

TED Data Reports: Executive Summary

The graphs accompanying this report represent summary information regarding student evaluation scores recorded in CUNE's Teacher Education Database (TED).

History: Data included in TED has been collected for years. It has only been in the past 2-3 years that we have attempted to see if the data we are collecting in the form of individual evaluations can tell us anything useful regarding group characteristics.

There are many reasons why TED data may not be useful in aggregate form. There is an imbalance in the granularity of the characteristics measured. Students remain in a cohort according to the semester of their starting into the program, but TED has no way of accounting for the variety of ways students can move through the program. And there are many others. At this time, we are studying the aggregate data to see if it reveals any useful information. At present, TED's most useful function is that it allows is to pull up information for individual students and to work with them on the qualitative basis of their individual evaluation report.

Interpreting the graphs: Graphs are organized to show average evaluation scores of student groups. Students are grouped according to their Cohort Catalog Year, the year in which they began studies at Concordia. Most of these students are freshmen. A small percentage are transfers.

Graphs show average scores by term for each group and are cumulative over time. So the scores shown for Cohort 2010 in term 201020 are scores collected in that semester. The scores for the 2010 Cohort for 201110 include the original 201020 scores and now include new scores added in 201110, and do on for each semester.

Graphs then show an age progression from left to right (older students on the right). They also show cumulative progress for a given cohort when read from left to right (most recent scores on the right.)

As of our May 23, 2012 meeting, the following trends were identified.

Several graphs show an average score on a characteristic that is apparently lower than other traits.

TS-1 Multiple Instruction Strategies

TS-3 Assessment

LD-K1 Content Pedagogy

LD-S1 School & Community Involvement

LD-S2 Diverse Learners

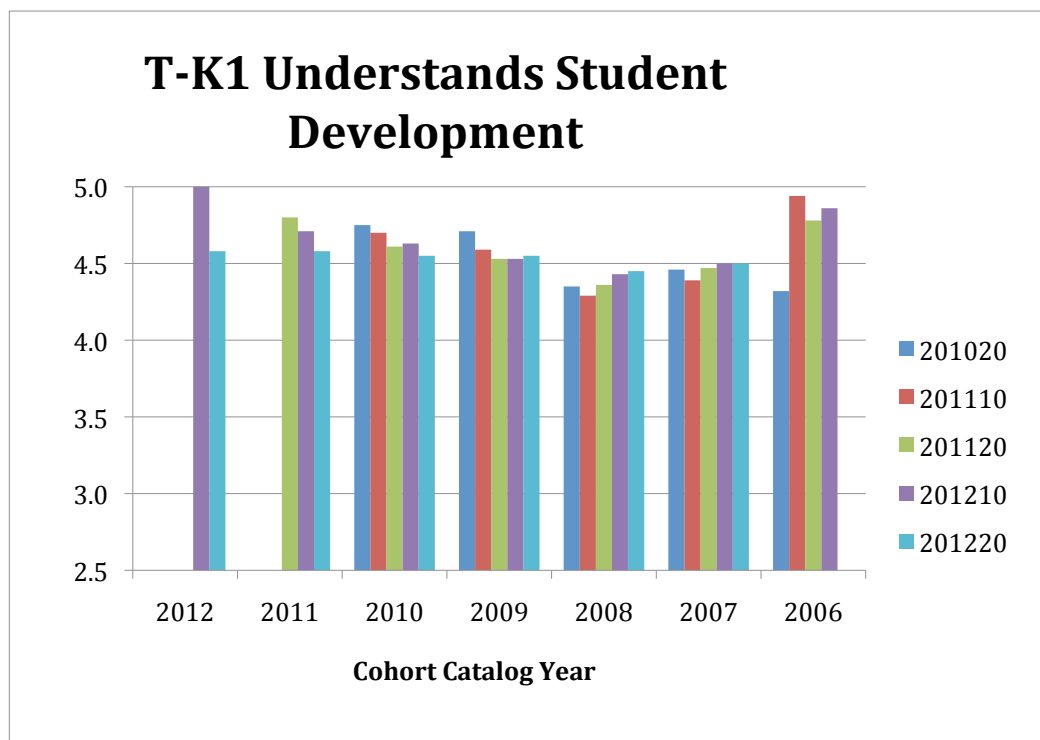
Certain scores seem to get lower over time:

