



**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 2013; SPRING 2014

PREPARED BY

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Program Admissions/Production Information

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
3	6	5	22

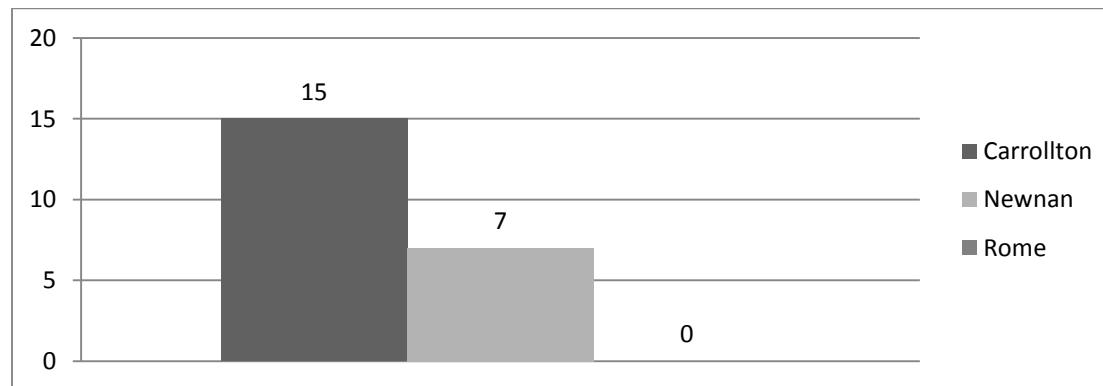
*Banner Report ED2505

Completers by Campus/Year

	Carrollton	Newnan	Rome
2013-2014	2	1	0
2012-2013	2	0	0
2011-2012	2	4	0

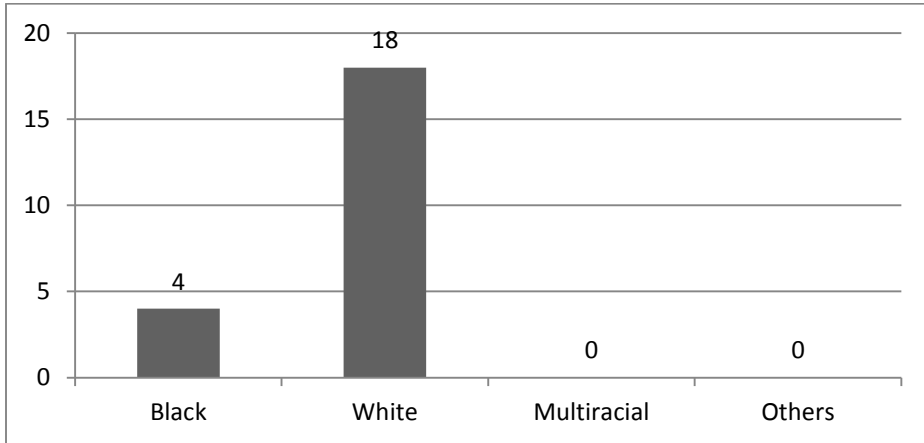
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Active Majors by Campus (N=22)*



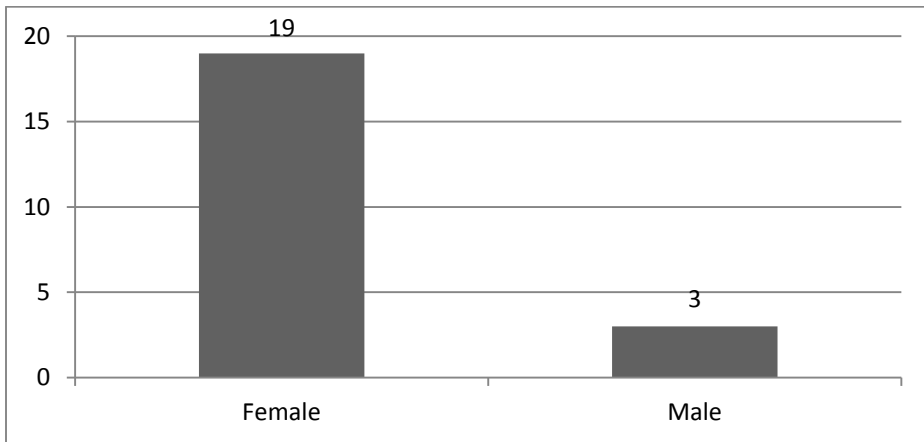
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Race-Active Majors (N=22)*



