



**PREPARING  
EXEMPLARY  
PRACTITIONERS**

FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY

Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## PROGRAM DATA REPORT

### ***EARLY CHILDHOOD EDUCATION: B.S.ED.***

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

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# Goals for Improvement: 2014-2015

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**Directions:** Review progress toward 2014-2015 goals using the 2014-2015 data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2015-2016. Record your progress at [https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send_form).

To record 2015-2016 goals, please click here:

[https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPjPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPjPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Goal 1. Improve teacher candidates' planning and implementation of differentiated instruction as measured by at least a 2% improvement in the rating on differentiation items of Teacher Keys as scored by faculty supervisors and cooperating teachers for Block III's Spring 2015 scores (using Tomlinson's definition of differentiation).				Student Success
"Goal 2 Improve teacher candidates' ability to understand and apply knowledge of English-language grammar and vocabulary development as measured an improvement from our previous years' score or to meet or exceed the state's average students' scores on item 5 of the GACE exam. "				Academic Success

**Percentage of Completed Rubrics in Tk20**

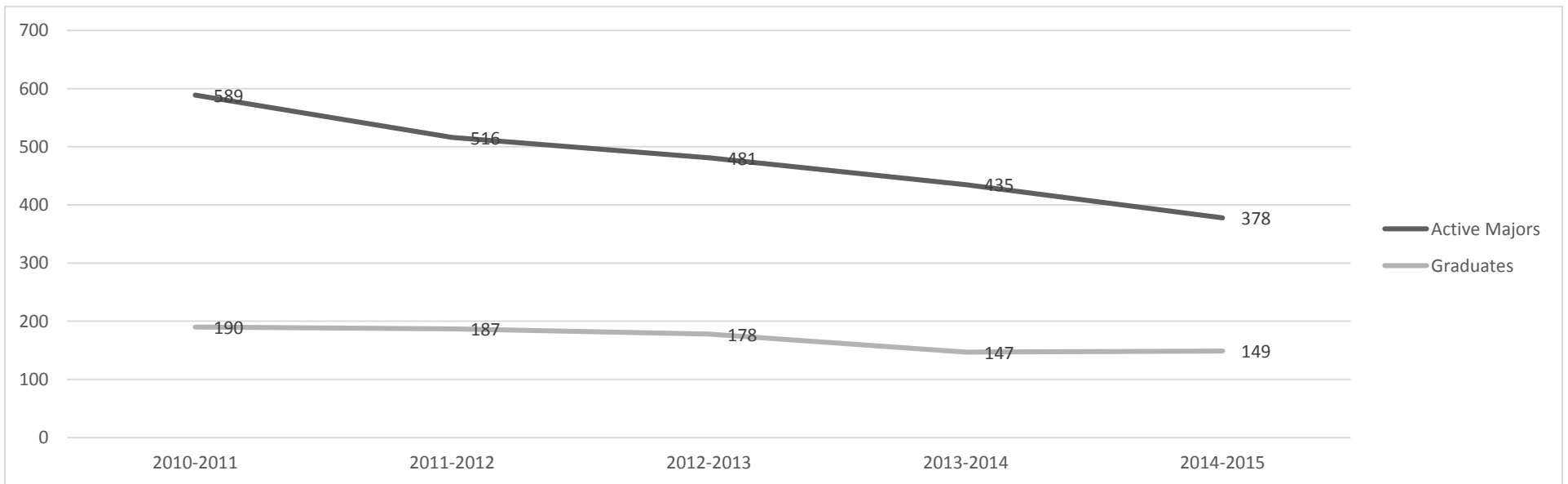
Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	194	175	90%

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty	Number of Rubrics Scored by Site Staff	Percent of Rubrics Scored by Site Staff
Field Experience Assessments	N/A	370	89%	562	85%