TS-2 Planning

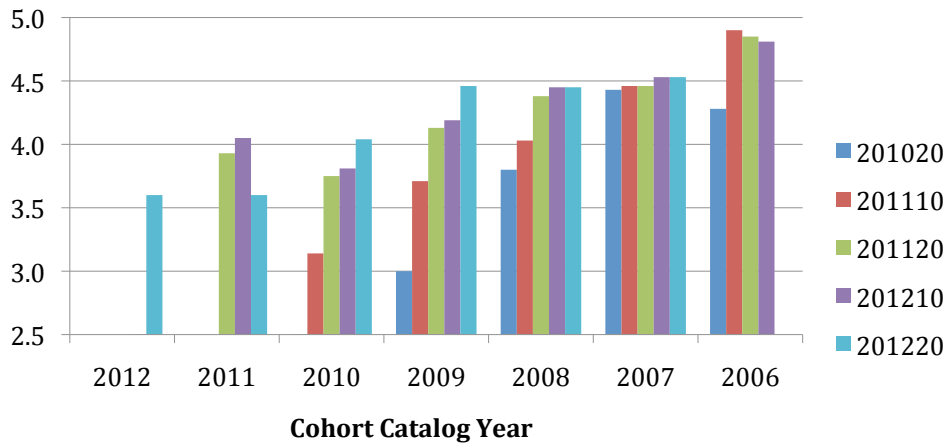
TS-4 Motivation and Management
LD-S3 Communication and Technology

Others seem to increase over time
LD-D1 Character/Faith Development
LR-K1 Endorsement Area Knowledge
LR-D1 Lifelong Learning

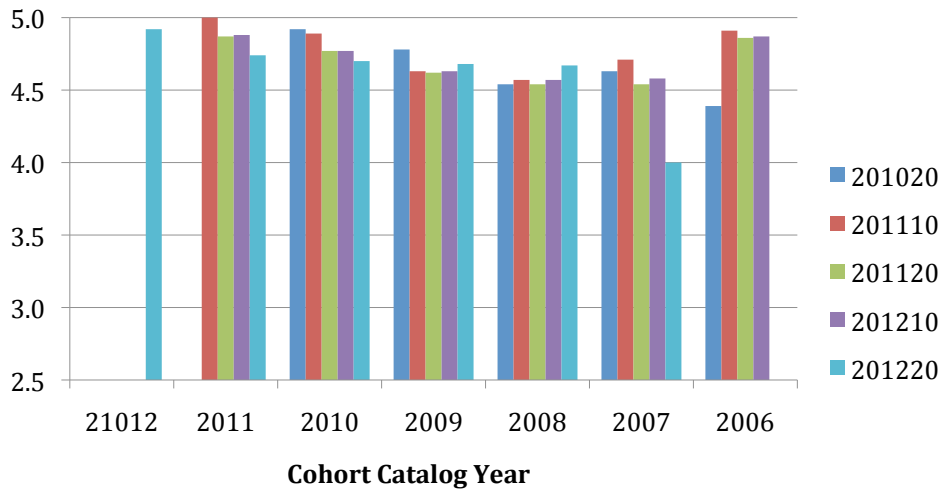
Over the next few semesters, our goal is to combine the information we have from TED with data that we are developing in our curriculum review to determine if the observed trends represent REAL differences which can be impacted by curriculum and instruction.



