**Graduate ECE Clinical Experience Data-Spring 2015 (ECE 516)**

Descriptive statistics were conducted for each of the 8 competencies of the clinical data. The results show that on average the teacher candidates were rated proficient or close to proficient on all 8 competencies. The mean of each item was provided in the table as follows.

All competencies are scored on a three-point scale, ranging from “not proficient” to “proficient.”

Not Proficient (1) Developing Proficiency (2) Proficient (3)

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| --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean |
| 2.1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels. [Supports and contributes to the learning environment] | 3 | 3 | 3 | 3.00 |
| 2.4. Fostering appropriate standards of behavior that support a productive learning environment for all students. | 3 | 3 | 3 | 3.00 |
| 3.4. Selecting appropriate assessment strategies to monitor ongoing student progress. | 3 | 2 | 3 | 2.67 |
| 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning. | 3 | 3 | 3 | 3.00 |
| 4.7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance. | 3 | 2 | 3 | 2.67 |
| 6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning. | 3 | 2 | 3 | 2.67 |
| 6.3 & 6.4 Collaborating with colleagues to examine instructional strategies and curricula [to support student learning]. | 3 | 3 | 3 | 3.00 |
| 6.11 Conducting themselves as professionals in accordance with the Connecticut’s Code of Professional Responsibility for Educators. | 3 | 3 | 3 | 3.00 |

Note: The N varies due to missing data.