



**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

SPECIAL EDUCATION: B.S.ED.

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/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

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
<i>No Goals Found</i>				

Percentage of Completed Rubrics in Tk20

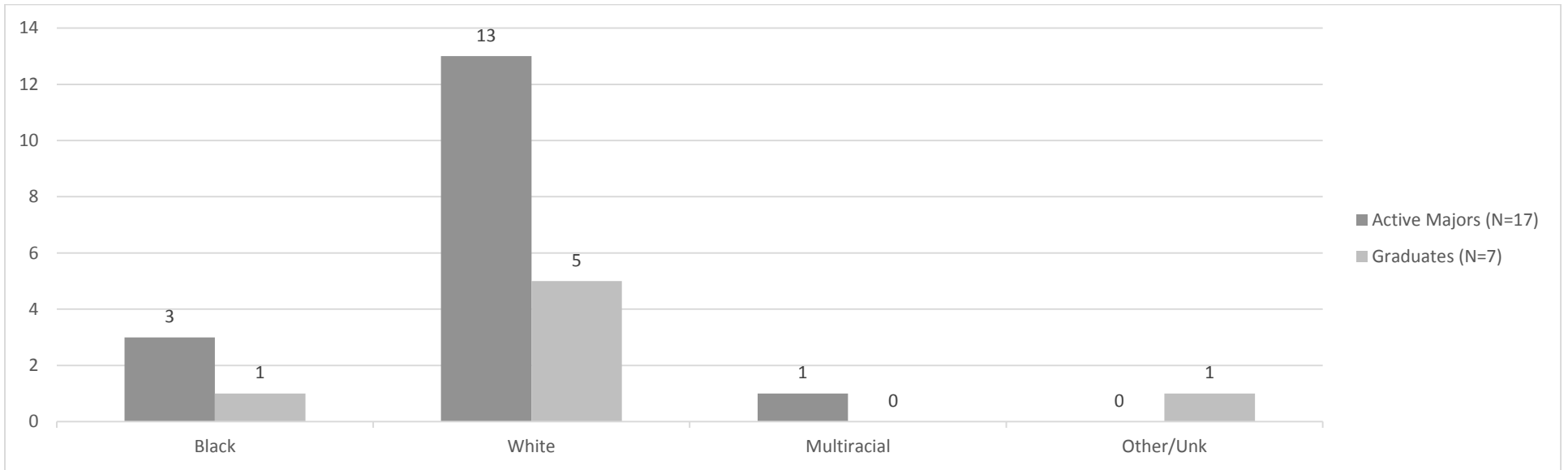
Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	63	56	89%

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	10	71%	20	91%

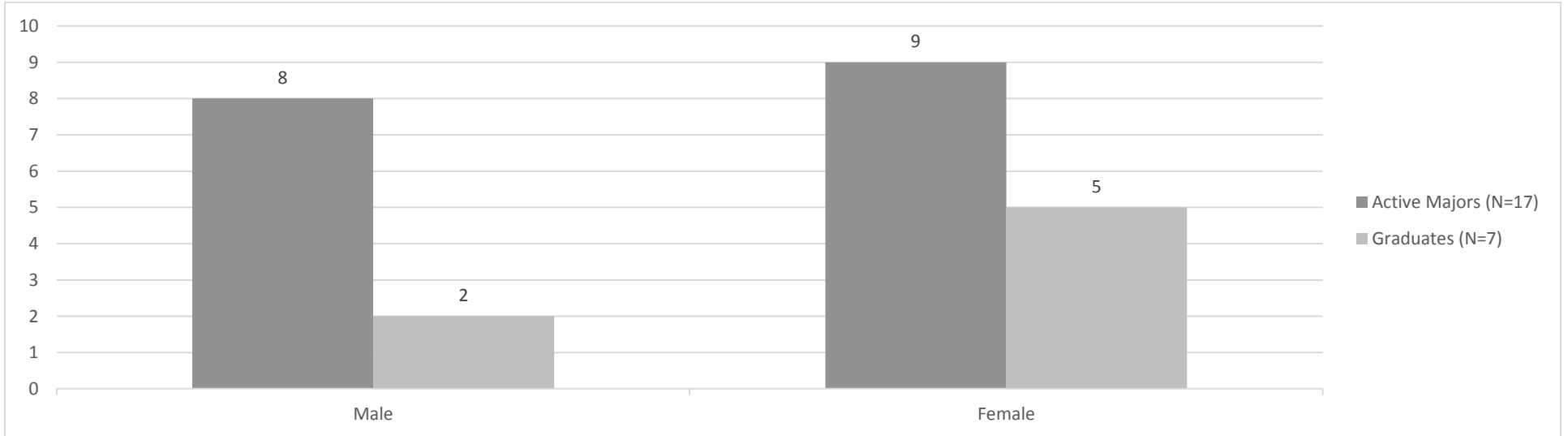
Admissions and Active Majors

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	3	0	17	3.53 (F14: 3.44; SP15: 3.61)

