PROGRAM DATA REPORT

SPECIAL EDUCATION: M.A.T.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

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
Improve overall scores on the dispositions rubric for candidates evaluated during AY 2015-2016				Student Success
Improve the overall usefulness and completion of MAT program data				Operational Success

Percentage of Completed Rubrics

| Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	101	79	78%

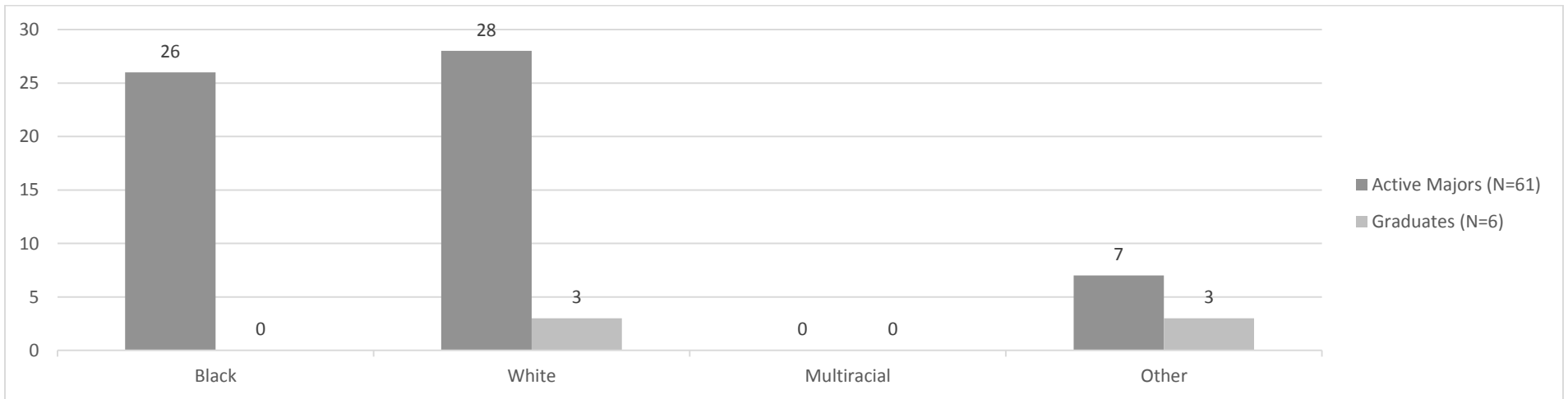| Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty	Number of Rubrics Scored by Site Staff	Percent of Rubrics Scored by Site Staff
Field Experience Binder Rubrics	N/A	0	0	0	0

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	11	61	*3.23 (F14: 3.28, SP15: 3.18)*

Active Major & Graduate Trend Data
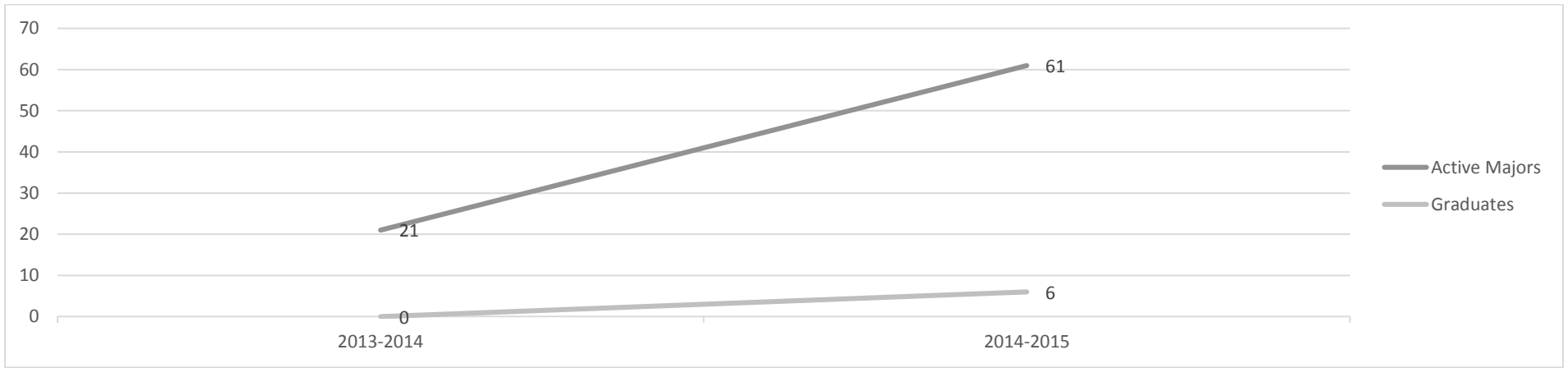
Race- 2014-2015 Active Majors and Graduates

