PROGRAM DATA REPORT

SECONDARY EDUCATION M.A.T.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

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Goals for Improvement: 2014-2015

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/1sad6zeDlVqwiP-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

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
90% of internship students will complete edTPA pilot requirements.				Student Success
Increase graduation rate by 10% over AY 2014.				Academic Success
To expand course offerings and/or scheduling options for growing numbers of secondary M.A.T. students, we will engage in increased number of contacts with COSM, COAH, and COSS departments that serve our students.				Successful Partnerships
Manage course offerings to improve average credit hour production of MAT faculty				Operational 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	206	190	92%

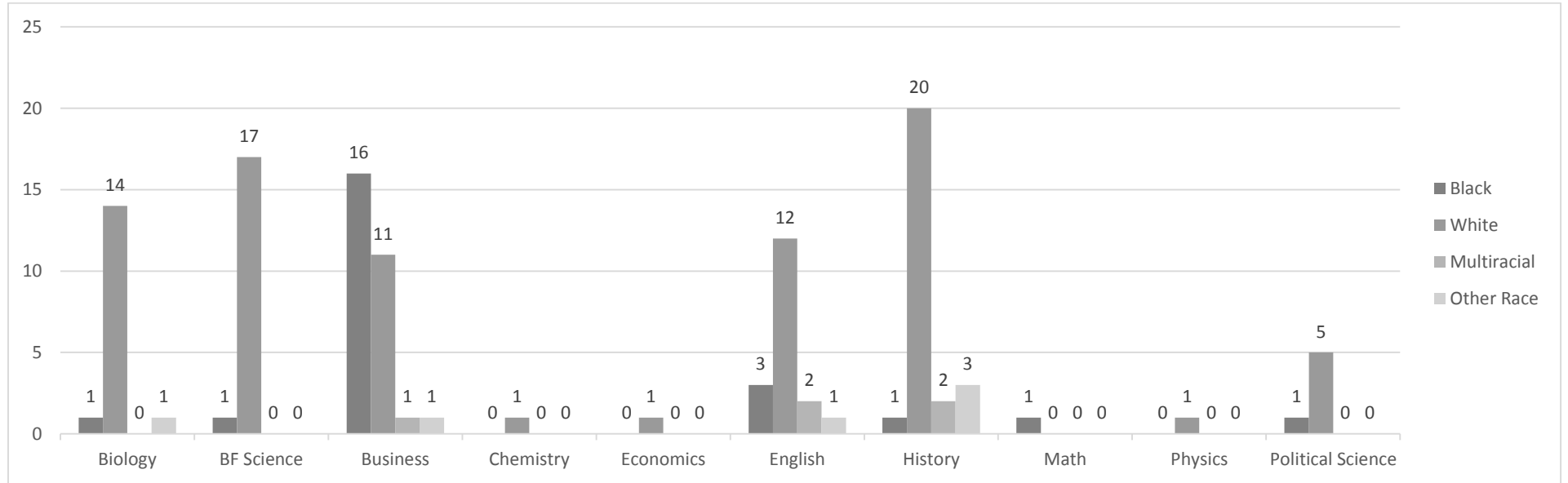| Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty	Number of Rubrics Scored by Site Staff	Percent of Rubrics Scored by Site Staff
Field Experience Assessments	N/A	36	88%	215	81%

Admissions and Active Majors

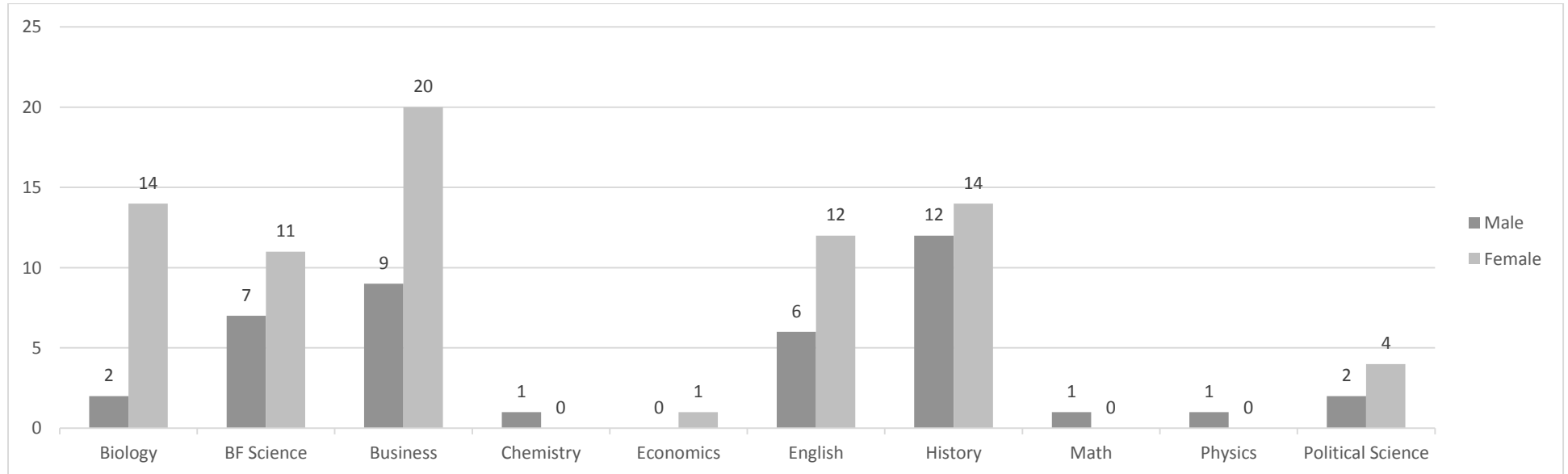| Program	Active Majors Admitted 3+ Years Ago (2011-2012 or prior)	Active Majors Admitted 2 Years Ago (2012-2013)	Active Majors Admitted 1 Year Ago (2013-2014)	Current Active Majors 2014-2015
Biology	1	0	6	16
Broad Field Sciences	1	2	6	18
Business	1	2	10	29
Chemistry	0	0	0	1
Economics	0	0	0	1
English	1	1	5	18
History	0	0	6	26
Math	0	0	1	1
Physics	0	0	0	1
Political Science	0	0	3	6