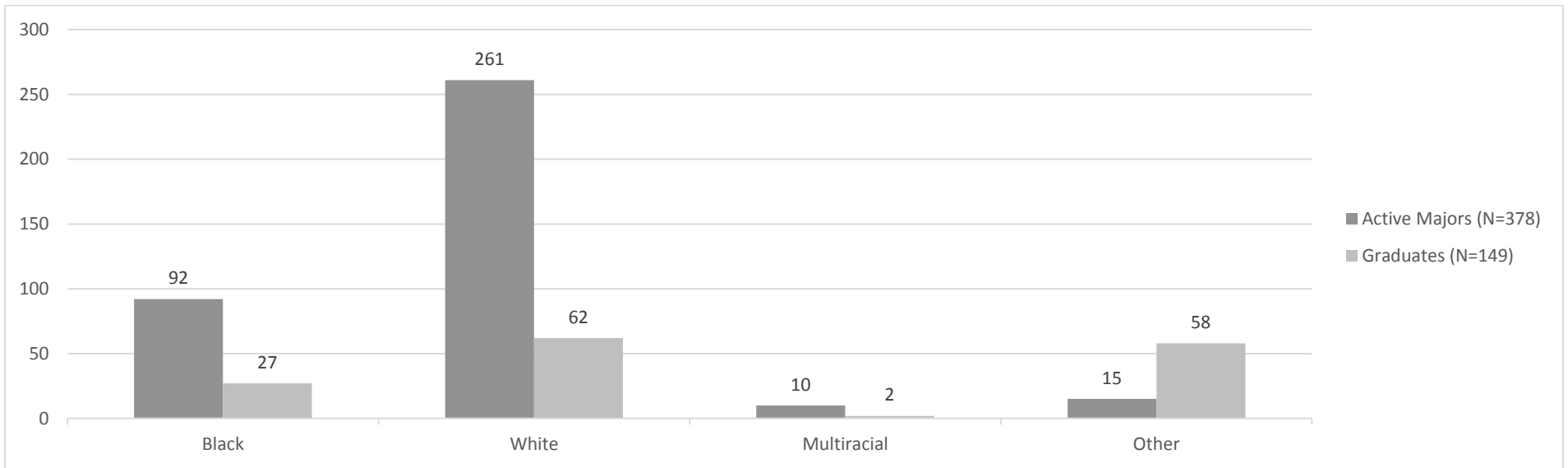
**Admissions and Active Majors**

Active Majors Admitted 3+ Years Ago (2011-2012 or prior)	Active Majors Admitted 2 Years Ago (2012-2013)	Active Majors Admitted 1 Year Ago (2013-2014)	Current Active Majors 2014-2015	2014-2015 Cohort Admission GPA
10	65	140	378	3.17 (F14: 3.19, SP15: 3.15)

