



**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

THE UNIVERSITY OF WEST GEORGIA

2012-13

PREPARED BY

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Program Admissions/Production Information

Table 1*
AY13 Admissions by Degree Type (N=249)

B.S.Ed.	M.Ed.	Ed.S.	Non-Degree	P-5 Math Endorsement
185	29	18	8	9

* Banner Report ED2740

Table 2*
AY13 Completers by Degree Type (N=230)

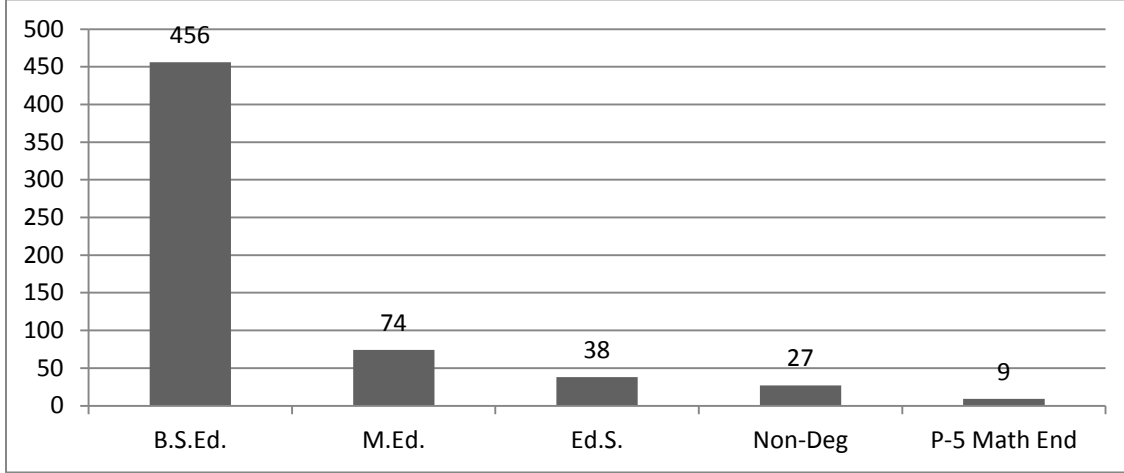
B.S.Ed.	M.Ed.	Ed.S.	Non-Degree	P-5 Math Endorsement
178	34	16	2	0

* Program Vitality Report

Table 3*
AY13 Completers by Campus (N=230)

	Carrollton	Newnan	Rome
B.S.Ed.	159	0	19
Non-Degree	2	0	0
Master's	34	N/A	N/A
Ed Specialist	16	N/A	N/A
P-5 Math Endorsement	0	N/A	N/A

Figure 1*
Active Majors by Degree (N=604)



* Banner Report ED2505

Figure 2*
Active Majors by Campus (N=582)