Race- 2014-2015 Active Majors and Graduates



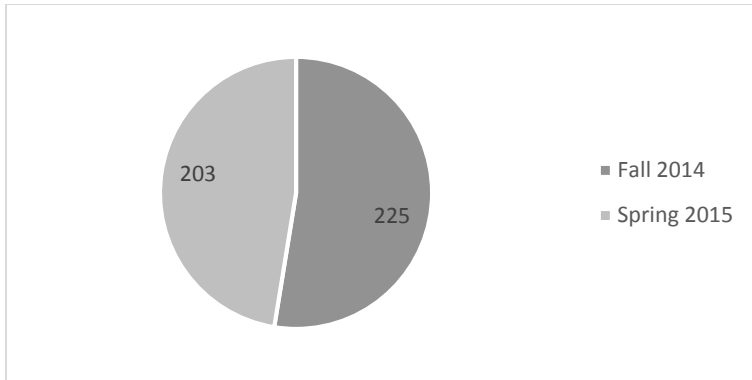
Gender- Active Majors and Graduates



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

Accurate cohort admission data is not available for more than 2 years ago. Accurate graduation data will be reported beginning with next year's report.

Credit Hour Production- All UTCH Undergraduate Courses (N=228)



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
Biology Test I	270.88	265.00	100% (N=17)	100% (N=1)
Biology Test II	267.41	260.00	100% (N=17)	100% (N=1)
Mathematics Test I	259.97	266.00	98% (N=61)	100% (N=5)
Mathematics Test II	259.75	269.20	95% (N=63)	100% (N=5)
Physics Test I	276.00	277.00	100% (N=3)	100% (N=1)
Physics Test II	268.00	277.00	100% (N=3)	100% (N=1)
edTPA		2.76		
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.

UTCH 3001 Final Project Rubric (Inactive as of SP15)
<ul style="list-style-type: none">➤ Outcome 2: Child development and learning theory: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.➤ Outcome 3: Learning styles/diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.➤ Outcome 4: Instructional strategies/problem solving: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.➤ Outcome 5: Motivation and behavior: The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.➤ Outcome 6: Communication/knowledge: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

<ul style="list-style-type: none"> ➤ Outcome 8: Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. ➤ Outcome 9: Professional growth/reflection: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. 		
Rubric Criteria	2013-2014 (N=20)	2014-2015 (N=16) FALL 2014 ONLY
Presentation and Format of Written Paper	3.35	4.0.
Lesson Plan	4	3.81
Pre/Post Learning Data	3.55	3.81
Use of Literature for Analysis	2.90	3.69
Lesson Enactment (Teach)	3.80	4.00
Practical Applications for Teaching	3.20	3.75

UTCH 3001 Final Project Rubric (Inactive as of SP15)	
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Rubric Criteria	2014-2015 (N=7) SPRING 2015 ONLY
Data Analysis (25 points)	3.57
Central Focus, standards, and learning objectives (20 points)	3.71
Prior Knowledge and Misconceptions (20 points)	3.71
Assessment (25 points)	3.71
Lesson activities (25 points)	3.86
Support from theory and research (20 points)	3.71

APA formatting (5 points)	3.00
Presentation and Format of Written Lesson Plan (5 points)	4.00
Deadlines (5 points)	4.00

UTCH 3002 Two Day Lesson Plans Rubric		
<ul style="list-style-type: none"> ➤ Outcome 1: Making content meaningful: 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 these aspects of subject matter meaningful for students. ➤ Outcome 2: Child development and learning theory: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. ➤ Outcome 3: Learning styles/diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. ➤ Outcome 4: Instructional strategies/problem solving: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. ➤ Outcome 5: Motivation and behavior: The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. ➤ Outcome 6: Communication/knowledge: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. ➤ Outcome 7: Planning for instruction: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 		
Rubric Criteria	2013-2014 (N=11)	2014-2015 (N=25)
Standard(s)	3.73	3.24
Safety Guidelines	4	3.24
Learning Objectives	3.82	3.24
Assessment	3.36	3.24
Evaluation of Assessment	3.73	3.25
Teacher Actions	3.55	3.25
Student Actions	3.55	3.24
Student Processing of Lesson	3.55	3.24
Constructivist Approach	3.55	3.24
Inquiry	3.55	3.24
Closure	3.55	3.21
Differentiation*	2.73	3.24
Extensions	3.09	3.25