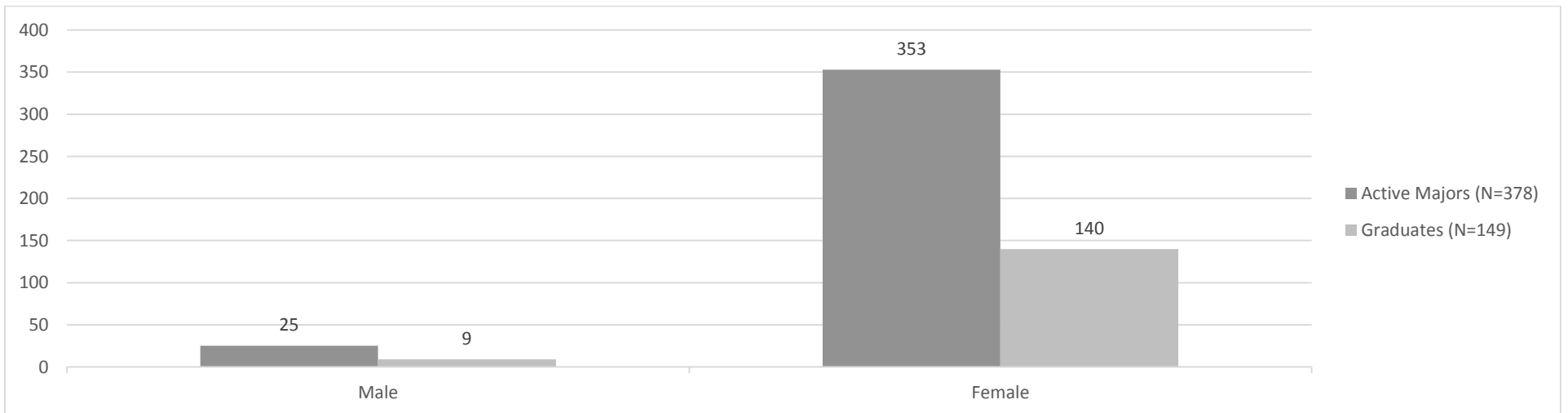
**Active Major & Graduate Trend Data**



### Race- Active Majors and Graduates



### Gender- Active Majors and Graduates



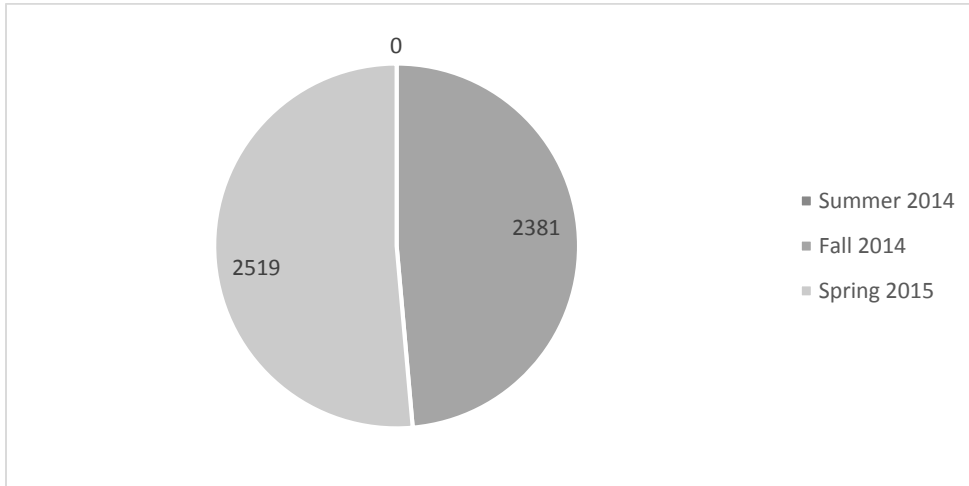
**Progression to Graduation Data (Goal: 80% or more graduate in =/< 3 years from admission to TE)**

	<b>% Graduated in 2 Years</b>	<b>% Graduated in 3 Years</b>	<b>% Graduated in 4 Years</b>	<b>% Graduated in 5 Years</b>	<b>% Graduated in 6 Years</b>	<b>Not Yet Graduated: Still Enrolled</b>	<b>Not Yet Graduated: No Longer Active</b>	<b>Graduated with Different Major</b>
Fall 2008 Cohort (N=190)	91	4	0	0	0	0	5	.005
	<b>% Graduated in 2 Years</b>	<b>% Graduated in 3 Years</b>	<b>% Graduated in 4 Years</b>	<b>Not Yet Graduated: Still Enrolled</b>	<b>Not Yet Graduated: No Longer Active</b>	<b>Graduated with Different Major</b>		
Fall 2010 Cohort (N=203)	78	10	1	0	7	4		
	<b>% Graduated in 2 Years</b>	<b>% Graduated in 3 Years</b>	<b>Not Yet Graduated: Still Enrolled</b>	<b>Not Yet Graduated: No Longer Active</b>	<b>Graduated with Different Major</b>			
Fall 2012 Cohort (N=149)	86	7	1	6	0			
	<b>% Graduated in 2 Years or less</b>	<b>% Graduated in 3 Years</b>	<b>Not Yet Graduated: Still Enrolled</b>	<b>Not Yet Graduated: No Longer Active</b>	<b>Graduated with Different Major</b>			
Fall 2013 Cohort (N=102)	77	2	13	7	1			