**There are 22 candidates for whom no campus is listed.

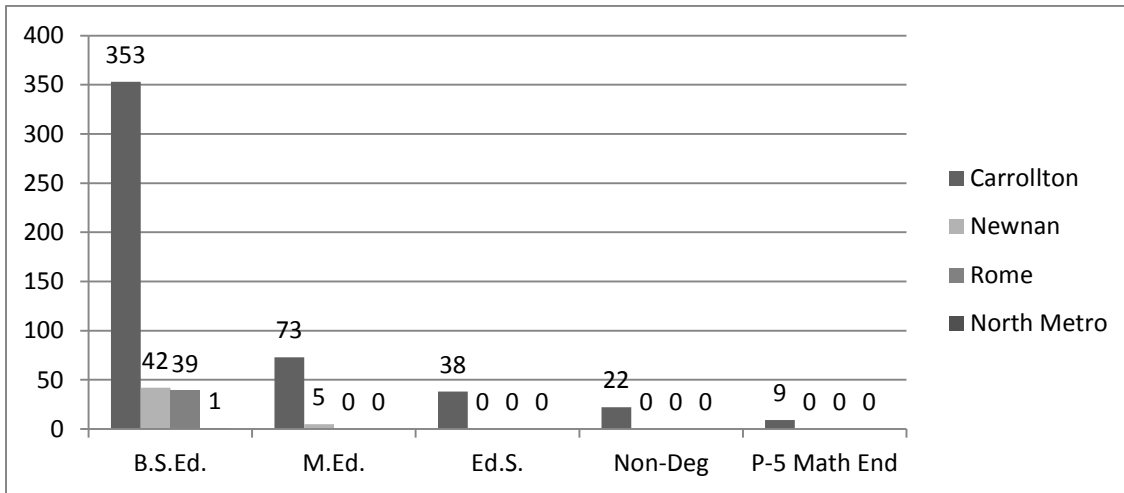
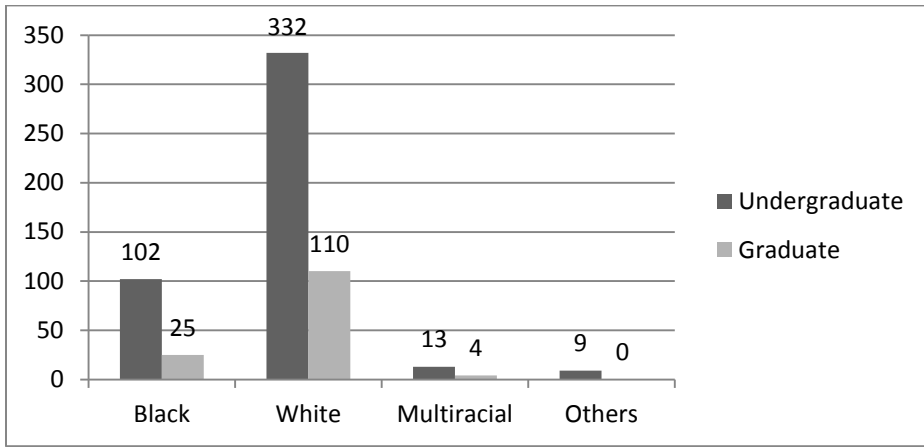
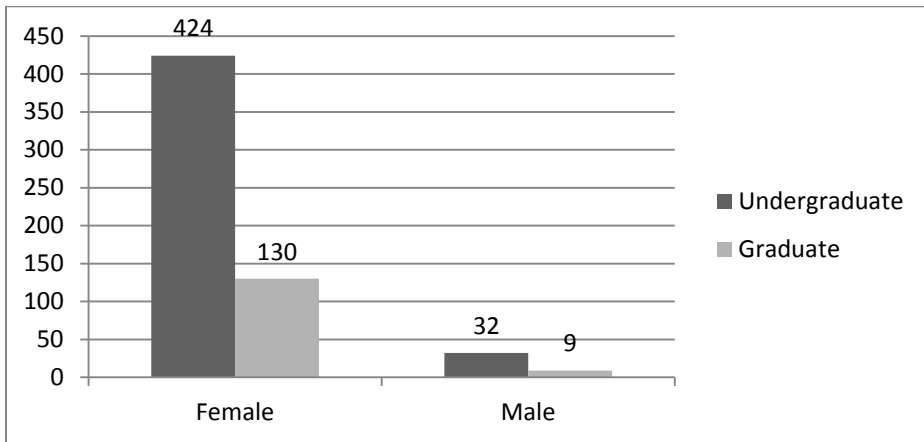


Figure 3*
Race-Active Majors (N=595)



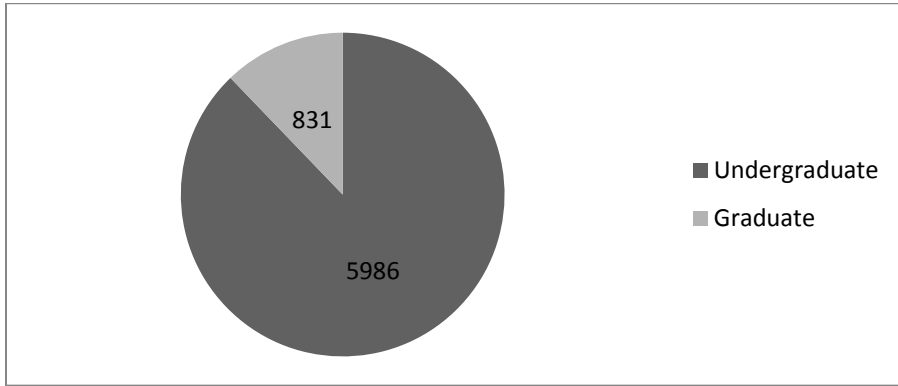
* Banner Report ED2505

Figure 4*
Gender-Active Majors (N=595)