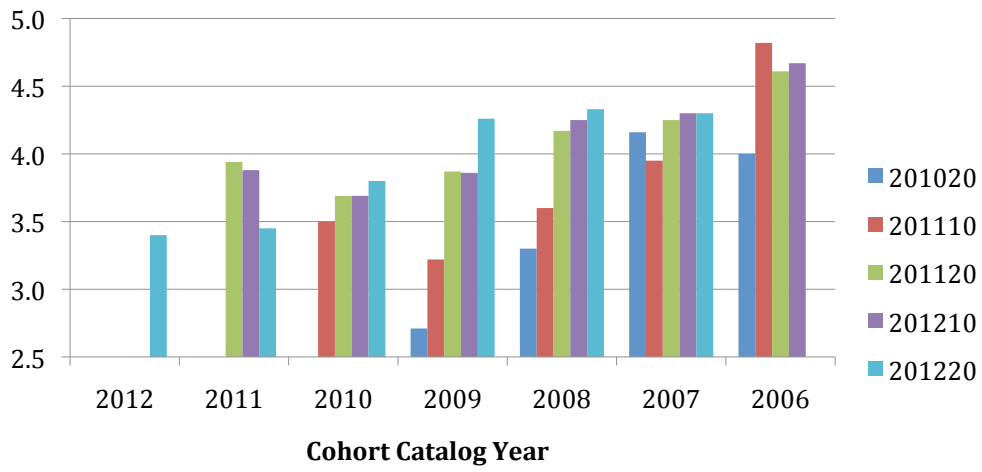
T-S1 Multiple Instruction Strategies



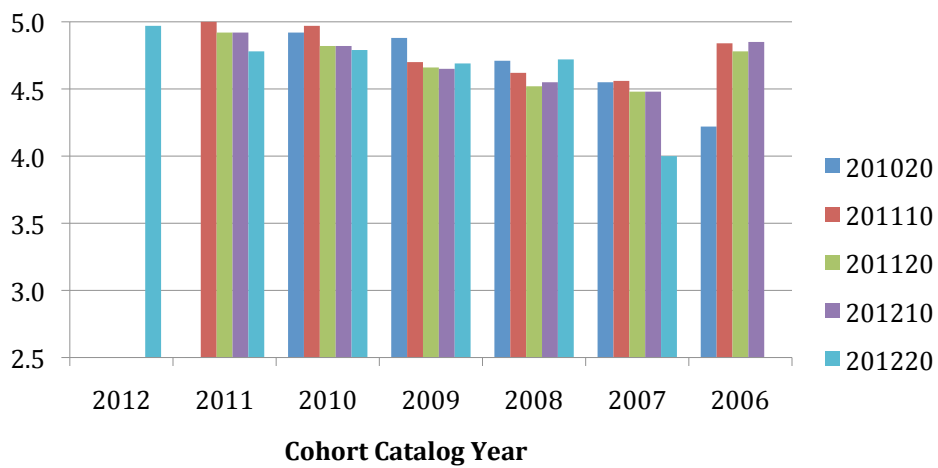
T-S2 Planning



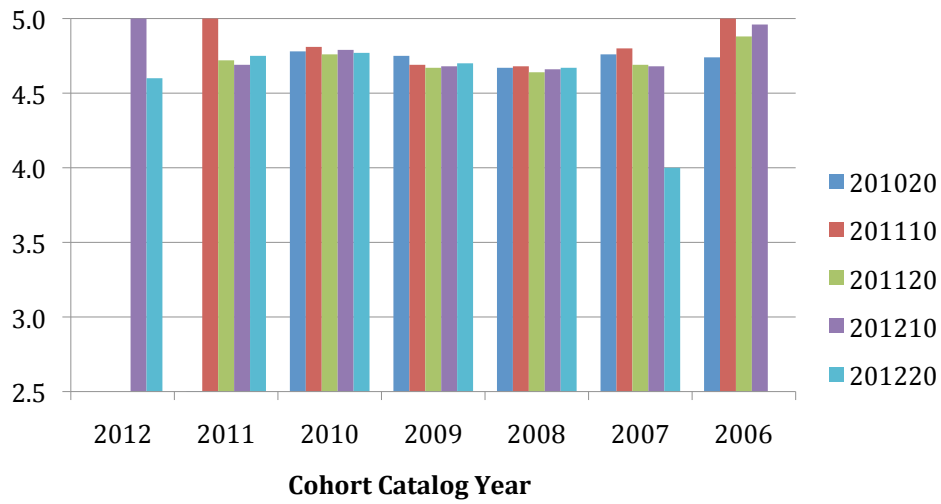
T-S3 Assessment



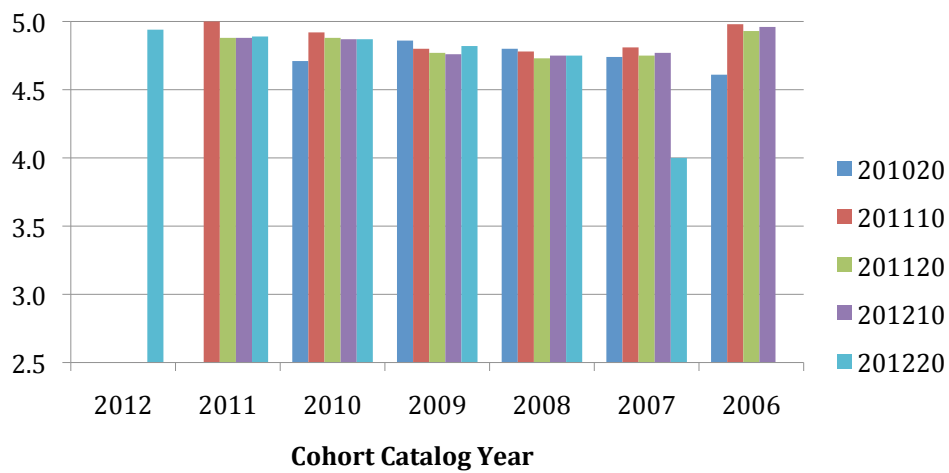