**Cohort Race/Gender**

<b>Cohort</b>	<b>Male</b>	<b>Female</b>	<b>Black</b>	<b>White</b>	<b>Multiracial</b>	<b>Unknown or Other</b>
Fall 2008	8	182	23	153	2	12
Fall 2010	6	197	31	142	1	29
Fall 2012	15	134	20	64	2	63
Fall 2013	7	95	17	34	0	5179

**Credit Hour Production- All ECED Undergraduate Courses**



**COE Goal: Eighty percent of UWG completers of initial preparation programs employed in GA will achieve professional level certificates.**

**\*\*Data not available until 2017-2018\*\***

**Certification: (COE Goal: 80% of candidates meet or exceed state means on GACE content, edTPA, and final ethics exam)**

Test/Assessment	GA Mean	UWG Mean	GA Pass Rate	UWG Pass Rate
GACE Early Childhood Test I	262.31	259.77	97% (N=826)	97% (N=131)
GACE Early Childhood Test II	257.63	256.21	97% (N=843)	98% (N=132)
edTPA		2.54		
Final Ethics Exam				

**Value-added measures from the state for Teacher Preparation Program Effectiveness Measure (TPPEM)**

**\*\*Full implementation 2015-2016\*\***

TPPEM

	Percent of Influence	Results	Action Plan Needed For Improvement	Strategy
TEM or LEM Scores of Graduates	50%			
Induction Success Rate (Retention) *TEM ONLY	10%			
Content Knowledge (GACE, edTPA)	30%			
Program Performance (Completion Rates, Retention Rates, Yield, Inductee Survey, Employer Survey)	10%			

# Assessment Results

## Learning Outcome Report\*

Mean scores are reported for each assessment used for each specified criterion. All rubrics are rated on a 4-point scale.

<b>Learning Segment assessed in READ 3262</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.</li> <li>➤ Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.</li> </ul>	
<b>Rubric Criterion</b>	<b>2014-2015 (N=79)</b>
Context for Learning Knowledge of Community, School, and Classroom	2.05
Context for Learning Knowledge of Students	1.95
Learning Segment Learning standards, objectives and goals are identified	2.51
Learning Segment Assessments	2.35
Learning Segment Instructional strategies and learning tasks	2.45
Learning Segment Diverse Learners	2.14
Planning Commentary Understanding of Prompts	2.44
Planning Commentary Describe and explain language function	2.79
Planning Commentary Instructional supports and demands	2.38
Conventions All documents	2.82

<b>Literacy Clinic Case Study Rubric assessed in READ 4251</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: ACEI 1 Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents.</li> <li>➤ Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=116)</b>
Analyzing Client Learning Provide a graphic (table or chart) or narrative that summarizes client learning for your client	3.11
Analyzing Client Learning Identify the specific standard(s)/objective(s) measured by the assessment you chose for analysis	3.43



Analyzing Client Learning Identify all assessments used and explanation of results.	3.14
Analyzing Client Learning Identified strategies and skills covered in sessions	3.05
Feedback to Guide Further Learning Identify the focus of the session	3.54
Feedback to Guide Further Learning Types of feedback given (verbal and written)	2.93
Feedback to Guide Further Learning Feedback addressed strengths and weakness	2.88
Feedback to Guide Further Learning Describe how the support you gave helped client to gain improvement	2.95
Feedback to Guide Further Learning Explain how the client used language functions and demands to gain understanding	2.85
Feedback to Guide Further Learning Explain how the analysis guided instruction. Cite research and/or theory to support your decision	2.69
Criteria Part 3 (10 points)	2.95

<b>Mid-Point Comprehensive Rubric assessed in ECED 4261</b>			
<ul style="list-style-type: none"> <li>➤ Outcome 1: ACEI 1 Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents.</li> <li>➤ Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.</li> </ul>			
<b>Rubric Criteria</b>	<b>2012-2013 (N=149)</b>	<b>2013-2014 (N=124)</b>	<b>2014-2015 (N=115)</b>
Overall Performance	2.01	2.03	2.05

