



**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: NON-DEGREE

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/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
Goal 1: Improve teacher candidates' ability to understand and apply knowledge of English-language grammar and vocabulary development as measured an improvement from our previous years' score or to meet or exceed the state's average students' scores on item 5 of the GACE exam.				Student Success

Percentage of Completed Rubrics in Tk20

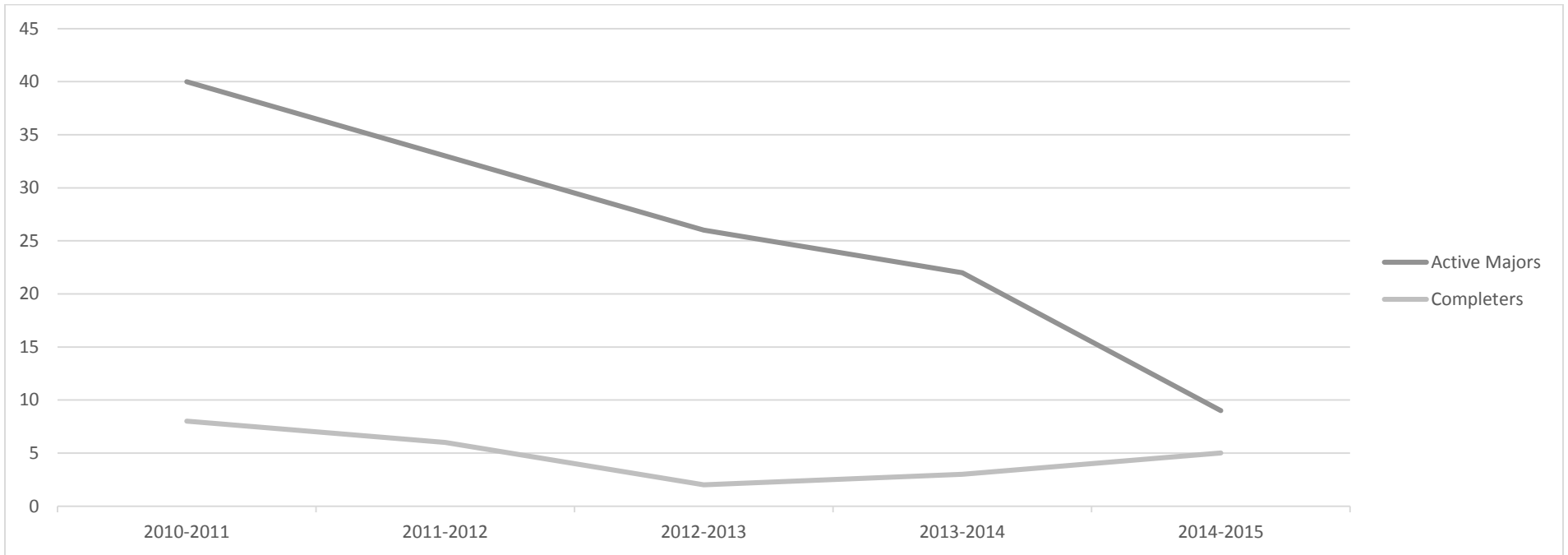
Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	10	9	90%

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	12	80%	24	80%

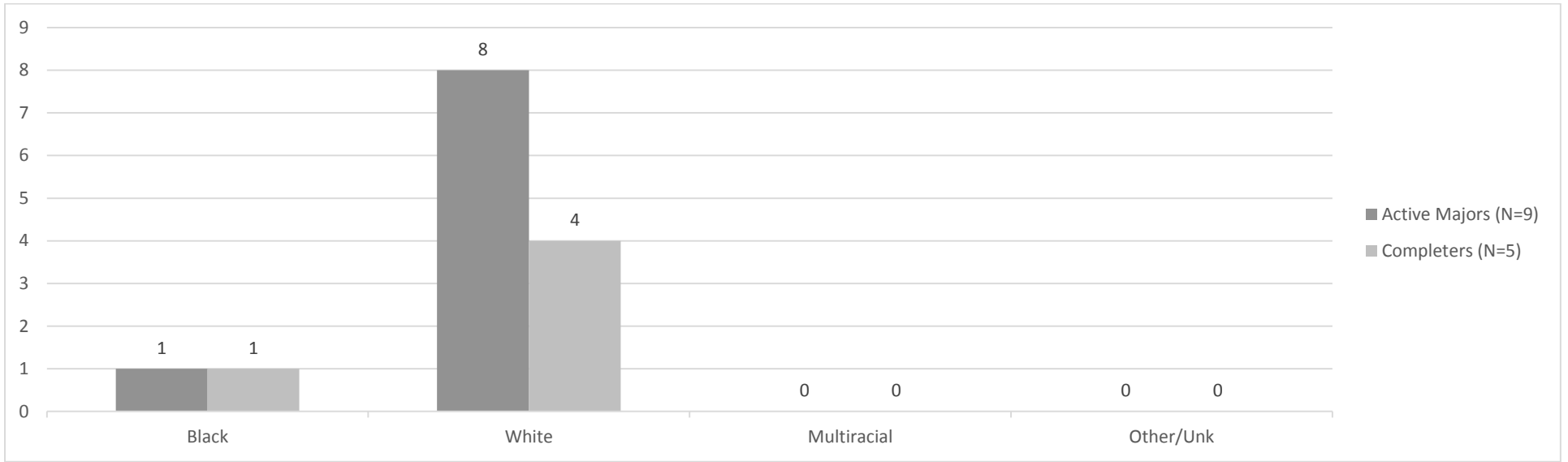
Admissions and Active Majors

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	6	9	No admits for F14 or SP15