*Banner Report 2505

Figure 5*
Credit Hour Production- All ECED Courses (N=6817)



* Banner Report ED2270

Table 4*
Average SAT Scores-Undergraduate Active Majors (N=258)

Test	Score
SAT-Verbal	480
SAT-Mathematics	467
Both Tests Average	947

* Banner Report ED2505

Table 5*
Average ACT Scores-Undergraduate Active Majors (N=176)

Test	Score
ACT- Verbal	20
ACT- Mathematics	19
Both Tests Average	39

* Banner Report ED2505

Table 6*

Average GRE Scores- Graduate Student Active Majors (N=30)

Test	Score
GRE-Verbal	416
GRE-Quantitative	475
Both Tests Average	891

* Banner Report ED2505

Assessment Results: B.S.Ed. and Non-Degree

Learning Outcome Report

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

ECED BSED

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.

ASSESSMENT TEMPLATE : ECED 4251 B.S.Ed. Reading Clinic Rubric

SECTION :

QUESTION :

	# Exemplary	% Exemplary	# Proficient	% Proficient	# Developing	% Developing	# Unacceptable	% Unacceptable	# No Response	% No Response	Total Response	Average
	11	73.33%	2	13.33%	1	6.67%	1	6.67%	0	0%	15	3.53
Total/Percentage	11	73.33%	2	13.33%	1	6.67%	1	6.67%	0	0%	15	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

ECED BSED

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

ASSESSMENT TEMPLATE : ECED B.S.Ed. Case Study Rubric 4251

SECTION : Untitled Group

QUESTION : Please Evaluate:

Please Evaluate:	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Response	% No Response	Total Response	Average
Pre-data	0	0%	1	1.1%	22	24.18%	68	74.73%	0	0%	91	3.74
Post-data	0	0%	0	0%	8	8.79%	83	91.21%	0	0%	91	3.91
Correction Strategy	1	1.11%	8	8.89%	6	6.67%	75	83.33%	1	1.1%	90	3.72
Total/Percentage	1	0.37%	9	3.31%	36	13.24%	226	83.09%	1	0.37%	272	

QUESTION : Please Evaluate:

Please Evaluate:	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Response	% No Response	Total Response	Average
Understanding of Correction Steps												
<ul style="list-style-type: none"> Based on labels of correction steps, all differences between the steps of the correction process are fully understood (concept vs conceptual, etc) 	0	0%	3	3.3%	17	18.68%	71	78.02%	0	0%	91	3.75
<ul style="list-style-type: none"> Based on labels of correction steps, all key ideas involved in the steps of the correction process are fully understood (number strategy, etc) 												
Corrective Strategy – Part II												
<ul style="list-style-type: none"> 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 	0	0%	2	2.22%	20	22.22%	68	75.56%	1	1.1%	90	3.73
Total/Percentage	0	0%	5	2.76%	37	20.44%	139	76.8%	1	0.55%	181	

QUESTION : Please Evaluate:

Please Evaluate:	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Response	% No Response	Total Response	Average
Reflection	1	1.11%	3	3.33%	18	20%	68	75.56%	1	1.1%	90	3.7
Total/Percentage	1	1.11%	3	3.33%	18	20%	68	75.56%	1	1.1%	90	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

ECED BSED

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.

ASSESSMENT TEMPLATE : ECED 3214 B.S.Ed. Integrated Project Rubric UPDATED 8.10.12

SECTION :

QUESTION : Rubric

Rubric	# 4 (Exemplary)	% 4 (Exemplary)	# 3 (Proficient)	% 3 (Proficient)	# 2 (Developing)	% 2 (Developing)	# 1 (Unacceptable)	% 1 (Unacceptable)	# No Response	% No Response	Total Response	Average
Standard 1- Development, Learning and Motivation	1	0.75%	132	98.51%	1	0.75%	0	0%	0	0%	134	3
Standard 2- CURRICULUM STANDARDS 2.5-The Arts	1	0.75%	132	98.51%	1	0.75%	0	0%	0	0%	134	3
Standard 3- INSTRUCTION STANDARDS 3.1 Integrating and applying knowledge for instruction	2	1.49%	122	91.04%	10	7.46%	0	0%	0	0%	134	2.94
<i>3.3 Development of critical thinking, problem solving, performance skills</i>	1	0.75%	91	67.91%	42	31.34%	0	0%	0	0%	134	2.69
Standard 4-Assessment for instruction	0	0%	98	73.13%	36	26.87%	0	0%	0	0%	134	2.73
Total/Percentage	5	0.75%	575	85.82%	90	13.43%	0	0%	0	0%	670	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

ECED BSED

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.

