



**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 M.ED.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER & FALL 2013; SPRING 2014

PREPARED BY

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# Program Admissions/Production Information

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## Admissions/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
6	16	19	90

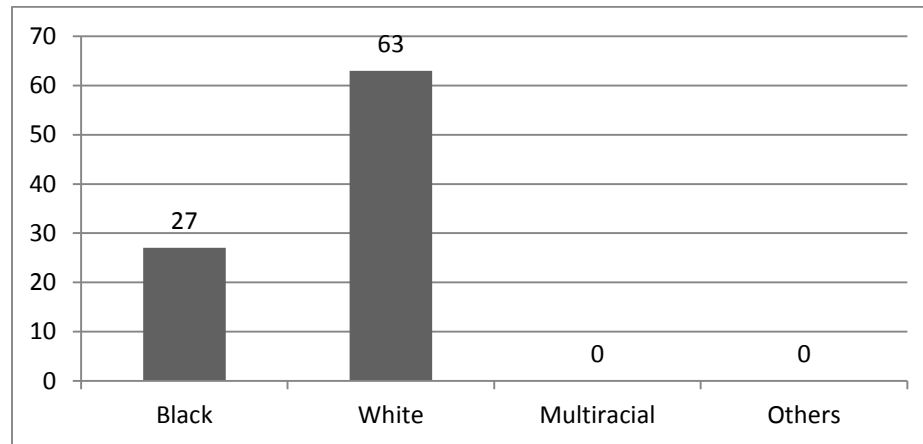
\*Banner Report ED2505

## Completers\*

2011-2012	2012-2013	2013-2014
58	34	18

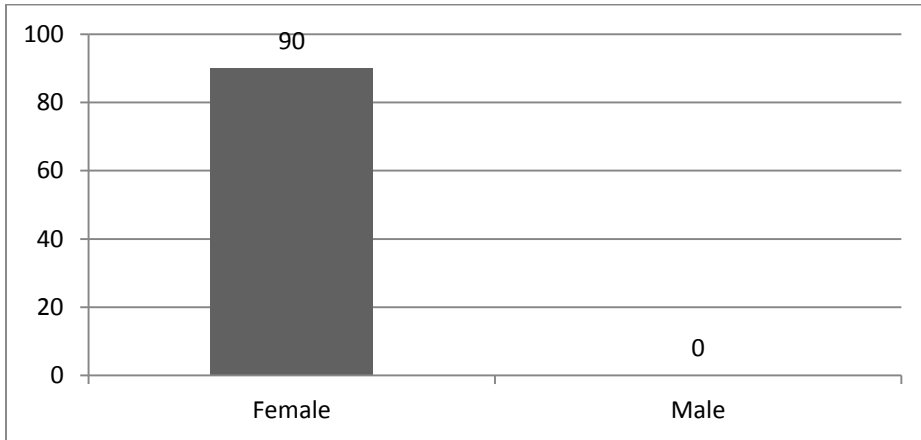
\* Banner Report ED2650

## Race-Active Majors (N=90)\*



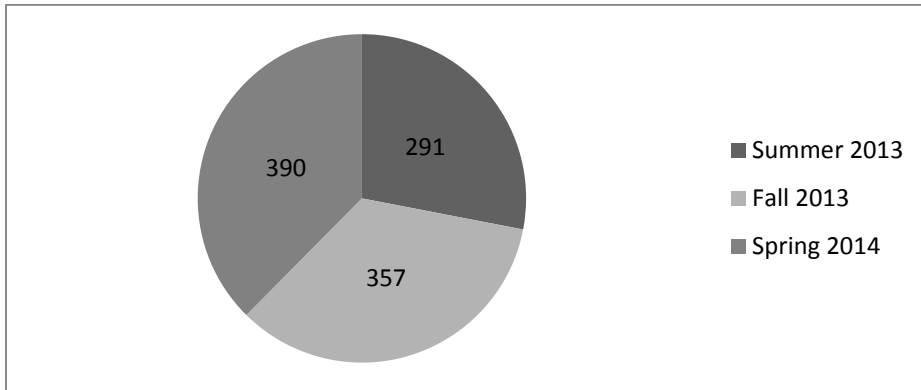
\* Banner Report ED2505

**Gender-Active Majors (N=90)\***



\*Banner Report 2505

**Credit Hour Production by Semester (N=1038)\***



\* Banner Report ED2270

**Average GRE Scores- Graduate Student Active Majors (N=1)\***

Test	Score	Percentiles
GRE-Verbal	490	54
GRE-Quantitative	630	40
Both Tests Average	1120	Composite percentile information not provided

\* Banner Report ED2505

## Learning Outcome Report\*

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

<b>Portfolio Entry 1 Rubric assessed in the ECED 6249 Portfolio</b>	
➤ Outcome 1: Teachers are committed to students and their learning.	
<b>Rubric Criteria</b>	<b>2013-2014 (N=47)</b>
Educational Context	3.86
Content of Artifacts	3.71
The artifact analysis demonstrates how the activity met objectives.	3.79
The artifact analysis conveys how the planning and implementation of the activity showed an understanding of student differences and learning needs.	3.74
The artifact analysis demonstrates the specific knowledge and skills used in this activity to promote student cognitive learning or affective development.	3.72
The artifact reflection and application section demonstrates the extent to which students were involved in the activity.	3.8
The artifact reflection and application section demonstrated to what extent the students understood the information or issues addressed in the activity.	3.72
The artifact reflection and application section delineates what, if anything, the candidate would do differently related to the session and why.	3.77
The artifact reflection and application section delineates how this artifact has influenced the candidate's future efforts to individualize learning or build affective aspects of students.	3.79

<b>Professional Practice Portfolio Entry 2 Rubric assessed in the ECED 6249 Portfolio</b>	
➤ Outcome 2: Teachers know the subjects they teach and how to teach those subjects to students.	
<b>Rubric Criteria</b>	<b>2013-2014 (N=47)</b>