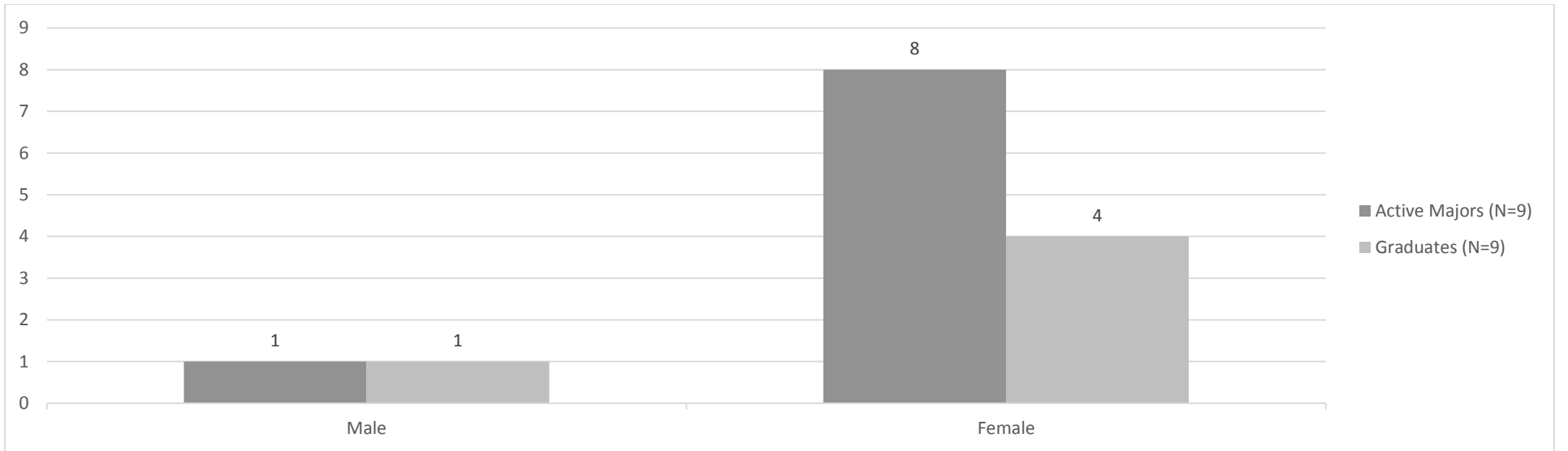
Active Major & Completer Trend Data



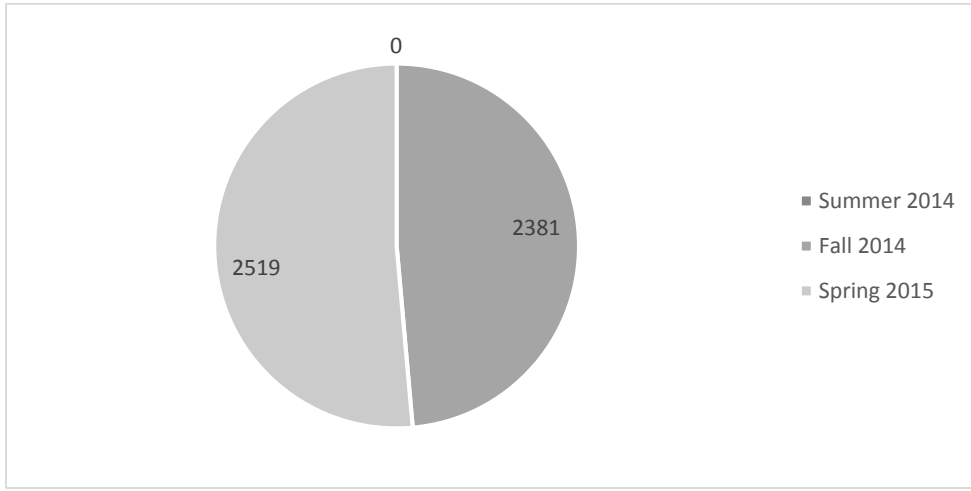
Race- Active Majors and Completers



Gender- Active Majors and Completers



Credit Hour Production- All ECED Undergraduate Courses



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 Early Childhood Test I	266.80	260.50	80%	75%
GACE Early Childhood Test II	248.29	249.20	71%	60%
edTPA	Not Yet Available	2.92 (N=1)		
Final Ethics Exam	Not Yet Available			

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.

