse cultures	5	0	4	306	0%	1.27%

Disaggregated Data: Dispositions ratings for students who are on-campus at VCSU.

On-campus students	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
Being fair and just	7	1	4	684	0.14%	0.57%
Showing respect and value to all students	9	1	3	683	0.14%	0.43%
Showing respect for cultural and family traditions of all students	31	1	5	658	0.14%	0.72%
Exhibiting the belief that all students can learn	12	1	7	676	0.14%	1.01%
Being responsible and accountable for decisions and actions	2	5	20	669	0.72%	2.87%
Complying with course and program policies and expectations	5	7	22	663	1%	3.16%
Being punctual and prepared for class	1	9	44	643	1.29%	6.31%
Modeling professional ethics	6	2	17	670	0.29%	2.45%
Listening to others and being reflective for growth and improvement	4	2	12	678	0.29%	1.72%
Working collaboratively with equitable treatment of all professional colleagues	26	3	3	665	0.43%	0.43%
Listening to others and being respectful to colleagues in the school system	23	1	7	664	0.14%	1.01%
Participates in activities involving communication with parents	181	1	7	505	0.14%	1.01%
Making the effort to understand and respect the values and traditions of diverse cultures	75	1	7	612	0.14%	1.01%

Disaggregated Data: Dispositions ratings for online students.

Introduction	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
Being fair and just	1	0	0	43	0%	0%
Showing respect and value to all students	0	0	0	44	0%	0%
Showing respect for cultural and family traditions of all students	4	0	0	40	0%	0%
Exhibiting the belief that all students can learn	2	0	0	42	0%	0%
Being responsible and accountable for decisions and actions	1	0	0	43	0%	0%
Complying with course and program policies and expectations	1	0	0	43	0%	0%
Being punctual and prepared for class	0	0	2	42	0%	4.55%
Modeling professional ethics	0	0	0	44	0%	0%
Listening to others and being reflective for growth and improvement	1	0	0	43	0%	0%
Working collaboratively with equitable treatment of all professional colleagues	4	0	0	40	0%	0%
Listening to others and being respectful to colleagues in the school system	4	0	0	40	0%	0%
Participates in activities involving communication with parents	13	0	0	31	0%	0%
Making the effort to understand and respect the values and traditions of diverse cultures	6	0	0	38	0%	0%

Disaggregated Data: Dispositions ratings for students at NDSU.

Students at NDSU	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
Being fair and just	43	1	3	610	0.15%	0.46%
Showing respect and value to all students	0	1	3	653	0.15%	0.46%
Showing respect for cultural and family traditions of all students	104	1	3	549	0.15%	0.46%
Exhibiting the belief that all students can learn	6	1	4	646	0.15%	0.61%
Being responsible and accountable for decisions and actions	2	3	13	639	0.46%	1.98%
Complying with course and program policies and expectations	2	4	14	637	0.61%	2.13%
Being punctual and prepared for class	0	8	26	622	1.22%	3.96%
Modeling professional ethics	2	2	14	639	0.3%	2.13%
Listening to others and being reflective for growth and improvement	3	3	11	640	0.46%	1.67%
Working collaboratively with equitable treatment of all professional colleagues	55	1	8	592	0.15%	1.22%
Listening to others and being respectful to colleagues in the school system	93	1	5	557	0.15%	0.76%
Participates in activities involving communication with parents	213	1	3	439	0.15%	0.46%
Making the effort to understand and respect the values and traditions of diverse cultures	81	1	4	571	0.15%	0.61%

Disaggregated Data: Dispositions ratings for students in Wyoming.

Students in Wyoming	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
Being fair and just	0	0	2	232	0%	0.85%
Showing respect and value to all students	0	0	3	231	0%	1.28%
Showing respect for cultural and family traditions of all students	2	0	1	231	0%	0.43%
Exhibiting the belief that all students can learn	0	0	5	229	0%	2.14%
Being responsible and accountable for decisions and actions	1	0	5	228	0%	2.14%
Complying with course and program policies and expectations	1	0	4	229	0%	1.71%
Being punctual and prepared for class	1	0	4	229	0%	1.71%
Modeling professional ethics	0	0	5	229	0%	2.14%
Listening to others and being reflective for growth and improvement	0	0	5	229	0%	2.14%
Working collaboratively with equitable treatment of all professional colleagues	0	0	4	230	0%	1.71%
Listening to others and being respectful to colleagues in the school system	0	0	0	234	0%	0%
Participates in activities involving communication with parents	6	0	1	227	0%	0.43%
Making the effort to understand and respect the values and traditions of diverse cultures	3	0	1	229	0%	0.43%

Disaggregated Data: Dispositions ratings for students at Trinity Bible College (TBC)

Students at TBC	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
Being fair and just	0	0	1	52	0%	1.89%
Showing respect and value to all students	0	0	1	52	0%	1.89%
Showing respect for cultural and family traditions of all students	1	0	0	52	0%	0%
Exhibiting the belief that all students can learn	0	0	0	53	0%	0%
Being responsible and accountable for decisions and actions	0	1	0	52	1.89%	0%
Complying with course and program policies and expectations	0	1	0	52	1.89%	0%
Being punctual and prepared for class	0	1	1	51	1.89%	1.89%
Modeling professional ethics	0	1	0	52	1.89%	0%
Listening to others and being reflective for growth and improvement	0	0	0	53	0%	0%
Working collaboratively with equitable treatment of all professional colleagues	1	0	1	51	0%	1.89%
Listening to others and being respectful to colleagues in the school system	0	0	0	53	0%	0%
Participates in activities involving communication with parents	2	0	0	51	0%	0%
Making the effort to understand and respect the values and traditions of diverse cultures	1	0	0	52	0%	0%

Exit Survey Data

Student teachers complete an Exit Survey at the time of graduation. (This is one selected item.)

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Develop fair and unbiased assessments for all learners.	62.0%	34.0%	4.0%	0.0%	0.0%	50

Student Teacher Data Fall 2011- Spring 2014 (This is one selected item.)

4-point rating scale utilized by cooperating teachers:

(4) Distinguished: The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

(3) Proficient: The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

(2) Emerging: The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

(1) Undeveloped: The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

Cooperating Teacher Final Evaluations of Student Teachers Fall 2011 to Spring 2014

	N	Min	Max	Mean	Std. Dev.
Standard #2: Learning Differences □The teacher candidate uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.	483	2.0	4.0	3.58	.52
Adapts instruction for individual needs	484	1.0	4.0	3.48	.60
Inquires about students as individuals with diverse personal and family backgrounds	484	2.0	4.0	3.60	.55
Exhibits fairness and the belief that all students can learn	484	2.0	4.0	3.74	.46