Educational Context	3.85
Content of Artifacts	3.81
The artifact analysis demonstrates an understanding of the subject matter helped to identify concepts important and appropriate for this group of learners.	3.79
The artifact analysis conveys how the artifacts related to each other.	3.7
<b>Rubric Criteria (Cont'd)</b>	<b>2013-2014 (N=47)</b>

The artifact analysis demonstrates the artifacts show an understanding of the subject matter, the ability to identify appropriate concepts for this group, the ability to lead students to higher order thinking and learning.	3.77
The artifact reflection and application section demonstrates how pedagogical content knowledge changed during this graduate program.	3.74
The artifact reflection and application section demonstrated how knowledge of and ability to lead students in learning by discovery, solving problems, and critically thinking changed during this graduate program.	3.6
The artifact reflection and application section delineates what, if anything, the candidate would do differently related to the session and why.	3.67

<b>Professional Practice Portfolio Entry 3 Rubric assessed in the ECED 6249 Portfolio</b>	
➤ Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2013-2014 (N=47)</b>
Educational Context	3.7
Content of Artifacts	3.74
Instructional Strategy: Background information to better understand the teaching segment and how you use each instructional strategy as a master teacher is given as instructed.	3.66
Management: Student and materials management issues related to the use of this strategy are addressed as specified.	3.67
Student Engagement: How students are motivated to be engaged in learning when this instructional strategy is used is described as indicated.	3.69
Assessment: The assessment tool used to evaluate student learning as a result of the instructional strategy shown in the videotaped segment is describe and analyze as specified.	3.62
The artifact reflection and application section demonstrates what was learned about using these four instructional strategies as a result of reviewing and analyzing the videotape.	3.69
The artifact reflection and application section demonstrated what was learned about management skills as a result of reviewing and analyzing the videotape.	3.73
The artifact reflection and application demonstrates what was learned about assessment practices as a result of reviewing and analyzing the videotape.	3.72
The artifact reflection and application delineates how the graduate program has impacted the way choices and decisions are made about instructional strategies.	3.7