UTCH 3003 Summative Project-Based Instruction Two Week Unit Rubric

- Outcome 1: Making content meaningful: 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 these aspects of subject matter meaningful for students.
- Outcome 2: Child development and learning theory: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Outcome 3: Learning styles/diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Outcome 4: Instructional strategies/problem solving: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Outcome 5: Motivation and behavior: The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Outcome 6: Communication/knowledge: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Outcome 7: Planning for instruction: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Outcome 8: Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Outcome 9: Professional growth/reflection: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Outcome 10: Interpersonal relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Rubric Criteria	2013-2014 (N=7)	2014-2015 (N=6) FALL 2014 ONLY
Introduction	2.71	3.60
Project Concept Map	2.86	3.50
Project Calendar/Timeline	2.57	4.00
Project Anchor Event	2.71	3.50
Lesson Plans	2.57	3.50
Assessment Analyses	2.71	3.50

UTCH 3003 Summative Project-Based Instruction Two Week Unit Rubric

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- Outcome 3: Learning styles/diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- Outcome 4: Instructional strategies/problem solving: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Outcome 5: Motivation and behavior: The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Outcome 6: Communication/knowledge: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Outcome 7: Planning for instruction: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Outcome 8: Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Outcome 9: Professional growth/reflection: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Outcome 10: Interpersonal relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Rubric Criteria	2014-2015 (N=2) SPRING 2015 ONLY
Introduction	4.00
Supporting Information	4.00
Differentiation Methods (If Demographics Form is not included the scores for this section is automatically 1).	4.00
Assessments	4.00
Project Anchor Event	4.00
Lesson Plans	4.00
Assessment Analyses	4.00

➤ Outcome 1: Making content meaningful=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 these aspects of subject matter meaningful for students.		
Rubric Criteria	2013-2014 (N=4)	2014-2015 (N=4)
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	4	3.67
Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	2.5	3.00
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	2.75	3.00
Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	2.5	3.00
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	2.75	3.00
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	2.25	4.00
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	2	3.00
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	0	N/A
Literature: Makes use of research literature to answer questions outside scope of project as needed.	3	3.75
Writing: Clearly written with correct grammar and spelling.	2.75	3.25
Abstract: Clearly explains purpose of project and summarizes main conclusions.	3.25	3.50
Literature: Provides citation for all sources employed in study and explains their significance	3	3.75
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	3	3.50

GEOL 3825 Research Methods Inquiry 4 Rubric		
➤ Outcome 1: Making content meaningful=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 these aspects of subject matter meaningful for students.		
Rubric Criteria	2013-2014 (N=1)	2014-2015
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	4	Assignment was rec'd by one student—no work turned in
Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	3	
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	2	

Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	2	
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	3	
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	3	
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	3	
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	No Response	
Literature: Makes use of research literature to answer questions outside scope of project as needed.	3	
Writing: Clearly written with correct grammar and spelling.	4	
Abstract: Clearly explains purpose of project and summarizes main conclusions.	3	
Literature: Provides citation for all sources employed in study and explains their significance	4	
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	4	

MATH 3825 Research Methods Inquiry 4 Rubric		
➤ Outcome 1: Making content meaningful=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 these aspects of subject matter meaningful for students.		
Rubric Criteria	2013-2014 (N=6)	2014-2015 (N=5)
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	4	4.00
Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	2.83	3.80
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	3.4	3.20
Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	3.17	3.40
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	2.83	3.20
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	2.83	3.60
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	3.17	3.60
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	2.67	2.50
Literature: Makes use of research literature to answer questions outside scope of project as needed.	3.5	3.80
Writing: Clearly written with correct grammar and spelling.	3.17	3.20
Abstract: Clearly explains purpose of project and summarizes main conclusions.	3	3.20

Literature: Provides citation for all sources employed in study and explains their significance	3.33	3.80
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	3.33	3.40

PHYS 3825 Research Methods Inquiry 4 Rubric		
➤ Outcome 1: Making content meaningful=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 these aspects of subject matter meaningful for students.		
Rubric Criteria	2013-2014 (N=1)	2014-2015
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	4	No assignments for this year
Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	4	
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	3	
Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	4	
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	2	
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	4	
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	4	
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	3	
Literature: Makes use of research literature to answer questions outside scope of project as needed.	4	
Writing: Clearly written with correct grammar and spelling.	4	
Abstract: Clearly explains purpose of project and summarizes main conclusions.	3	
Literature: Provides citation for all sources employed in study and explains their significance	4	
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	4	

STEM 3815 Final Lesson Plan

- Outcome 1: Making content meaningful=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 these aspects of subject matter meaningful for students.

Rubric Criteria	2013-2014	2014-2015
Written Lesson Plan	<i>This rubric/assignment has been sent to 2 courses (one in fall 2013, one in spring 2014), but no assessments have been completed in Tk20. A total of 28 students received the coursework, and 19 students have turned in work.</i>	<i>This assignment has been turned in by 16 students, none assessed</i>
Oral Presentation		