T-S4 Motivation and Management



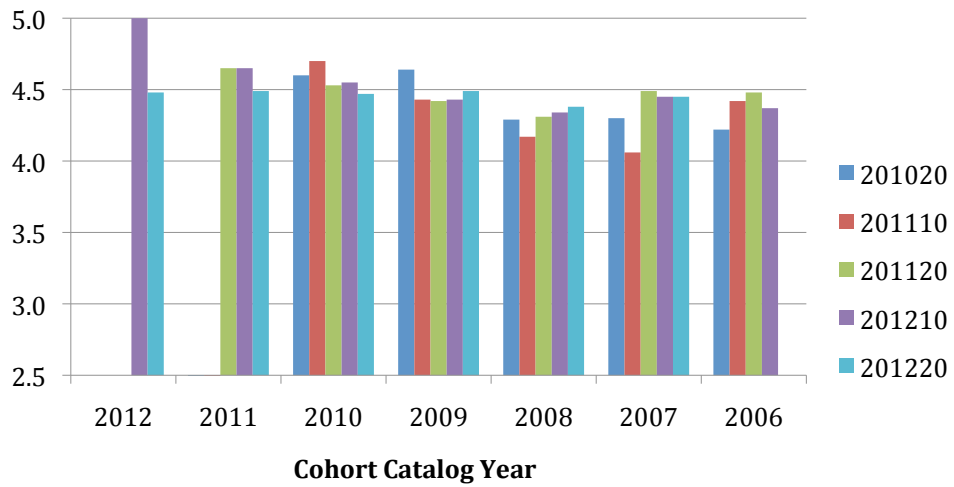
T-D1 Passion for Teaching



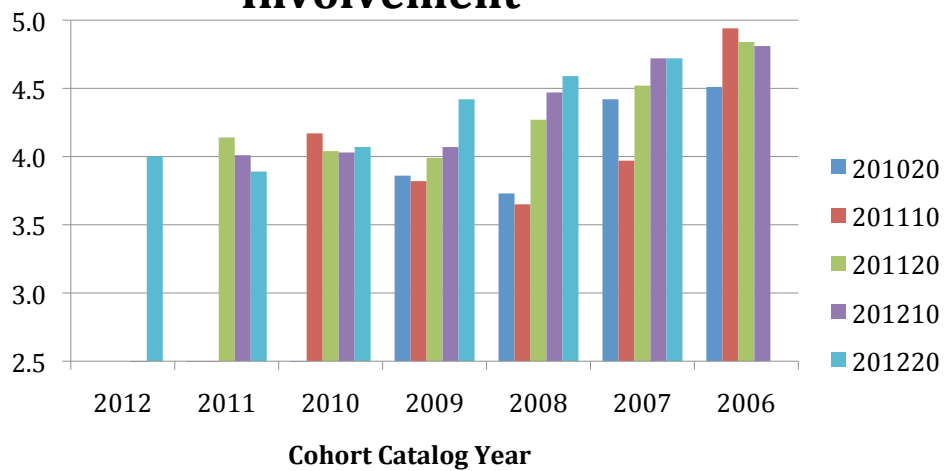
T-D2 Personal Characteristics



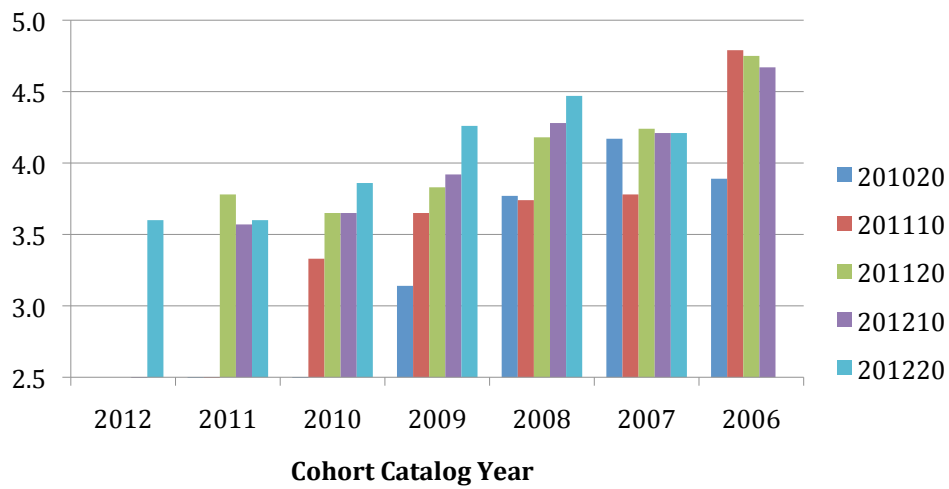
