



**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 2013; SPRING 2014

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Program Admissions/Production Information

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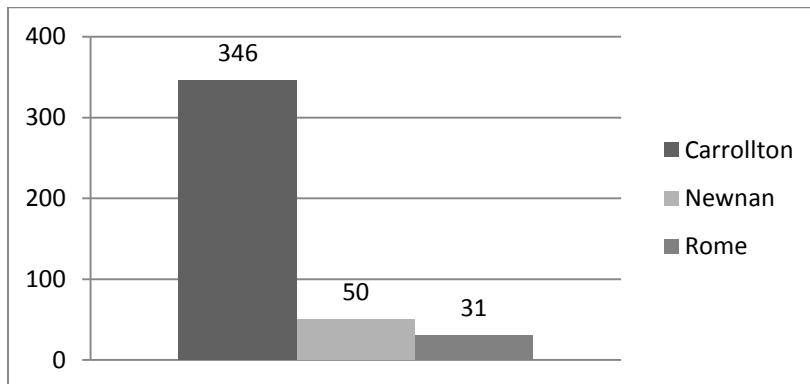
## Admissions and Active Majors

Active Majors Admitted 3+ Years Ago (2010-2011 or prior)	Active Majors Admitted 2 Years Ago (2011-2012)	Active Majors Admitted 1 Year Ago (2012-2013)	Total Active Majors 2013-2014
4	58	159	427

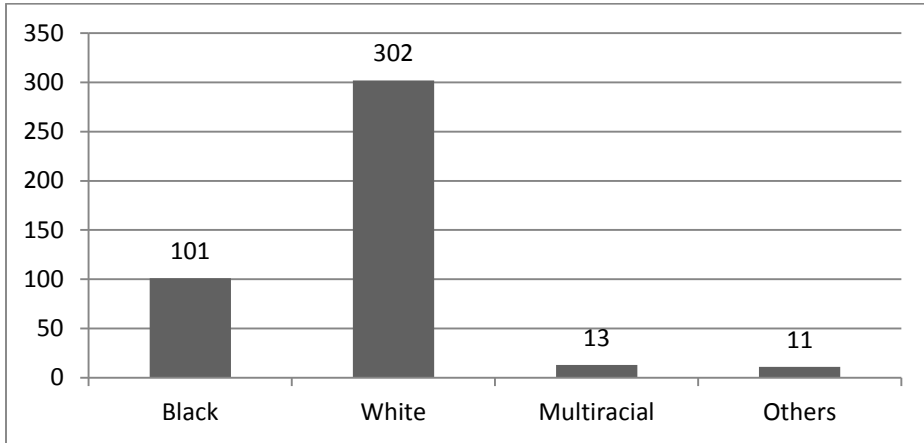
## Completers by Campus/Year

	2011-2012	2012-2013	2013-2014
<b>Carrollton</b>	148	159	124
<b>Newnan</b>	18	0	6
<b>Rome</b>	21	19	17
<b>Total</b>	187	178	147