\*Tk20 Report: Coursework and Observations Assessment Report for Administrators (002 NG)

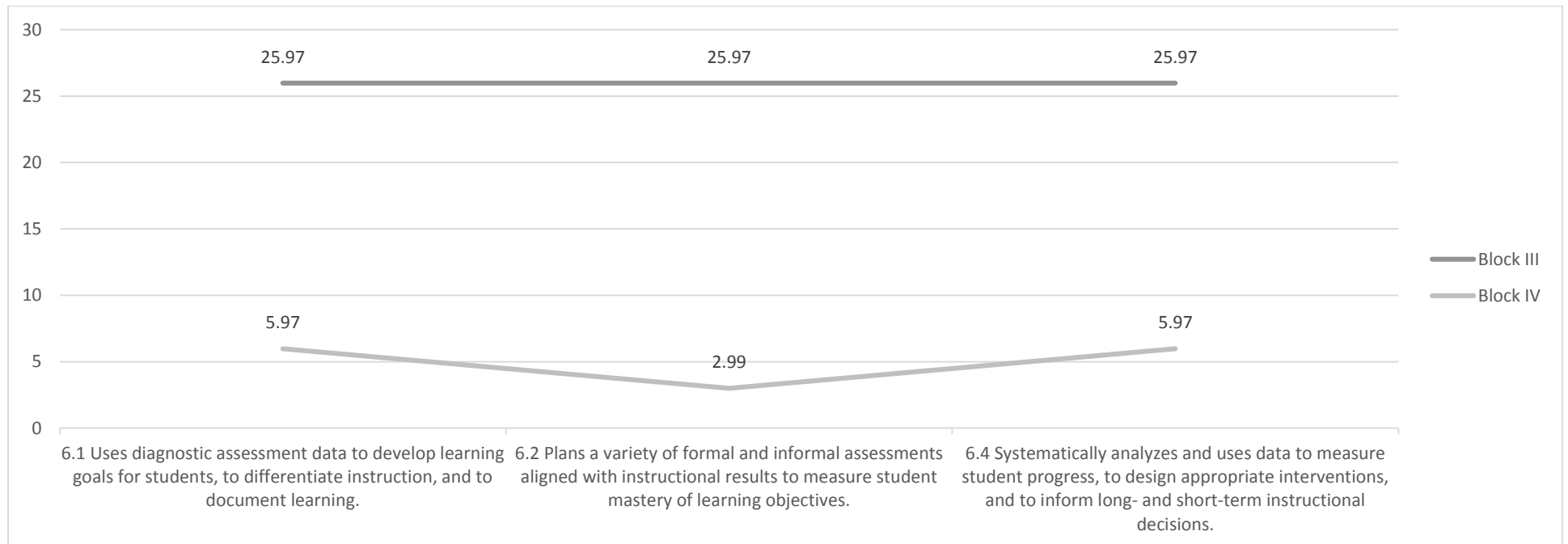
## Dispositions Rubric

In most cases, ECED interns were rated either proficient (3) or exemplary (4) by both cooperating teachers (CT) and university supervisors (US). There were no dispositions items for which 25% or more of the students were rated less than proficient. If you would like to know the names of the few individual students who were rated below “proficient” please request a separate report through COEdata@westga.edu.

## Intern Keys\*

Of the 79 candidates assessed in Block III (ECED 4284) for fall 2014, 55% were rated by cooperating teachers as proficient or exemplary in all categories. Of the 70 total candidates assessed in Block IV (ECED 4286) for spring 2015, 74% were rated as proficient or exemplary by cooperating teachers in all categories. If you would like to see the student level reports for individuals who were rated below proficient in any category, please request a custom report from [coedata@westga.edu](mailto:coedata@westga.edu).

The chart below provides information about the Intern Keys criterion ratings by cooperating teachers in which over 25% of fall 2014 Block III students were rated either unacceptable or developing. The lower numbers are the percentages of spring 2015 Block IV students who earned Unacceptable or Developing scores. Clearly, there was improvement in all categories for this cohort, with the greatest improvement in criterion 6.2. Here there was a decrease of 22.98% of students earning Unacceptable and/or Developing scores.