ASSESSMENT TEMPLATE : ECED B.S.Ed. Performance Portfolio Notebook Rubric 4286

SECTION : Untitled Group

QUESTION : Please Evaluate

Please Evaluate	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Lesson Plans	0	0%	2	1.1%	5	2.75%	175	96.15%	3	1.62%	182	3.95
Professional Growth Opportunities	2	1.1%	0	0%	27	14.84%	153	84.07%	3	1.62%	182	3.82
Pre/Post Test	0	0%	2	1.09%	14	7.65%	167	91.26%	2	1.08%	183	3.9
Internship Reflection	2	1.09%	0	0%	12	6.56%	169	92.35%	2	1.08%	183	3.9
Portfolio Organization	1	0.55%	2	1.1%	12	6.59%	167	91.76%	3	1.62%	182	3.9
Total/Percentage	5	0.55%	6	0.66%	70	7.68%	831	91.12%	13	1.41%	912	

Observation Assessment Results

Mid-Point Comprehensive Rubric

Please Evaluate	# Exemplary 90-100% Correct	% Exemplary 90-100% Correct	# Proficient 75-89% Correct	% Proficient 75-89% Correct	# Developing 50-74% Correct	% Developing 50-74% Correct	# Unacceptable 0-49% Correct	% Unacceptable 0-49% Correct	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Overall Performance	0	0%	10	6.71%	130	87.25%	9	6.04%	0	0%	149	2.01	2.0	2.0	0.36
Total/Percentage	0	0%	10	6.71%	130	87.25%	9	6.04%	0	0%	149				

Dispositions, Impact on Student Learning, and Intern Keys Instruments

Table 7*:
COE Dispositions Rubric- Undergraduate (N=412)

Criteria	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0.71%	2.58%	19.95%	76.76%	9%	3.73
Professionalism: Preparation	0.27%	2.59%	19.12%	78.02%	9.32%	3.75
Professionalism: Professional Demeanor	0.09%	0.63%	11.86%	87.42%	9.81%	3.87
Professionalism: Responsive and Adaptive	0.27%	1.88%	17.73%	80.13%	9.48%	3.78
Professionalism: Ethical and Honest	0.36%	1.25%	12.68%	85.71%	9.24%	3.84
Communication: Verbal Communication	0.09%	1.43%	30.41%	68.07%	9.4%	3.66

Communication: Written Communication	0.09%	1.63%	26.9%	71.38%	10.53%	3.7
Belief that all can Learn: Respects Individual Differences	0.27%	0.36%	30.61%	68.76%	9.72%	3.68
Fairness: Equity in all Settings	0.09%	1.97%	24.71%	73.23%	9.48%	3.71
Collaboration: Interactions with Others	0.63%	3.04%	21.18%	75.16%	9.32%	3.71
Total/Percentage	0.29%	1.74%	21.51%	76.47%	9.53%	

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

Table 8*
Impact on Student Learning- Undergraduate (N=175)

Criteria	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Planning	0%	2.33%	22.67%	75%	1.71%	3.73
Instructional Methods	0.58%	1.16%	23.84%	74.42%	1.71%	3.72
Differentiation	0.58%	5.85%	33.92%	59.65%	2.29%	3.53
Assessment	0.58%	1.16%	27.91%	70.35%	1.71%	3.68
Total/Percentage	0.44%	2.62%	27.07%	69.87%	1.86%	

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

Table 9*
Intern Keys Final- Undergraduate (N=341)