## Active Majors by Campus (N=427)

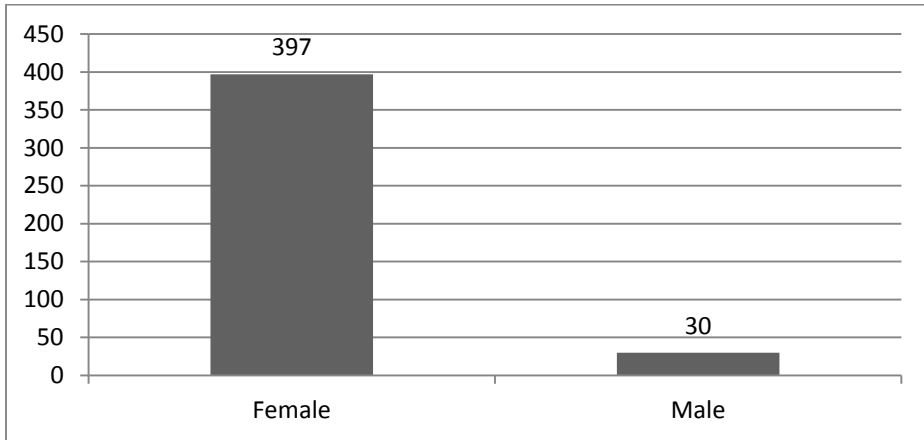


**Race-Active Majors (N=427)**



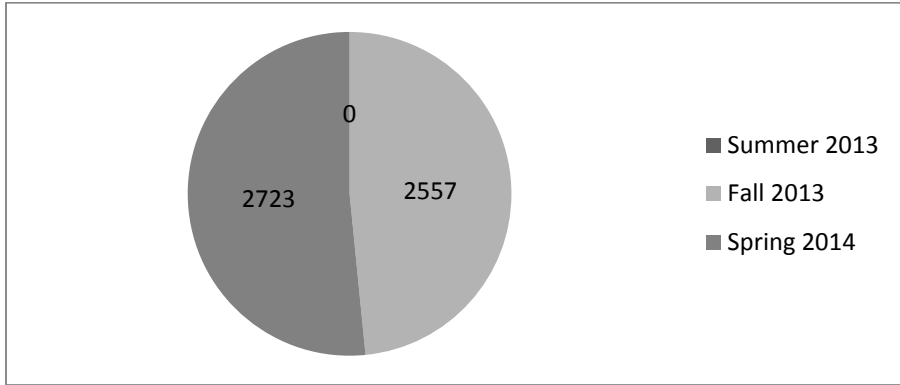
\* Banner Report ED2505

**Gender-Active Majors (N=427)**



\*Banner Report 2505

**Credit Hour Production- All ECED Undergraduate Courses (N=6279)**



\* Banner Report ED2270

**Average SAT Scores-Undergraduate Active Majors (N=252)**

Test	Score	Percentile Ranks
SAT-Verbal	483	39
SAT-Mathematics	473	35
Both Tests Average	956	36

\* Banner Report ED2505

**Average ACT Scores-Undergraduate Active Majors (N=166)**

Test	Score	Percentile Ranks
ACT- Verbal	20	50
ACT- Mathematics	19	47
Both Tests Average	20	49

\* Banner Report ED2505

# Assessment Results

## Learning Outcome Report

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

<b>Integrated Project Rubric assessed in ECED 3214</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 Criteria</b>	<b>2011-2012 (N=67)</b>	<b>2012-2013 (N=126)</b>	<b>2013-2014 (N=127)</b>
Standard 1- Development, Learning and Motivation	2.22	3	2.09
Standard 2- CURRICULUM STANDARDS 2.5-The Arts	2.27	3	2.39
Standard 3- INSTRUCTION STANDARDS 3.1 Integrating and applying knowledge for instruction	2.19	2.94	2.10
3.3 Development of critical thinking, problem solving, performance skills	2.13	2.71	2.07
Standard 4-Assessment for instruction	2.17	2.75	2.06

<b>Case Study Rubric assessed in ECED 4251</b>			
<ul style="list-style-type: none"> <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> <li>➤ Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction</li> </ul>			
<b>Rubric Criteria</b>			
<b>Section 1</b>	<b>2011-2012 (N=118)</b>	<b>2012-2013 (N=82)</b>	<b>2013-2014 (N=102)</b>
Pre-Data	3.55	3.74	3.50
Post-Data	3.75	3.91	3.67
Correction Strategy	3.77	3.73	3.54
<b>Section 2</b>			

	2011-2012	2012-2013	2013-2014
Understanding of Correction Steps-Based on labels of correction steps, all differences between the steps of the correction process are fully understood (concept vs conceptual, etc.)Based on labels of correction steps, all key ideas involved in the steps of the correction process are fully understood (number strategy, etc.)	3.72	3.74	3.53
Corrective Strategy – Part II Used correct models, manipulatives, drawings, and/or questions to represent concepts and operations. Strategy included an emphasis on ideas needed to correct errors (concepts and algorithms)Correct terms and information were used in strategy	3.87	3.74	3.83
<b>Section 3</b>			
	2011-2012	2012-2013	2013-2014
Reflection	3.68	3.73	3.35