Gender- Active Majors and Graduates

Bar chart showing Active Majors (N-61) and Graduates (N=6) by gender. Male: Active Majors 12, Graduates 1. Female: Active Majors 49, Graduates 5.
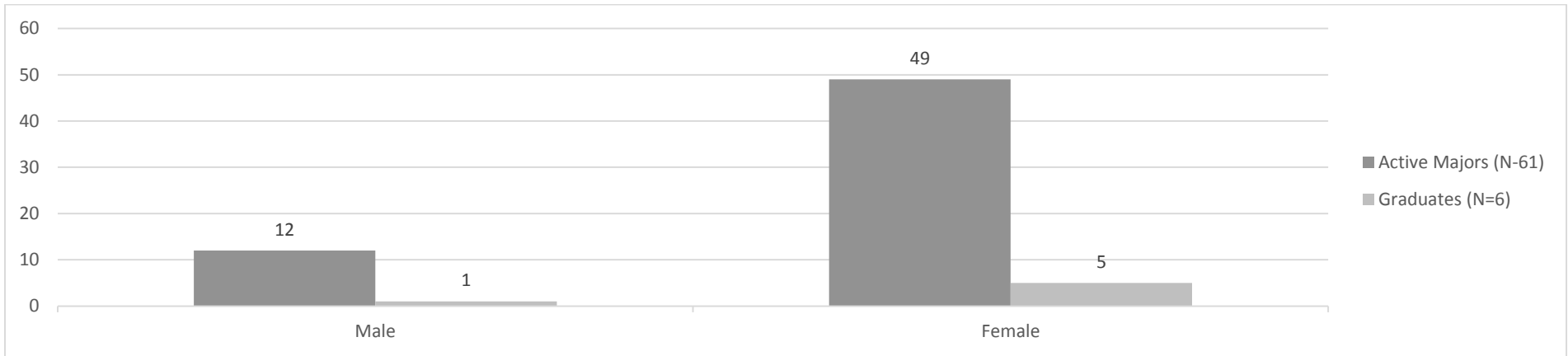
Progression to Graduation Data (Goal: 80% or more graduate in =/< 3 years from admission to TE)

	% Graduated in 2 Years or less	% Graduated in 3 Years or less	Not Yet Graduated: Still Active	Not Yet Graduated: No Longer Active	Graduated with Different Major
Fall 2013 Cohort (N=5)	20%	0%	60%	20%	0%

Admission Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Fall 2013	1	4	0	1	0	4

Credit Hour Production- All SPED Graduate Courses

672 — Summer 2014
1002 — Fall 2014
874 — Spring 2015
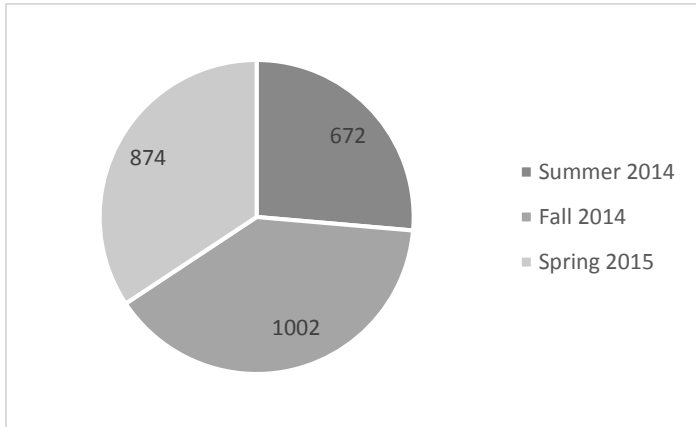
COE Goal: Eighty percent of UWG completers of initial preparation programs employed in GA will achieve professional level certificates.