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
1.1 Addresses appropriate curriculum standards and integrates key content	0.21%	2.69%	36.4%	60.7%	0.72%	3.58

elements						
1.2 Facilitates students' use of higher-level thinking skills in instruction	0.52%	9.72%	54.29%	35.47%	0.72%	3.25
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0.41%	3.52%	50.1%	45.96%	0.82%	3.42
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0.31%	6.85%	49.17%	43.67%	1.03%	3.36
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0.52%	5.68%	54.39%	39.42%	0.51%	3.33
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0.62%	4.36%	44.09%	50.93%	1.03%	3.45
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0.41%	2.69%	42.3%	54.6%	0.72%	3.51
Total/Percentage	0.43%	5.07%	47.25%	47.25%	0.79%	
Performance Standard 2: Instructional Planning	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
2.1 Analyzes and uses student learning data to inform planning.	0.67%	12.85%	54.08%	32.4%	8.11%	3.18
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0.62%	5.41%	48.7%	45.27%	1.33%	3.39
2.3 Plans for differentiated instruction.	0.93%	16.8%	50.31%	31.95%	1.03%	3.13
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0.21%	1.76%	35.85%	62.18%	0.92%	3.6
Total/Percentage	0.61%	9.14%	47.11%	43.14%	2.85%	
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
3.1 Engages students in active learning and maintains interests.	0.52%	3.21%	37.85%	58.43%	0.72%	3.54
3.2 Builds upon students' existing knowledge and skills.	0.31%	2.68%	47.88%	49.12%	0.51%	3.46

3.3 Reinforces learning goals consistently throughout the lesson.	0.62%	5.6%	42.28%	51.5%	0.92%	3.45
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0.31%	3.42%	36.62%	59.65%	1.03%	3.56
3.5 Communicates and presents material clearly, and checks for understanding.	0.41%	5.37%	39.77%	54.44%	0.62%	3.48
Total/Percentage	0.43%	4.06%	40.89%	54.62%	0.76%	

Performance Standard 4: Differentiated Instruction	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0.93%	21.22%	50%	27.85%	0.82%	3.05
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0.94%	19.27%	51.52%	28.27%	1.95%	3.07
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0.87%	12.91%	48.26%	37.96%	5.34%	3.23
Total/Percentage	0.91%	17.87%	49.95%	31.27%	2.7%	
Performance Standards 5 and 6: Assessment Strategies and Uses	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0.53%	4.56%	48.2%	46.72%	3.08%	3.41
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0.65%	12.35%	58.13%	28.87%	21.05%	3.15
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0.76%	10.7%	54.59%	33.95%	5.95%	3.22

6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	1.17%	7.49%	55.62%	35.71%	12.32%	3.26
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions.	0.83%	14.74%	52.02%	32.41%	26.18%	3.16
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0.54%	4.78%	44.13%	50.54%	5.54%	3.45
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0.67%	18.15%	50.67%	30.51%	7.8%	3.11
Total/Percentage	0.73%	10.18%	51.69%	37.39%	11.7%	
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0.52%	5.58%	38.84%	55.06%	0.62%	3.48
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0.72%	5.79%	36.05%	57.44%	0.62%	3.5
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0.31%	1.76%	25.65%	72.29%	0.72%	3.7
7.4 Promotes a climate of trust and teamwork within the classroom.	0.31%	1.66%	29.76%	68.26%	1.33%	3.66
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0.21%	0.84%	30.54%	68.42%	2.16%	3.67
7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0.21%	1.76%	31.44%	66.6%	0.72%	3.64
7.7 Actively listens and pays attention to students' needs and responses.	0.31%	1.86%	30.82%	67.01%	0.72%	3.65
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0.32%	3.17%	39.75%	56.77%	2.87%	3.53

Total/Percentage	0.36%	2.81%	32.84%	63.99%	1.22%	
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
8.1 Maximizes instructional time.	0.52%	5.15%	44.64%	49.69%	0.41%	3.44
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0.41%	5.18%	41.97%	52.44%	0.92%	3.46
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0.41%	3.52%	45.65%	50.41%	0.82%	3.46
8.4 Provides transitions that minimize loss of instructional time.	0.53%	5.81%	46.19%	47.46%	2.87%	3.41
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0.31%	9.68%	48.6%	41.42%	1.33%	3.31
8.6 Encourages students to explore new ideas and take academic risks.	0.42%	9.18%	49.11%	41.29%	1.54%	3.31
Total/Percentage	0.43%	6.42%	46.02%	47.13%	1.32%	
Performance Standard 9: Professionalism	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0.52%	1.35%	20.31%	77.82%	0.92%	3.75
9.2 Maintains professional demeanor and behavior.	0.52%	1.86%	19.15%	78.47%	0.82%	3.76
9.3 Respects and maintains confidentiality.	0.21%	0.73%	24.48%	74.59%	1.03%	3.73
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	0.23%	3.45%	35.44%	60.87%	10.78%	3.57
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0.25%	4.89%	41.53%	53.32%	18.17%	3.48
9.6 Demonstrates flexibility in adapting to school change.	0.21%	1.67%	27.72%	70.4%	1.85%	3.68
Total/Percentage	0.33%	2.23%	27.57%	69.87%	5.6%	