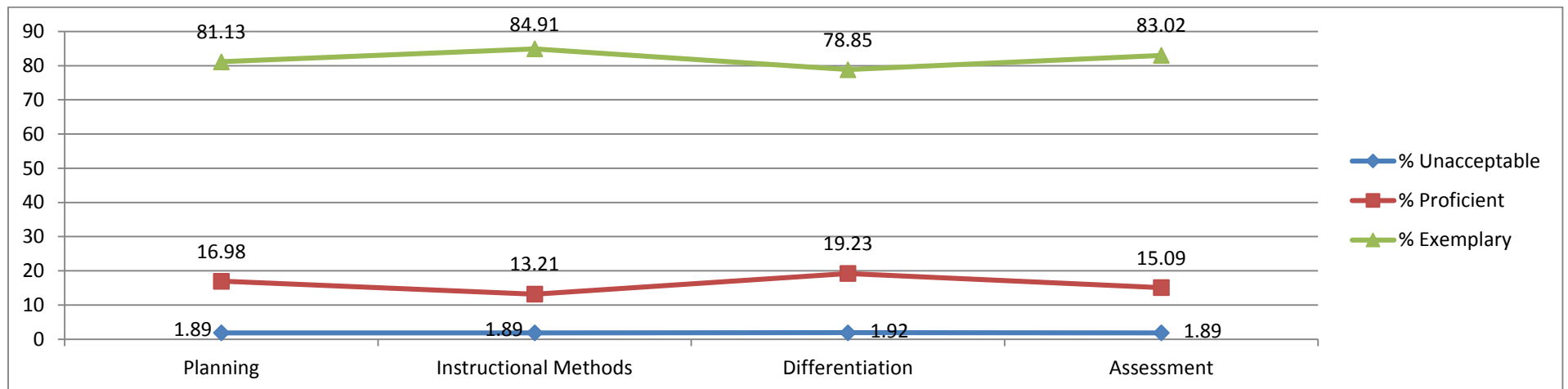
<b>Performance Portfolio Notebook Rubric assessed in ECED 4286</b>		
<ul style="list-style-type: none"> <li>➤ Outcome 1: ACEI 1 Development, Learning and Motivation - Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young 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> <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> <li>➤ Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction</li> <li>➤ Outcome 5: ACEI 5 Candidates understand and apply practices and behaviors that are characteristic of developing career teachers, including reflection and evaluation, and collaboration with families, colleagues, and the community.</li> </ul>		
Rubric Criteria	2012-2013 (N=144)	2013-2014 (N=130)
Lesson Plans	3.97	3.97
Professional Growth Opportunities	3.83	3.90
Pre/Post Test	3.90	3.98
Internship Reflection	3.89	3.91
Portfolio Organization	3.92	4.0

## Dispositions Rubric

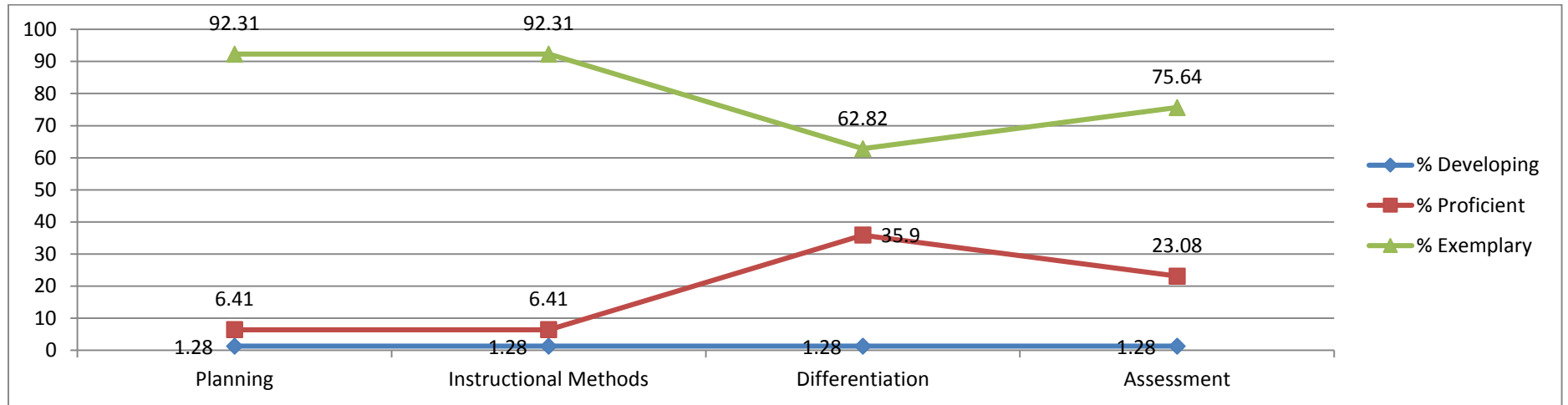
- In most cases, ECED students were rated either proficient (3) or exemplary (4) by both cooperating teachers (CT) and university supervisors (US). There were no dispositions items for which 25% or more of the students were rated less than proficient. If you would like to know the names of the few individual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