LD-K1 Content Pedagogy



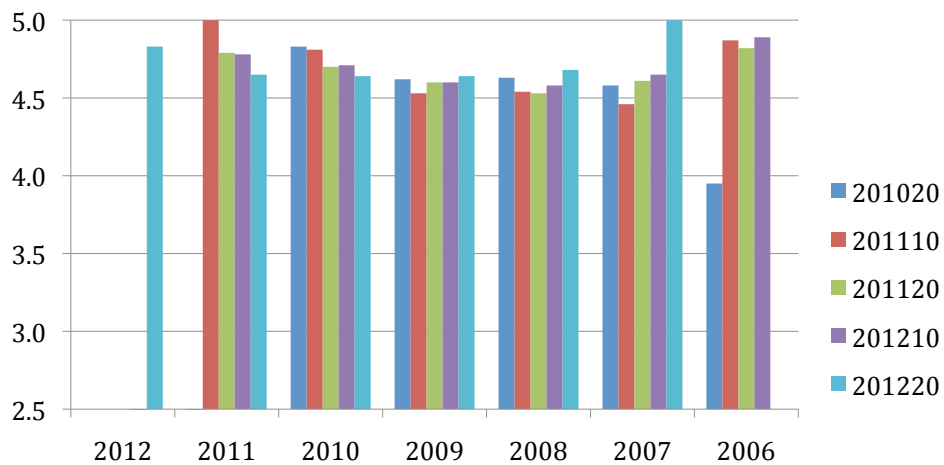
LD-S1 School & Community Involvement



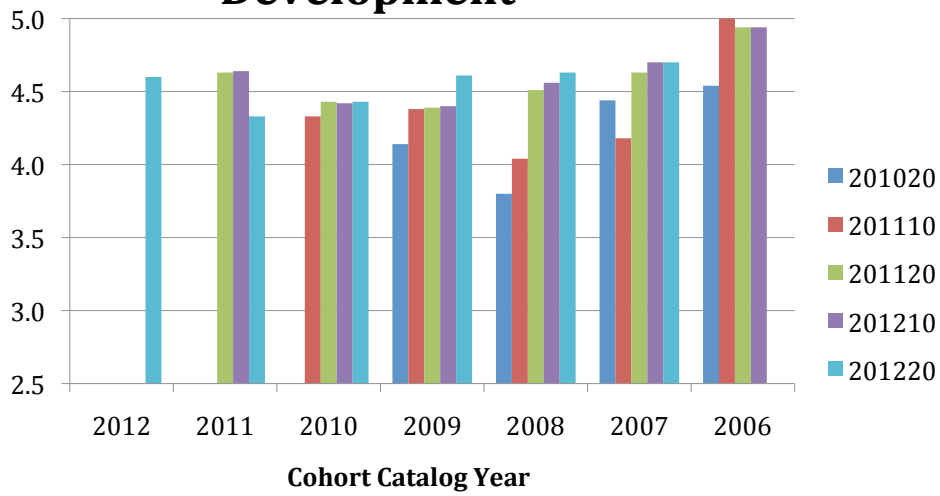
LD-S2 Diverse Learners



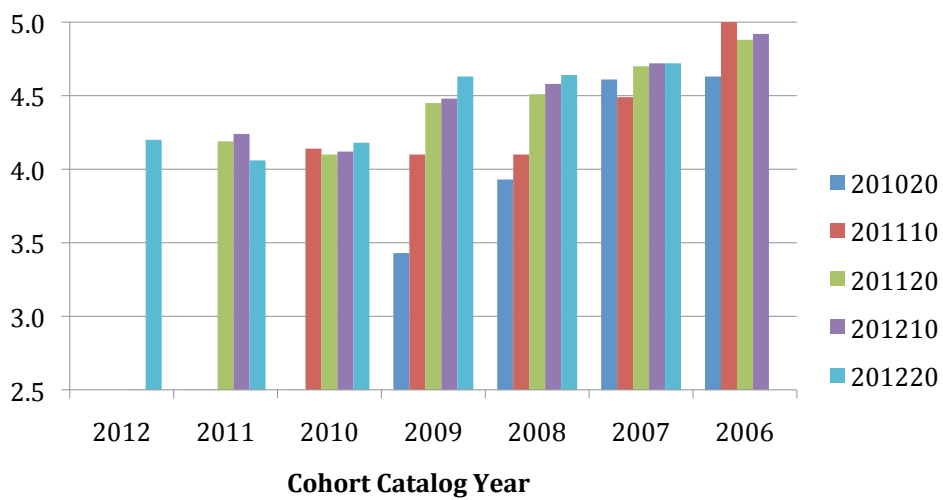