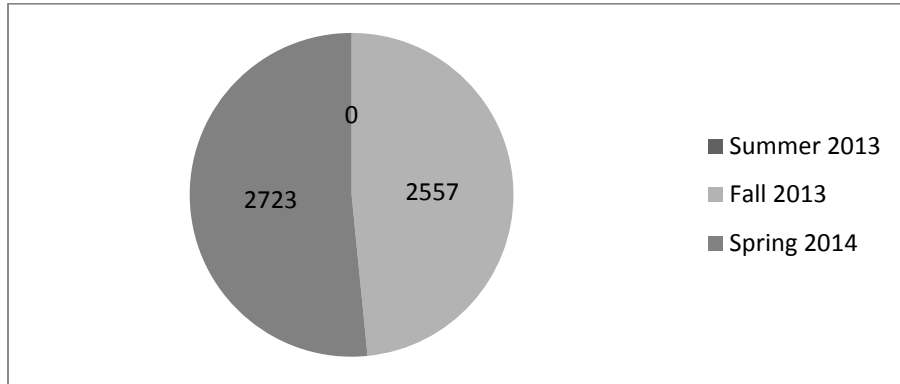
* Banner Report ED2505

Gender-Active Majors (N=22)*



*Banner Report ED2505

Credit Hour Production- All ECED Undergraduate Courses (N=5280)*



* Banner Report ED2270

Average GRE Scores (N=2)*

Test	Score	Percentile Ranks
GRE-Verbal	520	63
GRE-Quantitative	570	28
Composite	1090	Not Available

* Banner Report ED2505

Assessment Results

Learning Outcome Report*

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

Integrated Project Rubric assessed in ECED 3214			
<ul style="list-style-type: none"> ➤ 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. ➤ 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. 			
Rubric Criteria	2011-2012 (N=1)	2012-2013 (N=5)	2013-2014 (N=5)
Standard 1- Development, Learning and Motivation	2.0	3.0	2.8
Standard 2- CURRICULUM STANDARDS 2.5-The Arts	2.0	3.0	3.0
Standard 3- INSTRUCTION STANDARDS 3.1 Integrating and applying knowledge for instruction	2.0	2.8	2.6
3.3 Development of critical thinking, problem solving, performance skills	2.0	2.4	2.8
Standard 4-Assessment for instruction	2.0	2.4	2.0

Case Study Rubric assessed in ECED 4251			
<ul style="list-style-type: none"> ➤ 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. ➤ Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction 			
Rubric Criteria	2011-2012 (N=1)	2012-2013 (N=2)	2013-2014 (N=4)
Section 1			
Pre-Data	4.0	3.5	4.0
Post-Data	4.0	4.0	4.0
Correction Strategy	4.0	3.5	4.0

Section 2			
	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.)	4.0	4.0	4.0
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	4.0	3.5	4.0
Section 3			
	2011-2012	2012-2013	2013-2014
Reflection	4.0	3.5	2.5

Performance Portfolio Notebook Rubric assessed in ECED 4286 (Field Binder)		
<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. ➤ 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. ➤ Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction ➤ 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. 		
Rubric Criteria	2012-2013 (N=2)	2013-2014 (N=2)
Lesson Plans	4.0	4.0
Professional Growth Opportunities	4.0	4.0
Pre/Post Test	4.0	4.0
Internship Reflection	4.0	4.0
Portfolio Organization	4.0	4.0