Active Major & Graduate Trend Data

Program	Active Majors: 2011-2012	Graduates: 2011-2012	Active Majors: 2012-213	Graduates: 2012-2013	Active Majors: 2013-2014	Graduates: 2013-2014	Active Majors: 2014-2015	Graduates: 2014-2015
Biology	3	0	6	0	17	4	16	8
Broad Field Sciences	5	0	14	1	21	7	18	8
Business	18	0	29	8	46	15	29	13
Chemistry	0	0	0	0	0	0	1	0
Economics	0	0	2	0	2	0	1	0
English	3	0	11	2	24	7	18	5
History	2	0	8	1	21	4	26	5
Math	1	0	1	1	1	0	1	0
Physics	0	0	1	0	1	0	1	0
Political Science	0	0	2	0	10	1	6	2

Active Majors: Race by Concentration (N=117)

Legend: Black, White, Multiracial, Other Race

Concentration	Black	White	Multiracial	Other Race
Biology	1	14	0	1
BF Science	1	17	0	0
Business	16	11	1	1
Chemistry	0	1	0	0
Economics	0	1	0	0
English	3	12	2	1
History	1	20	2	3
Math	1	0	0	0
Physics	0	1	0	0
Political Science	1	5	0	0

Active Majors: Gender by Concentration (N-117)

Legend: Male, Female

| Concentration	Male	Female
Biology	2	14
BF Science	7	11
Business	9	20
Chemistry	1	0
Economics	0	1
English	6	12
History	12	14
Math	1	0
Physics	1	0
Political Science	2	4

Progression to Graduation Data (Goal: 80% or more graduate in =/< 2 years from admission to TE)

Fall 2012 Cohort	% Graduated in 2 Years	% Graduated in 3 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
Secondary Education (N=16)	69%	19%	0%	12%	0%
Fall 2013 Cohort	**% Graduated in 2 Years or less**	**% Graduated in 3 Years**	**No Graduation: Still Enrolled**	**No Graduation: No Longer Active**	**Graduated with Diff Major**
Secondary Education (N=33)	39%	4%	27%	30%	0%

Admission Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Fall 2012	6	10	1	6	0	9
Fall 2013	11	23	10	21	0	2

Credit Hour Production- All SEED Graduate Courses
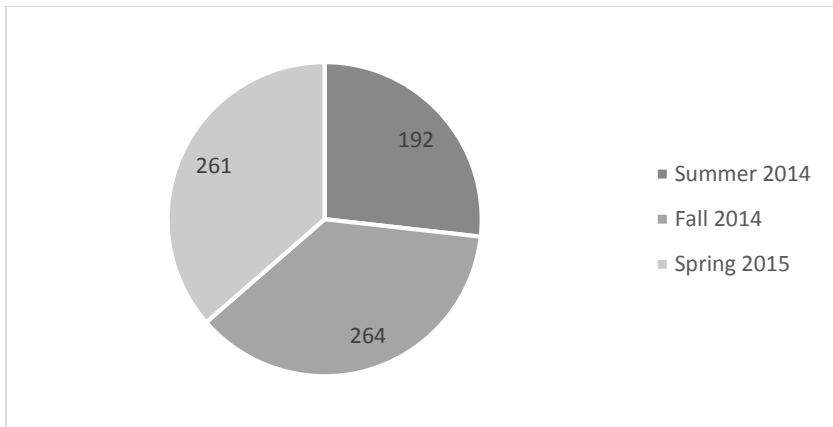
COE Goal: Eighty percent of UWG completers of initial preparation programs employed in GA will achieve professional level certificates.

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

>>>*Please note: M.A.T. students do NOT take the GACE content tests for certification; they take it as an admission requirement*<<<

Test/Assessment	GA Mean	UWG Mean
edTPA- Business		3.1
edTPA- English		3.0
edTPA- History		3.0
edTPA- Science	Not Yet Available	2.58
Final Ethics Exam	Not Yet Available	

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

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.