LD-S3 Communication & Technology



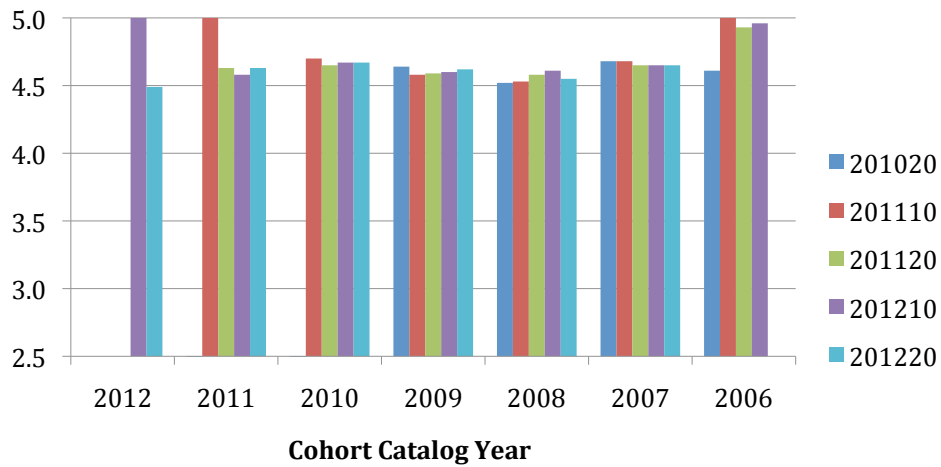
LD-D1 -Character/Faith Development



LR-K1 Endorsement Area Knowledge



LR-S1 Reflective Practice



LR-D1 Lifelong Learning