*Tk20 Report: West Georgia COE Standards Report

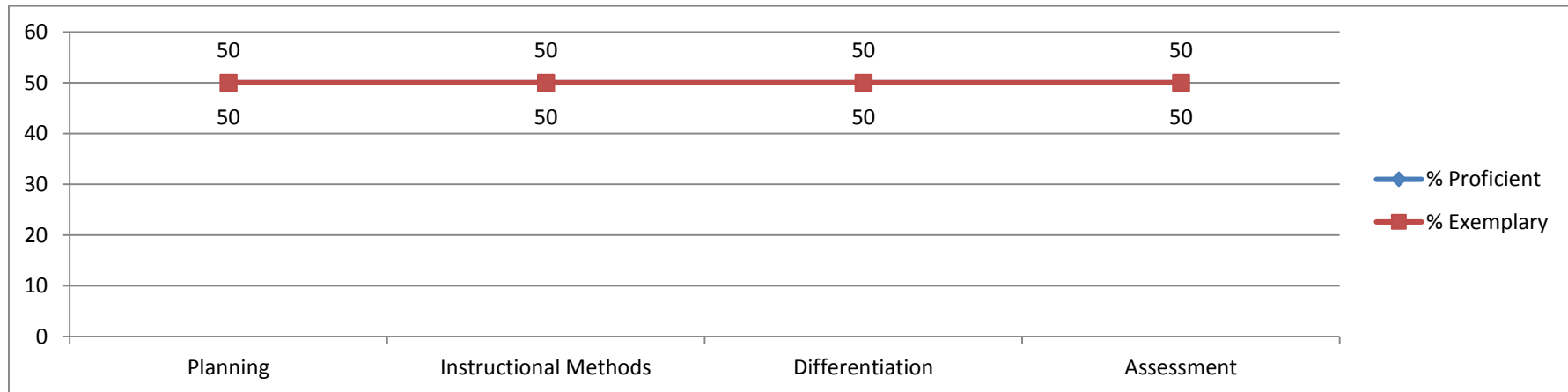
Dispositions Rubric

- 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*

No fall 2013 Data Collected on Non-Degree students

Spring 2014 Block IV (N=2) Faculty completion only



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

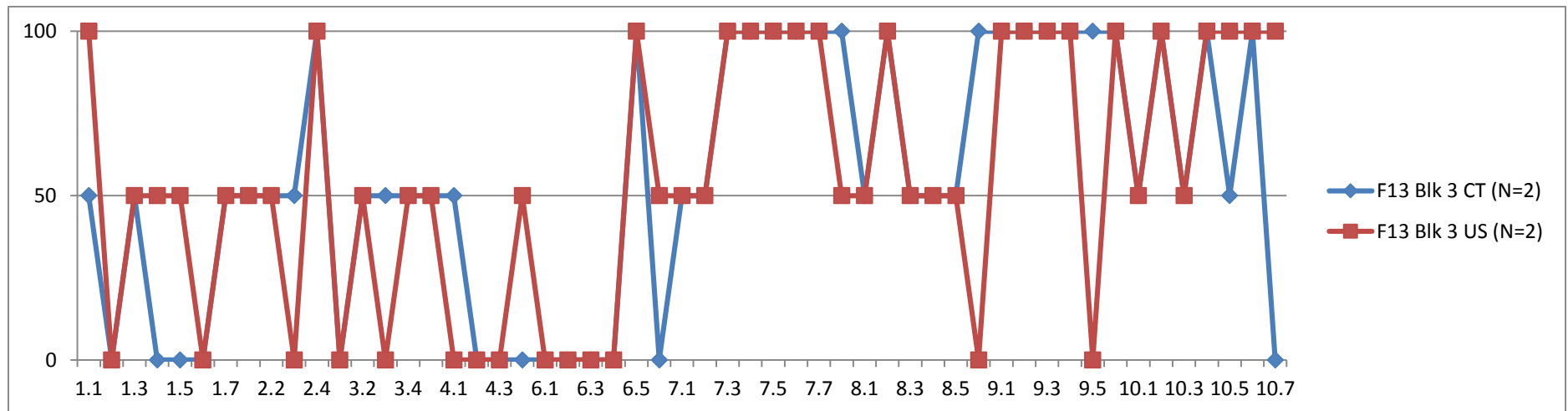
Intern Keys*

Of the 2 instruments completed in Block III for fall 2013, ECED 4284, 50% were rated by both CTs and USs as proficient or exemplary in every category. If you would like to see the student level reports for individuals who were rated below proficient in some categories, please request a custom report from coedata@westga.edu. Results are displayed for one cohort of students: 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 top three gaps in agreement are listed for each chart. Please consider these gaps as you think about and discuss mutual understandings of each criterion and expectations of students by both supervisors.