Performance Standard 10: Communication	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0.41%	2.59%	39.27%	57.72%	0.92%	3.54
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0.41%	3.81%	37.11%	58.66%	0.41%	3.54
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0.31%	3.22%	39.04%	57.42%	1.13%	3.54
10.4 Adheres to school and district policies regarding communication of student information.	0.22%	0.65%	25.3%	73.83%	5.44%	3.73
10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style.	0.46%	2.18%	28.29%	69.07%	10.37%	3.66
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0.31%	0.73%	33.99%	64.97%	1.23%	3.64
10.7 Uses modes of communication that are appropriate for a given situation.	0.21%	1.45%	32.12%	66.22%	0.92%	3.64
Total/Percentage	0.33%	2.1%	33.72%	63.85%	2.92%	

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

GACE Content Test Results

Table 10*
GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Early Childhood-I	227	202	89%
Early Childhood-II	226	211	93%

* GACE Annual Program Provider Summary Report, 2011-2012

Table 11*
Early Childhood Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
73	74	SUBAREA 1: READING AND ENGLISH LANGUAGE ARTS
68	71	0001 Understand concepts of print and phonological awareness.
77	73	0002 Understand word identification strategies, including phonics.
74	77	0003 Understand the development of vocabulary knowledge and skills across the curriculum.
74	76	0004 Understand reading fluency and comprehension across the curriculum.
72	72	0005 Understand comprehension strategies for literary and informational texts across the curriculum.
76	76	0006 Understand skills and strategies involved in writing for various purposes across the curriculum.
64	68	0007 Understand the conventions of standard English grammar, usage, and mechanics.
78	79	0008 Understand skills and strategies involved in speaking, listening, and viewing across the curriculum.
74	76	SUBAREA 2: SOCIAL STUDIES

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
76	75	0009 Understand important events, concepts, and methods of inquiry related to Georgia, U.S., and world history.
78	79	0010 Understand major concepts, principles, and methods of inquiry related to geography.
72	76	0011 Understand major concepts, principles, and methods of inquiry related to U.S. government and civics.
70	74	0012 Understand major concepts, principles, and methods of inquiry related to economics.

* GACE Annual Program Provider Summary Report, 2011-2012

Table 12*
Early Childhood Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
77	77	SUBAREA 1: MATHEMATICS
82	82	0013 Understand processes and approaches for exploring mathematics and solving problems.
72	75	0014 Understand concepts and skills related to numbers and mathematical operations.
78	78	0015 Understand principles and skills of measurement and the concepts and properties of geometry.
79	79	0016 Understand concepts and skills related to algebra.
73	73	0017 Understand concepts and skills related to data analysis.
74	76	SUBAREA 2: SCIENCE
78	82	0018 Understand the characteristics and processes of science.
73	69	0019 Understand concepts and principles of earth science.
69	72	0020 Understand concepts and principles of physical science.

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
77	80	0021 Understand concepts and principles of life science.
75	76	SUBAREA 3: HEALTH, PHYSICAL EDUCATION, AND THE ARTS
80	81	0022 Understand basic principles and practices related to health and safety.
73	74	0023 Understand basic physical education principles, practices, and activities.
72	73	0024 Understand basic elements, concepts, and techniques associated with the arts.

* GACE Annual Program Provider Summary Report, 2011-2012

Assessment Results: M.Ed.

No data collected.

Assessment Results: Ed.S.

No data collected.

Assessment Results: P-5 Mathematics Endorsement

No data collected. Endorsement has no assessment plan in place. This program must assess candidate proficiency and those data are provided to the PSC annually.