## Impact on Student Learning

Fall 2013 (N=56) ---FACULTY ONLY COMPLETED



## Spring 2014 Block IV (N=82)



\* Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

## Intern Keys

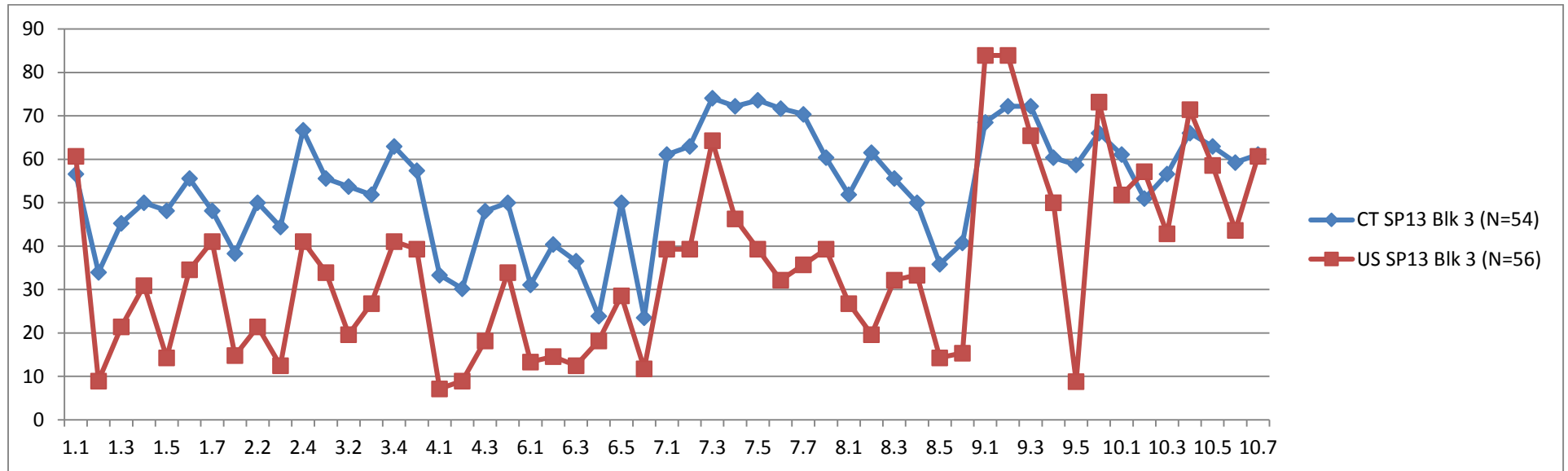
Of the 91 candidates assessed in Block III for spring 2013, ECED 4284, 18% were rated by both CTs and USs as proficient or exemplary in all categories. Of the 81 total candidates assessed in Block III for fall 2013, 52% were rated as proficient or exemplary by both supervisors in all categories. If you 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). Results are displayed for two cohorts of students: Spring 2013 to fall 2013, and fall 2013 to spring 2014.

The charts below include the percentage of students who were rated as exemplary on each of the criteria by both supervisors. The obvious gaps in agreement are listed. Please consider these gaps as you think about and discuss mutual understandings of each criterion and expectations of students by both supervisors.



