



**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

### *READING ENDORSEMENT*

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
No goals found				None found

## Program Admissions/Production Information

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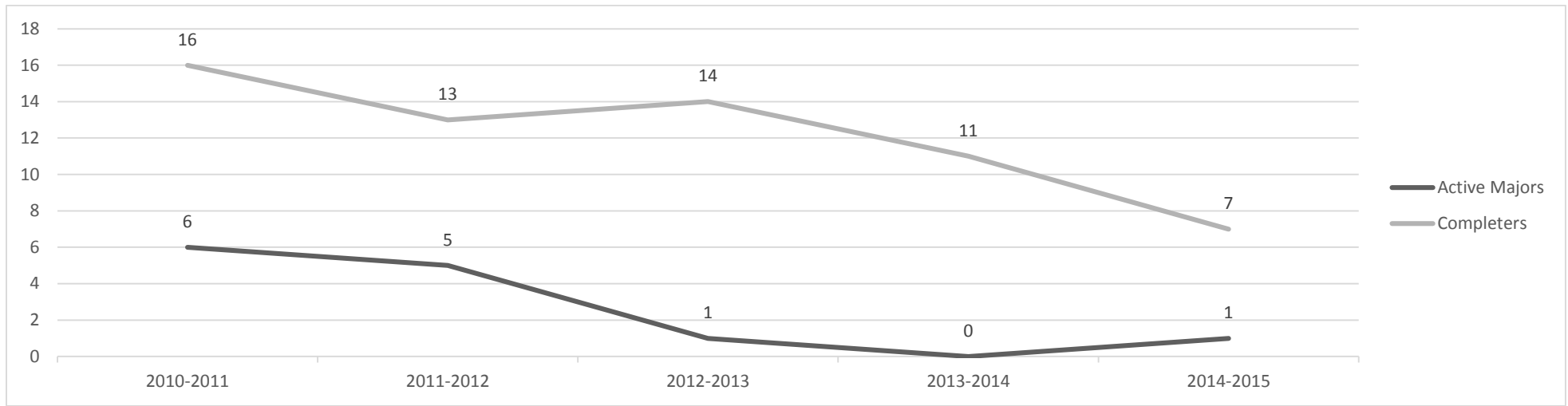
### Percentage of Completed Rubrics in Tk20

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	3	3	100%

### 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
0	0	0	1	TBA

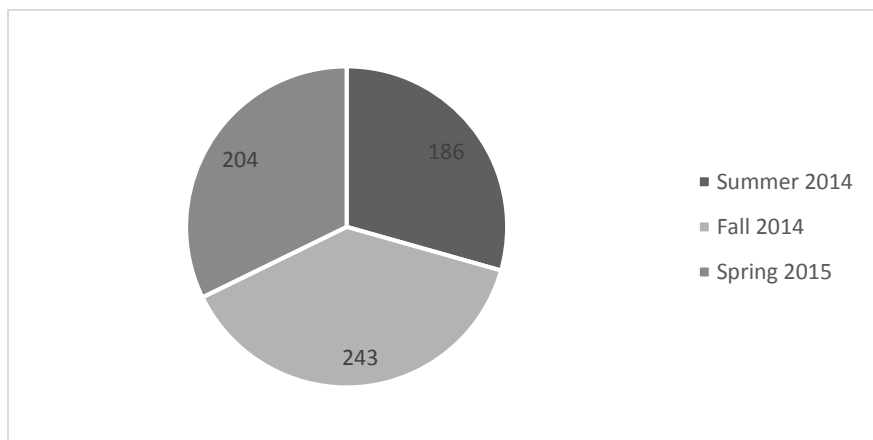
### Active Major & Graduate Trend Data



**Race/Gender- Active Majors and Graduates**

Low N

**Credit Hour Production- All READ Graduate Courses (N=633)**



## Learning Outcome Report

Mean scores are reported for each assessment used for each specified criterion.

<b>Case Study Rubric assessed in READ 7263</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction</li> <li>➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing</li> <li>➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction</li> <li>➤ Outcome 5: IRA 5 Candidates create a literate environment</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=1)</b>
Demonstrates a skilled use of a variety of assessment and instructional resources, processes and results.	4.0
Demonstrates the ability to analyze data and communicate findings and implications with at least 5 recommendations to appropriate audiences.	4.0
Creates a student learning environment impacted by positive teacher dispositions/ethics.	4.0
Understands the theoretical evidence-based foundations of reading and writing processes and instruction.	4.0
Uses instructional approaches and material to plan and support student reading and writing.	4.0
Case study thoroughly explains reading levels (independent, instructional, frustration)	4.0
Case study clearly explains tutee's strengths and needs, academic and personal goals, and strategies.	4.0

<b>In-Service Project Rubric assessed in READ 7201</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction</li> <li>➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing</li> <li>➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction</li> <li>➤ Outcome 4: IRA 4 Candidates engage students in literacy practices that value differences in our society</li> <li>➤ Outcome 5: IRA 5 Candidates create a literate environment</li> <li>➤ Outcome 6: IRA 6 Candidates demonstrate and facilitate professional learning and leadership</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=0)</b>
Information Presented	N/A; Endorsement student did not receive this assignment
Data Analysis	
Strategy 1	
Strategy 2	
Strategy 3	

Utilization of Presentation tools (uses images, videos, notation and other tools)	
Spelling and Grammar	
Voice and Professionalism	
Sources Cited Properly	

<b>Tutoring Plan Rubric assessed in READ 7263</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction</li> <li>➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing</li> <li>➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction</li> <li>➤ Outcome 4: IRA 4 Candidates engage students in literacy practices that value differences in our society</li> <li>➤ Outcome 5: IRA 5 Candidates create a literate environment</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=1)</b>
Criterion 1	4.0
Criterion 2	4.0

<b>Research Paper Rubric assessed in READ 7271</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction</li> <li>➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=8)</b>
Thesis selection and integration of Knowledge	4.0
Literature Review	4.0
Reading Theory, related learning theory, and application of theory to research based classroom best practices	4.0
Topic Focus	4.0
Depth of Discussion	4.0
Sources	4.0
Citations	4.0