<b>Professional Practice Portfolio Entry 4 Rubric assessed in the ECED 6249 Portfolio</b>	
➤ Outcome 4: Teachers think systematically about their practice and learn from experience.	
<b>Rubric Criteria</b>	<b>2013-2014 (N=48)</b>
Educational Context	3.79
Content of Artifacts	3.73
The artifact analysis demonstrates the process undertaken in identifying and then accessing information needed to help address the challenge or situation.	3.79
The artifact analysis conveys thoughts one moved through the decision-making process aimed at resolving the challenge or situation.	3.76
The artifact reflection and application section describes how the challenge or situation was resolved.	3.79
The artifact reflection and application section delineates what is the candidate's level of satisfaction with the resolution.	3.81

<b>Professional Practice Portfolio Entry 5 Rubric assessed in the ECED 6249 Portfolio</b>	
➤ Outcome 5: Teachers are members of learning communities.	
<b>Rubric Criteria</b>	<b>2013-2014 (N=47)</b>
Educational Context	3.7
Content of Artifacts	3.76
The description indicates what is the nature of this activity or artifact	3.78
The description indicates why the activity or artifact is significant.	3.72
The description indicates what impact has this activity had on you as a teacher, on your educational context, and on student learning.	3.74
The summary indicates what patterns of collaboration and commitment you saw in the artifacts presented and described.	3.7
The summary indicates what this entry suggests about your development and work as a master teacher and a contributing member of the learning community.	3.7

\* Tk20 Report: West Georgia COE Standards Report

## Impact on Student Learning 2013-2014; Faculty Responses (N=14)

	% Unacceptable (1)	% Developing (2)	% Proficient (3)	% Exemplary (4)	Mean
Planning	0%	0%	42.86	57.14	3.57
Instructional Methods	0%	0%	42.86	57.14	3.57
Differentiation	0%	0%	42.86	57.14	3.57
Assessment	0%	0%	50.00	50.00	3.50
Total/Percentage	0%	0%	44.64	55.36	

\* Tk20 Report Portfolios 070: Aggregate Report on Portfolio Assessments by Program

## Diversity Experiences for Advanced Teacher Candidates 2013-2014, Faculty Responses, (N=17)\*

	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
Age/Grade Level Diversity	0%	0%	58.82	41.18	3.41
English Language Learners	0%	0%	29.41	70.59	3.71
Special Needs	0%	0%	29.41	70.59	3.71
Demographic Diversity	0%	0%	41.18	58.82	3.59
Total/Percentage	0%	0%	39.71	60.29	

\* Tk20 Report Portfolios 070: Aggregate Report on Portfolio Assessments by Program

## Dispositions Rubric 2013-2014, Faculty Responses (N=16)\*

	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
Professionalism: Punctuality	0%	0%	0.0	100%	4
Professionalism: Preparation	0%	0%	8.33	91.67	4
Professionalism: Professional Demeanor	0%	0%	0.0	100%	4
Professionalism: Responsive and Adaptive	0%	0%	18.75	81.25	3.92
Professionalism: Ethical and Honest	0%	0%	12.5	87.50	4
Communication: Verbal Communication	0%	0%	31.25	68.75	4
Communication: Written Communication	0%	0%	31.25	68.75	3.81
Belief that all can Learn: Respects Individual	0%	0%	15.38	84.62	3.85

	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
Differences					
Fairness: Equity in all Settings	0%	0%	31.25	68.75	3.62
Collaboration: Interactions with Others	0%	0%	18.75	81.25	3.75
Total/Percentage	0%	0%	19.26	80.74	

\* Tk20 Report Portfolios 070: Aggregate Report on Portfolio Assessments by Program