**COHORT ONE**

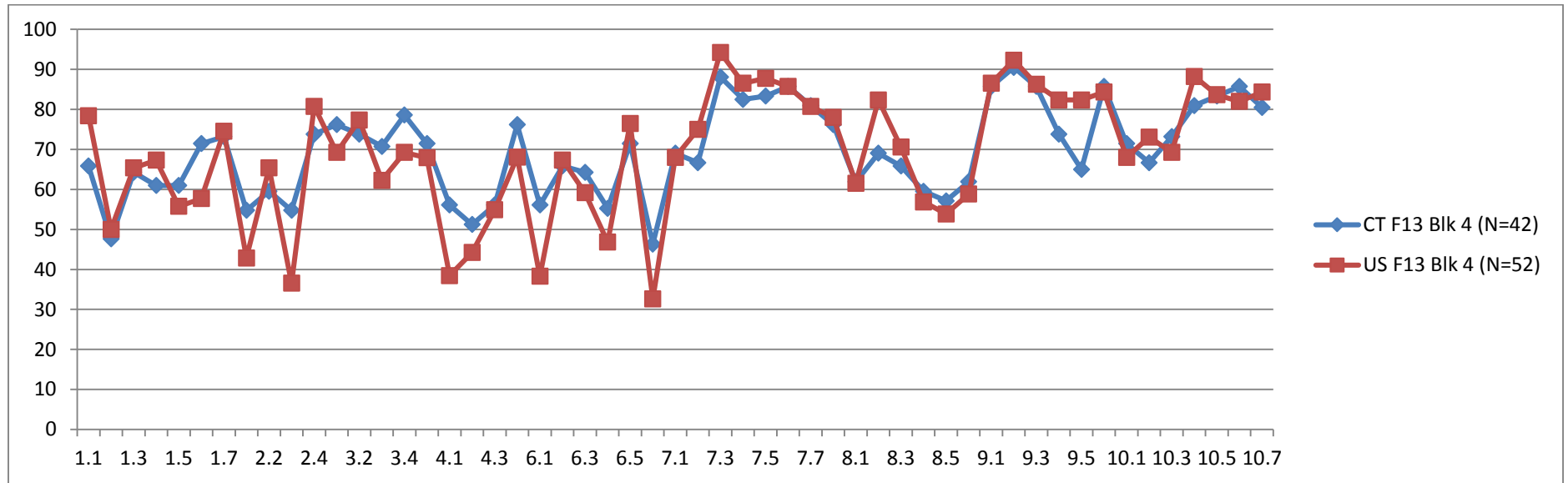
**Spring 2013, Block III**



**Top 3 Gaps in Agreement:**

- 7.6 Actively listens and pays attention to students' diversity, including but not limited to race, color, religion, sex, national origin, or diversity. (39.56 pts disagreement; CTs 71.7, US 32.14)
- 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning. (41.9 pts disagreement; CTs 61.54, US 19.64)
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement. (49.88 pts disagreement; CTs 58.7, US 8.82)