Literacy Clinic Case Study Rubric assessed in READ 4251	
<ul style="list-style-type: none"> ➤ 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. ➤ 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. 	
Rubric Criteria	2014-2015 (N=5)
Analyzing Client Learning Provide a graphic (table or chart) or narrative that summarizes client learning for your client	3.40
Analyzing Client Learning Identify the specific standard(s)/objective(s) measured by the assessment you chose for analysis	3.40
Analyzing Client Learning Identify all assessments used and explanation of results.	3.00
Analyzing Client Learning Identified strategies and skills covered in sessions	3.00
Feedback to Guide Further Learning Identify the focus of the session	3.20
Feedback to Guide Further Learning Types of feedback given (verbal and written)	2.20
Feedback to Guide Further Learning Feedback addressed strengths and weakness	2.80
Feedback to Guide Further Learning Describe how the support you gave helped client to gain improvement	2.80
Feedback to Guide Further Learning Explain how the client used language functions and demands to gain understanding	3.20
Feedback to Guide Further Learning Explain how the analysis guided instruction. Cite research and/or theory to support your decision	3.60
Criteria Part 3 (10 points)	2.80

Mid-Point Comprehensive Rubric assessed in ECED 4261	
<ul style="list-style-type: none"> ➤ 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. ➤ 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. 	
Rubric Criteria	2014-2015 (N=1)
Overall Performance	2.00

Dispositions Rubric

In most cases, ECED 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 2 non-degree candidates assessed in Block III (ECED 4284) for fall 2014, neither was rated by cooperating teachers as proficient or exemplary in every category. Both received at least one score of “Developing” or “Unacceptable.” Of the 2 total candidates assessed in Block IV (ECED 4286) for spring 2015, one was rated as proficient or exemplary by cooperating teachers 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.

GACE Content Test Results

In some cases, UWG scores were slightly higher than the Georgia scores. However, several objectives had less than 70% correct:

Test I

Subarea I: Objective 2 (65.06% correct)

Subarea III: Objective 2 (58.33% correct)

Test II

Subarea I: Objective 1 (64% correct), Objective 2 (64.44% correct), Objective 4 (68% correct), Objective 6 (52% correct)

Subarea II: Objective 3 (64% correct), Objective 4 (65.33% correct)

Subarea III: Objective 3 (68.33% correct)

Early Childhood Test I Results

Subarea and Objective	Average Percent Correct-GA	Average Percent Correct-UWG
SUBAREA I. READING AND LANGUAGE ARTS	79.15	76.06
1. Understands And Applies Knowledge Of Reading For Literature And Reading For Information	82.05	81.41
2. Understands And Applies Knowledge Of Foundational Skills To Literacy Development, Fluency, And Comprehension	70.38	65.06
3. Understands And Applies Knowledge Of The Writing Process And Uses Of Tools And Resource Materials	79.78	77.50
4. Understands And Applies Knowledge Of Speaking, Listening, And Presenting	88.00	85.00
5. Understands And Applies Knowledge Of English-Language Grammar And Vocabulary Development	82.86	78.57
SUBAREA II. SOCIAL STUDIES	76.52	77.17
1. Understands And Applies Knowledge Of Information Processing Skills	81.33	80.83
2. Shows Historical Understandings And Applies History Processes	67.33	74.17
74.3. Understands And Applies Knowledge Of Geography Concepts And Processes	76.67	70.83
4. Understands And Applies Knowledge Of Government, Civics, Economics, And Their Processes	80.00	83.33
SUBAREA III. ANALYSIS (CONSTRUCTED-RESPONSE ITEMS ONLY)	71.67	66.67

Subarea and Objective	Average Percent Correct-GA	Average Percent Correct-UWG
1. Understands How To Incorporate Appropriate Teaching Approaches Into Classroom Instruction For English Language Arts	76.67	75.00
2. Understands How To Incorporate Appropriate Teaching Approaches Into Classroom Instruction For Social Studies	66.67	58.33

Early Childhood Test II Results

Subarea and Objective	Average Percent Correct-GA	Average Percent Correct-UWG
SUBAREA 1: MATHEMATICS	66.02	67.57
1. Understands And Applies Knowledge Of Counting And Cardinality	62.86	64.00
2. Understands And Applies Knowledge Of Operations And Algebraic Thinking	61.51	64.44
3. Understands And Applies Knowledge Of Numbers And Operations In Base 10	72.14	75.50
4. Understands And Applies Knowledge Of Numbers And Fractions	62.86	68.00
5. Understands And Applies Knowledge Of Measurement Concepts And Data	80.00	80.00
6. Understands And Applies Knowledge Of Geometry	57.14	52.00
SUBAREA II. SCIENCE	72.11	69.52
1. Understands Characteristics Of Science	70.95	70.00
2. Understands And Applies Knowledge Of Earth Science	76.43	80.00
3. Understands And Applies Knowledge Of Physical Science	68.57	64.00
4. Understands And Applies Knowledge Of Life Science	72.38	65.33
SUBAREA III. HEALTH EDUCATION, PHYSICAL EDUCATION, AND THE ARTS	69.05	73.33
1. Understands And Applies Knowledge Of Health And Physical Education Concepts And Influences	75.60	77.50
2. Understands And Applies Knowledge Of The Arts (Dance, Music, Visual Arts, And Theater Arts)	60.71	68.33