2013-2014 COHORT

Fall 2013 Block III

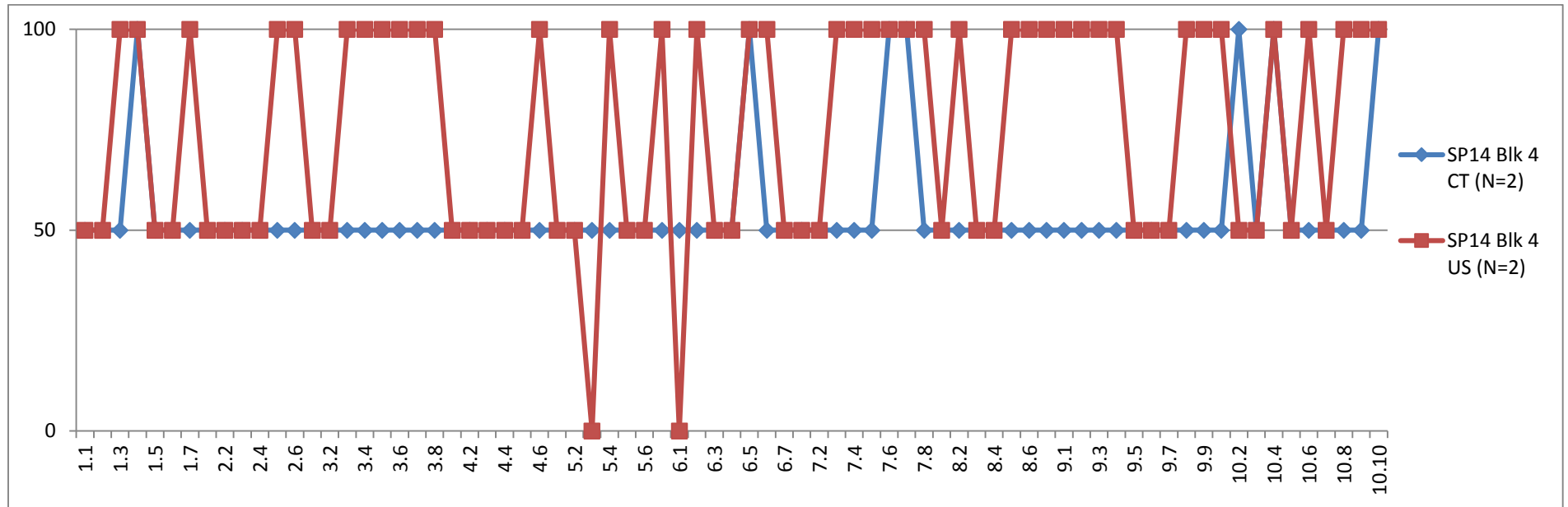


Top 3 Gaps in Agreement:

- 8.6 Encourages students to explore new ideas and take academic risks. (100 pts diff; CTs 100.0, US 0.0)
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement. (100 pts diff; CTs 100.0, US 0.0)
- 10.7 Uses modes of communication that are appropriate for a given situation. (100 pts diff; CT 0.0, US 100.0)

Spring 2014 Block IV

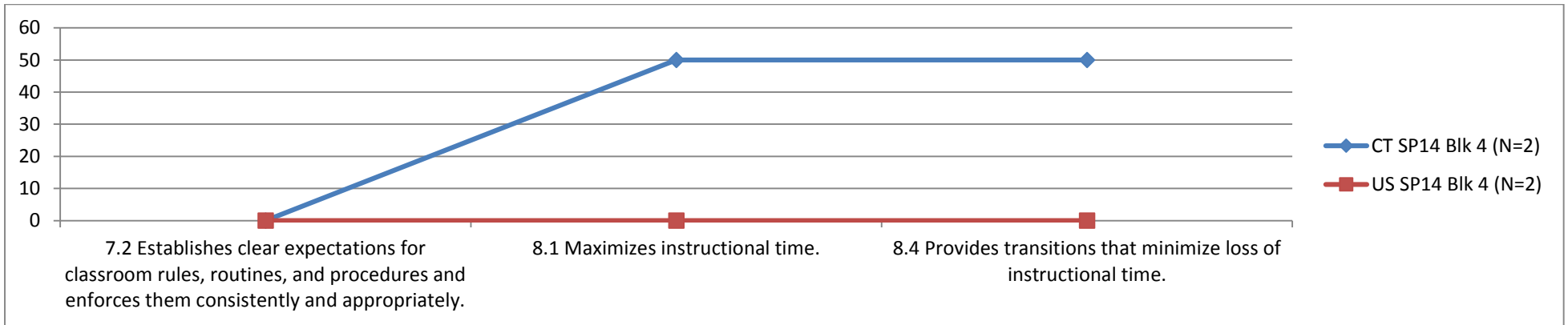
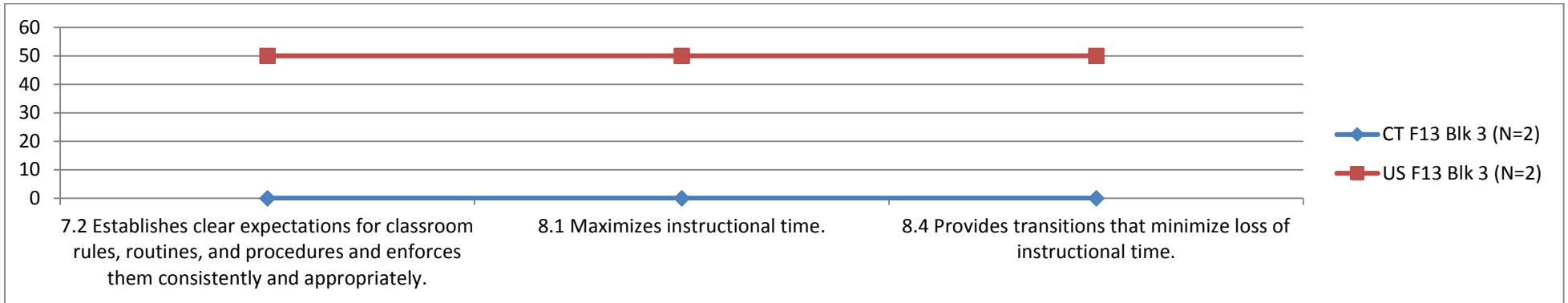
*This instrument is different from the one used in fall 2013.