==**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 Special Education Test I	268.00	266.25	100 (N=14)	100 (N=4)
GACE Special Education Test II	264.67	270.00	100 (N=15)	100 (N=4)
edTPA	==**Not Yet Available**==	2.13		
Final Ethics Exam	==**Not Yet Available**==			

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

<mark>**Full implementation 2015-2016**</mark>

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.

Ethics Paper Rubric assessed in SPED 6709	
➢ Outcome 4: Candidates use multiple methods of assessment and data sources in making educational decisions. ➢ Outcome 6: Candidates use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	
Rubric Criteria	**2014-2015 (N=1)**
Components	3.00
Responses to Questions	3.00

Social Child Change Project Rubric assessed in SPED 6761

- ➢ Outcome 2: Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.
- ➢ Outcome 4: Candidates use multiple methods of assessment and data sources in making educational decisions.
- ➢ Outcome 5: Candidates select, adapt and use a repertoire of evidenced-based instructional strategies to advance learning of individuals with exceptionalities.

Rubric Criteria	2014-2015 (N=34)
Target Child	3.82
Setting	3.62
Target Behavior	3.26
Data Collection	3.71
Intervention	3.59
References	3.00
Results	2.52
Reflection	3.59

Academic Child Change Project Rubric assessed in SPED 6792

- ➢ Outcome 1: Candidate understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities
- ➢ Outcome 2: Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- ➢ Outcome 3: Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- ➢ Outcome 4: Candidates use multiple methods of assessment and data sources in making educational decisions.
- ➢ Outcome 5: Candidates select, adapt and use a repertoire of evidenced-based instructional strategies to advance learning of individuals with exceptionalities.
- ➢ Outcome 6: Candidates use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- ➢ Outcome 7: Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Rubric Criteria	2014-2015 (N=1)
Target Child	4.0
Setting	4.0
Target Behavior	3.0
Data Collection	4.0
Intervention	4.0
References	4.0

Results	4.0
Reflection	4.0

Intern Keys

Of the 10 candidates assessed in SPED 6792 for fall 2014, only 11% were rated by both cooperating teachers and university supervisors as proficient or exemplary in all categories, leaving 89% scoring at least one "Unacceptable" or "Developing." Of the 8 total candidates assessed in SPED 6793 for spring 2015, 63% were rated as proficient or exemplary by cooperating teachers in all categories. This is an improvement of 52%. 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.

GACE Content Test Results

In all objectives, UWG percentages correct were above 70%.

Special Education Test I Results

Subarea and Objective	Average Percent Correct-Georgia	Average Percent Correct-UWG
SUBAREA II. PLANNING THE LEARNING ENVIRONMENT AND SOCIAL INTERACTIONS	**78.06**	**76.99**
1. Understands And Applies Knowledge Of Curriculum Development And Lesson Planning	76.07	73.71
2. Understands And Applies Knowledge Of How To Organize, Manage, And Monitor The Learning Environment	79.66	79.78
SUBAREA III. INSTRUCTION	**74.70**	**74.66**
1. Understands And Applies Knowledge Of Effective Teaching Strategies And Techniques And Uses Of Technology	74.70	74.66

Special Education Test II Results

Subarea and Objective	Average Percent Correct-Statewide	Average Percent Correct-UWG
SUBAREA I. DEVELOPMENT AND CHARACTERISTICS OF LEARNERS	**72.27**	**78.75**
1. Understands Human Development And Applies Knowledge To Needs Of And Influences On Learners With Disabilities	72.27	78.75
SUBAREA IV. ASSESSMENT	**74.78**	**79.53**
1. Understands Definitions And Types Of Assessments And Applies Knowledge To Interpretation And Uses Of Data	74.78	79.53
SUBAREA V. FOUNDATIONS AND PROFESSIONAL RESPONSIBILITIES	**75.35**	**75.20**
1. Understands Legal Definitions And Requirements And Uses Knowledge Of The Law To Ensure Rights Of Stakeholders	76.84	74.57
2. Understands The Professional Roles Of Teachers And Others And Develops Ways To Collaborate And Communicate	73.94	75.42