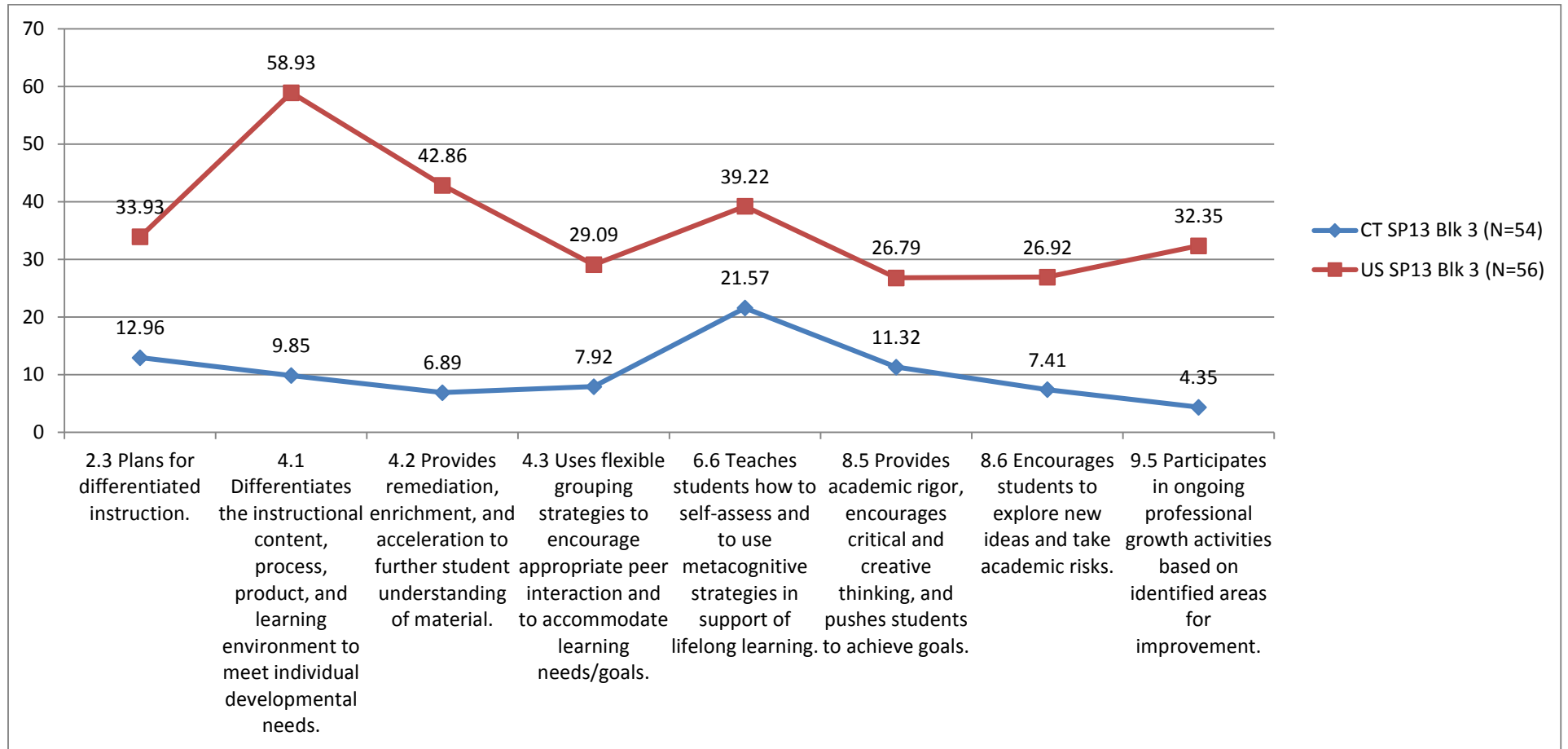
## Fall 2013 Block IV

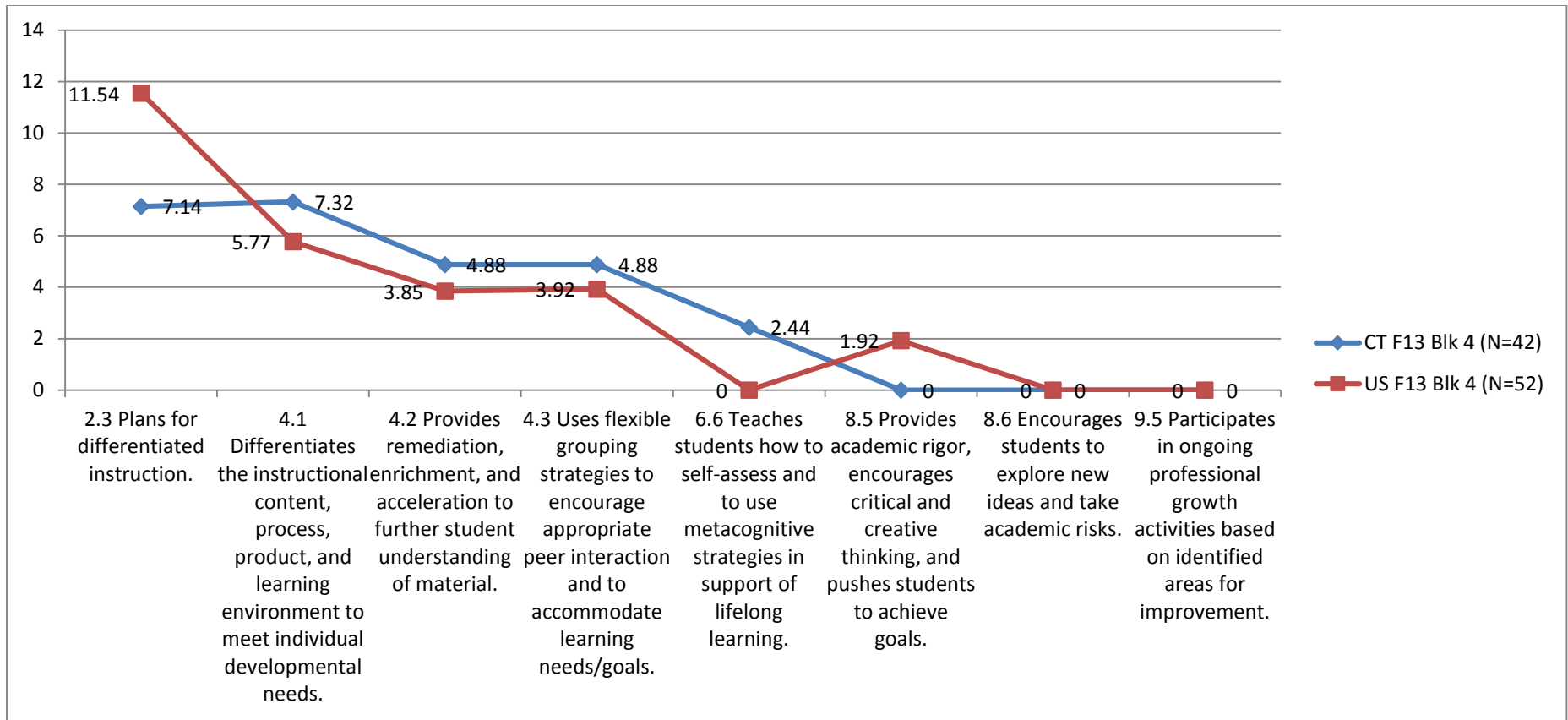


### Top 3 Gaps in Agreement:

- 2.3 Plans for differentiated instruction. (18.22 pts dis; CTs 54.76, US 36.54)
- 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. (17.64 pts dis; CTs 56.1, US 38.46)
- 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. (17.8 pts dis; CTs 56.1, US 38.3)