## GACE Content Test Results

Several objectives had less than 70% correct:

### Test I

Subarea I: Objective 5 (68.67% correct)

Subarea II: Objective 2 (57.39% correct)

Subarea III: Objective 1 (68.32% correct), Objective 2 (64.50% correct)

### Test II

Subarea I: Objective 1 (66.82% correct), Objective 3 (67.30% correct), Objective 4 (64.24% correct), Objective 6 (67.46% correct)

Subarea III: Objective 2 (64.68% correct)

### Early Childhood Test I Results\*

Subarea and Objective	Average Percent Correct-GA	Average Percent Correct-UWG
<b>SUBAREA I. READING AND LANGUAGE ARTS</b>	<b>75.90</b>	<b>74.40</b>
1. Understands And Applies Knowledge Of Reading For Literature And Reading For Information	75.08	73.59
2. Understands And Applies Knowledge Of Foundational Skills To Literacy Development, Fluency, And Comprehension	74.97	73.56
3. Understands And Applies Knowledge Of The Writing Process And Uses Of Tools And Resource Materials	80.11	79.06
4. Understands And Applies Knowledge Of Speaking, Listening, And Presenting	82.26	80.61
5. Understands And Applies Knowledge Of English-Language Grammar And Vocabulary Development	70.39	68.67
<b>SUBAREA II. SOCIAL STUDIES</b>	<b>69.98</b>	<b>68.77</b>
1. Understands And Applies Knowledge Of Information Processing Skills	72.10	70.10
2. Shows Historical Understandings And Applies History Processes	58.77	57.39
3. Understands And Applies Knowledge Of Geography Concepts And Processes	73.70	71.88
4. Understands And Applies Knowledge Of Government, Civics, Economics, And Their Processes	74.07	74.28
<b>SUBAREA III. ANALYSIS (CONSTRUCTED-RESPONSE ITEMS ONLY)</b>	<b>70.02</b>	<b>66.41</b>

Subarea and Objective	Average Percent Correct-GA	Average Percent Correct-UWG
1. Understands How To Incorporate Appropriate Teaching Approaches Into Classroom Instruction For English Language Arts	74.07	68.32
2. Understands How To Incorporate Appropriate Teaching Approaches Into Classroom Instruction For Social Studies	65.96	64.50

### Early Childhood Test II Results

Subarea and Objective	Average Percent Correct-UWG	Average Percent Correct-Statewide
<b>SUBAREA 1: MATHEMATICS</b>	<b>69.14</b>	<b>68.96</b>
1. Understands And Applies Knowledge Of Counting And Cardinality	64.22	66.82
2. Understands And Applies Knowledge Of Operations And Algebraic Thinking	72.39	70.83
3. Understands And Applies Knowledge Of Numbers And Operations In Base 10	67.81	67.30
4. Understands And Applies Knowledge Of Numbers And Fractions	65.39	64.24
5. Understands And Applies Knowledge Of Measurement Concepts And Data	77.21	78.43
6. Understands And Applies Knowledge Of Geometry	67.50	67.46
<b>SUBAREA II. SCIENCE</b>	<b>76.89</b>	<b>76.23</b>
1. Understands Characteristics Of Science	79.26	75.81
2. Understands And Applies Knowledge Of Earth Science	79.17	81.48
3. Understands And Applies Knowledge Of Physical Science	71.69	71.77
4. Understands And Applies Knowledge Of Life Science	79.40	77.50
<b>SUBAREA III. HEALTH EDUCATION, PHYSICAL EDUCATION, AND THE ARTS</b>	<b>70.58</b>	<b>68.75</b>
1. Understands And Applies Knowledge Of Health And Physical Education Concepts And Influences	73.73	72.57
2. Understands And Applies Knowledge Of The Arts (Dance, Music, Visual Arts, And Theater Arts)	67.38	64.55

\* ETS Data Manager: Test Level Summary Statistics - Expanded