Top 3 Gaps in Agreement:

- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. (50 pts diff; CT 50.0, US 100.0)
- 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group. (50 pts diff; CT 50.0, US 100.0)
- 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. (50 pts diff; CT 50.0, US 100)

The chart below provides information about the percentage of students in the 2013-2014 cohort whose criterion ratings by CTs and USs were either unacceptable or developing. There was improvement in one category (7.2), but a decline in scores on the other two categories (8.1 and 8.4). However, it should be taken into consideration that only two students were assessed in each semester.



*Tk20 Report: Field Experience 007: Aggregate Report on Field Experience Assessments

GACE Content Test Results

GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Early Childhood-I	5	4	80%
Early Childhood-II	5	4	80%

* ETS Data Manager: Test Pass Rates

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). Our UWG candidates were the only ones in the state to take the GACE, so all UWG and statewide scores are identical. You might want to pay attention 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
SUBAREA I. READING AND LANGUAGE ARTS	77.45	77.45
1. Understands And Applies Knowledge Of Reading For Literature And Reading For Information	75.38	75.38
2. Understands And Applies Knowledge Of Foundational Skills To Literacy Development, Fluency, And Comprehension	71.67	71.67
3. Understands And Applies Knowledge Of The Writing Process And Uses Of Tools And Resource Materials	80.00	80.00
4. Understands And Applies Knowledge Of Speaking, Listening, And Presenting	84.00	84.00

Subarea and Objective	Average Percent Correct-UWG	Average Percent Correct-Statewide
5. Understands And Applies Knowledge Of English-Language Grammar And Vocabulary Development	80.56	80.56
SUBAREA II. SOCIAL STUDIES	73.91	73.91
1. Understands And Applies Knowledge Of Information Processing Skills	80.00	80.00
2. Shows Historical Understandings And Applies History Processes	59.00	59.00
3. Understands And Applies Knowledge Of Geography Concepts And Processes	66.00	66.00
4. Understands And Applies Knowledge Of Government, Civics, Economics, And Their Processes	87.50	87.50
SUBAREA III. ANALYSIS (CONSTRUCTED-RESPONSE ITEMS ONLY)	68.33	68.33
1. Understands How To Incorporate Appropriate Teaching Approaches Into Classroom Instruction For English Language Arts	80.00	80.00
2. Understands How To Incorporate Appropriate Teaching Approaches Into Classroom Instruction For Social Studies	56.67	56.67

* Test Level Summary Statistics - Expanded

Early Childhood Test II Results*

Subarea and Objective	Average Percent Correct-UWG	Average Percent Correct-Statewide
SUBAREA 1: MATHEMATICS	74.59	74.59
1. Understands And Applies Knowledge Of Counting And Cardinality	68.00	68.00
2. Understands And Applies Knowledge Of Operations And Algebraic Thinking	75.28	75.28
3. Understands And Applies Knowledge Of Numbers And Operations In Base 10	69.00	69.00
4. Understands And Applies Knowledge Of Numbers And Fractions	68.00	68.00
5. Understands And Applies Knowledge Of Measurement Concepts And Data	88.00	88.00

Subarea and Objective	Average Percent Correct-UWG	Average Percent Correct-Statewide
6. Understands And Applies Knowledge Of Geometry	86.00	86.00
SUBAREA II. SCIENCE	77.14	77.14
1. Understands Characteristics Of Science	80.00	80.00
2. Understands And Applies Knowledge Of Earth Science	65.00	65.00
3. Understands And Applies Knowledge Of Physical Science	83.81	83.81
4. Understands And Applies Knowledge Of Life Science	76.00	76.00
SUBAREA III. HEALTH EDUCATION, PHYSICAL EDUCATION, AND THE ARTS	78.33	78.33
1. Understands And Applies Knowledge Of Health And Physical Education Concepts And Influences	82.50	82.50
2. Understands And Applies Knowledge Of The Arts (Dance, Music, Visual Arts, And Theater Arts)	70.00	70.00

* Test Level Summary Statistics - Expanded