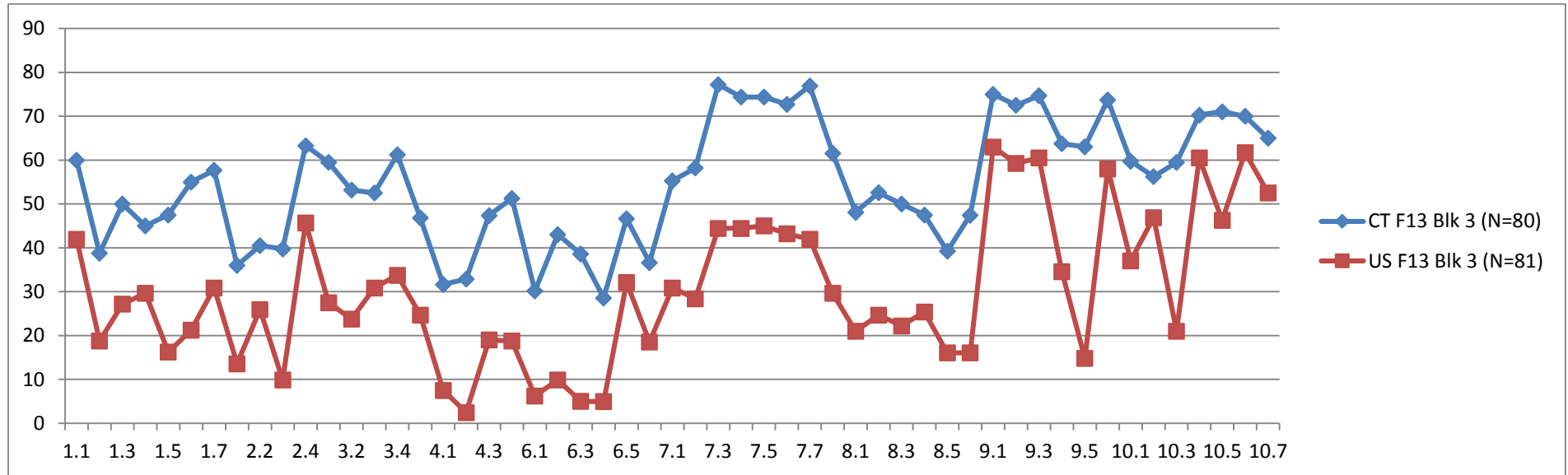
The chart below provides information about the percentage of students in cohort one whose criterion ratings by CTs and USs were either unacceptable or developing. Clearly, there was improvement in all categories, with the greatest improvement in 4.1, 6.6. and 9.5.





## COHORT TWO

### Fall 2013 Block III

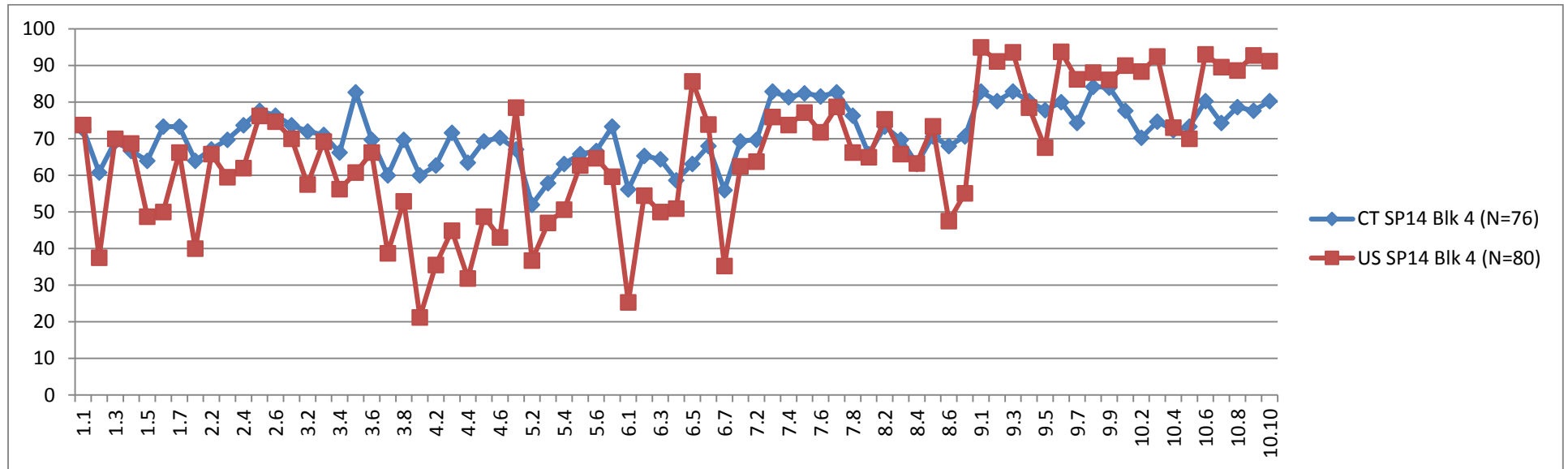


#### Top 3 Gaps in Agreement:

- 7.7 Actively listens and pays attention to students' needs and responses. (34.94 pts diff; CTs 76.92, US 41.98)
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement. (48.2 pts diff; CT 63.01, US 14.81)
- 10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner. (38.5 pts diff; CTs 59.49, US 20.99)

## Spring 2014 Block IV

\*This instrument is different from the one used in fall 2013.