Lesson Plan Assessment Rubric assessed in SEED 7261	
➢ Outcome 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. ➢ Outcome 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. ➢ Outcome 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. ➢ Outcome 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. ➢ Outcome 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. ➢ Outcome 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. ➢ Outcome 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. ➢ Outcome 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage4 learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. ➢ Outcome 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. ➢ Outcome 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

Rubric Criteria	2013-2014 (N=7)	2014-2015 (N=5)
Objectives	3.43	2.60
Assessment	3.43	2.00
Instructional Strategies	3.43	2.80
Structured Application	3.29	2.80
Differentiation	2.86	1.60
Materials	3.71	2.80
Writing Conventions	4	3.00

Lesson Plan Assessment Rubric assessed in SEED 7262	

- ➤ Outcome 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ➤ Outcome 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- ➤ Outcome 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- ➤ Outcome 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- ➤ Outcome 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- ➤ Outcome 6:   Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- ➤ Outcome 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
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- ➤ Outcome 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Rubric Criteria	2013-2014 (N=9)	2014-2015 (N=1)
Objectives	2.56	No Response
Assessment	2.38	No Response
Instructional Strategies	2.5	No Response
Structured Application	2.25	No Response
Differentiation	2.11	No Response
Materials	2.11	No Response
Writing Conventions	3.44	No Response

Lesson Plan Assessment Rubric assessed in SEED 7263

- ➢ Outcome 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ➢ Outcome 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- ➢ Outcome 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- ➢ Outcome 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- ➢ Outcome 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- ➢ Outcome 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- ➢ Outcome 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- ➢ Outcome 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage4 learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
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- ➢ Outcome 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Rubric Criteria	2013-2014 (N=16)	2014-2015 (N=9)
Objectives	3	3.89
Assessment	3	3.89
Instructional Strategies	3	3.22
Structured Application	3	3.56
Differentiation	3	3.78
Materials	3	4.00
Writing Conventions	3.06	4.00

Lesson Plan Assessment Rubric assessed in SEED 7264

➢ Outcome 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

➢ Outcome 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

➢ Outcome 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

➢ Outcome 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

➢ Outcome 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

➢ Outcome 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

➢ Outcome 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

➢ Outcome 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage4 learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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Rubric Criteria	2013-2014 (N=1)	2014-2015 (N=1)
Objectives	3	No Response
Assessment	3	No Response
Instructional Strategies	3	No Response
Structured Application	3	No Response
Differentiation	3	No Response
Materials	3	No Response
Writing Conventions	3	No Response

Classroom Management Plan Assessment Rubric assessed in SEED 7291

- ➢ Outcome 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- ➢ Outcome 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Rubric Criteria	2012-2013 (N=31)	2013-2014 (N=43)	2014-2015 (N=22)
Procedures/Routines	2.71	2.81	3.05
Rules	2.77	2.86	2.09
Consequences	2.84	2.93	2.64
Organization & Layout	2.52	2.74	3.05
Conventions	3.13	3.14	3.55

InTasc Preliminary Reflective Essay-SEED assessed in SEED 7291

- ➢ Outcome 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ➢ Outcome 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
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Rubric Criteria	2012-2013 (N=31)	2013-2014 (N=41)	2014-2015 (N=20)
Learner Development	1.81	2.22	2.05
Learning Differences	1.81	2.61	2.45
Learning Environments	1.77	2.58	2.60
Content Knowledge	1.71	2.37	2.00
Application of Content	1.68	2.51	2.15
Assessment	1.84	2.59	2.55
Planning for Instruction	1.74	2.56	2.40
Instructional Strategies	1.71	2.54	2.50
Professional Learning & Ethical Practice	1.77	2.51	2.50
Leadership & Collaboration	1.65	2.49	2.45

InTasc Preliminary Reflective Essay-SEED assessed in SEED 7289
➢ Outcome 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.   ➢ Outcome 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.   ➢ Outcome 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.   ➢ Outcome 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.   ➢ Outcome 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.   ➢ Outcome 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.   ➢ Outcome 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.   ➢ Outcome 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage4 learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.   ➢ Outcome 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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Rubric Criteria	2014-2015 (N=39)
Learner Development	2.69
Learning Differences	3.00
Learning Environments	3.08
Content Knowledge	3.10
Application of Content	2.97
Assessment	3.00
Planning for Instruction	3.00
Instructional Strategies	3.03
Professional Learning & Ethical Practice	3.18
Leadership & Collaboration	3.13

Dispositions Rubric

In most cases, SEED 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 29 candidates assessed in a pre-internship course (SEED 7291) for fall 2014, 45% were rated by cooperating teachers as proficient or exemplary in all categories. Of the 6 total candidates assessed in internship (SEED 7288) for spring 2015, 67% were rated as proficient or exemplary by cooperating teachers in all categories. There were no categories in which over 25% of students received unacceptable or developing scores (though a few came close: 3.4, 3.7, and 4.1). 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.