### Top 3 Gaps in Agreement:

- 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. (38.75 pts diff; CT 60.0, US 21.25)
- 4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students. (31.63 pts diff; CT 63.51, US 31.88)
- 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. (30.84 pts diff; CT 56.16, US 25.32)

\* There were no criteria in which more than 25% of students scored unacceptable or developing for Cohort Two.

## GACE Content Test Results

### GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Early Childhood-I	109	106	97%
Early Childhood-II	109	106	97%

\* GACE Annual Program Provider Summary Report, 2011-2012

The results below are presented by objective. Please note those objectives that measure 2013-14 areas for improvement (e.g. using standard conventions of English). Additionally, note that UWG students outperformed state colleagues in over half the categories on each test. Congratulations! However, you might want to pay attention to the following results:

#### **Test 1:**

Subarea 2: Objective 2

Subarea 3: Objective 2

#### **Test II:**

Subarea 1: Objective 1

Subarea 2: Objective 3

### Early Childhood Test I Results

Subarea and Objective	Average Percent Correct-UWG	Average Percent Correct-Statewide
<b>SUBAREA I. READING AND LANGUAGE ARTS</b>	76.77	75.71
1. Understands And Applies Knowledge Of Reading For Literature And Reading For Information	71.42	71.21
2. Understands And Applies Knowledge Of Foundational Skills To Literacy Development, Fluency, And Comprehension	77.48	77.02
3. Understands And Applies Knowledge Of The Writing Process	84.22	81.45

<b>Subarea and Objective</b>	<b>Average Percent Correct-UWG</b>	<b>Average Percent Correct-Statewide</b>
And Uses Of Tools And Resource Materials		
4. Understands And Applies Knowledge Of Speaking, Listening, And Presenting	83.67	79.28
5. Understands And Applies Knowledge Of English-Language Grammar And Vocabulary Development	71.66	72.58
<b>SUBAREA II. SOCIAL STUDIES</b>	70.68	69.84
1. Understands And Applies Knowledge Of Information Processing Skills	81.19	78.70
2. Shows Historical Understandings And Applies History Processes	51.38	51.72
3. Understands And Applies Knowledge Of Geography Concepts And Processes	79.08	80.77
4. Understands And Applies Knowledge Of Government, Civics, Economics, And Their Processes	68.85	66.54
<b>SUBAREA III. ANALYSIS (CONSTRUCTED-RESPONSE ITEMS ONLY)</b>	70.64	70.81
1. Understands How To Incorporate Appropriate Teaching Approaches Into Classroom Instruction For English Language Arts	74.92	75.20
2. Understands How To Incorporate Appropriate Teaching Approaches Into Classroom Instruction For Social Studies	66.36	66.43

\* Test Level Summary Statistics - Expanded



**Early Childhood Test II Results**

<b>Subarea and Objective</b>	<b>Average Percent Correct-UWG</b>	<b>Average Percent Correct-Statewide</b>
<b>SUBAREA 1: MATHEMATICS</b>	74.58	73.77
1. Understands And Applies Knowledge Of Counting And Cardinality	63.67	63.77
2. Understands And Applies Knowledge Of Operations And Algebraic Thinking	76.72	76.84
3. Understands And Applies Knowledge Of Numbers And Operations In Base 10	72.61	72.22
4. Understands And Applies Knowledge Of Numbers And Fractions	75.60	72.87
5. Understands And Applies Knowledge Of Measurement Concepts And Data	80.55	78.04
6. Understands And Applies Knowledge Of Geometry	78.90	77.98
<b>SUBAREA II. SCIENCE</b>	74.66	74.45
1. Understands Characteristics Of Science	87.16	85.17
2. Understands And Applies Knowledge Of Earth Science	74.31	72.59
3. Understands And Applies Knowledge Of Physical Science	66.78	67.66
4. Understands And Applies Knowledge Of Life Science	73.24	74.57
<b>SUBAREA III. HEALTH EDUCATION, PHYSICAL EDUCATION, AND THE ARTS</b>	78.29	77.25
1. Understands And Applies Knowledge Of Health And Physical Education Concepts And Influences	79.47	77.61
2. Understands And Applies	75.92	76.52

<b>Subarea and Objective</b>	<b>Average Percent Correct-UWG</b>	<b>Average Percent Correct-Statewide</b>
Knowledge Of The Arts (Dance, Music, Visual Arts, And Theater Arts)		

\* Test Level Summary Statistics - Expanded