



**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

ENGLISH

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

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Program Admissions/Production Information

Active Majors by Degree Type

*Please note that the active majors have been given TE codes. Anyone without a TE code was not counted, even if the stated major is English Education.

B.A.
13

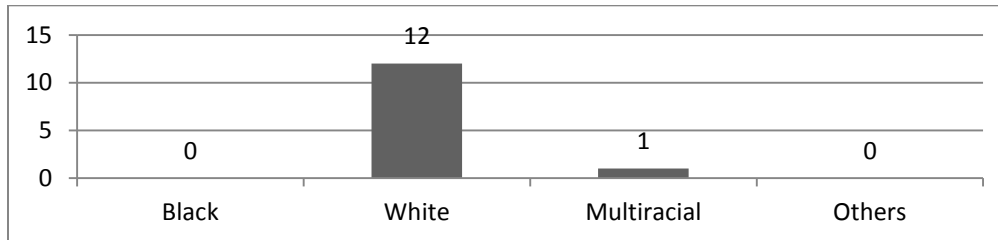
*Banner Report ED2740 & Advisor Spreadsheet (for B.M. admissions)

Completers by Degree Type

B.A.
6

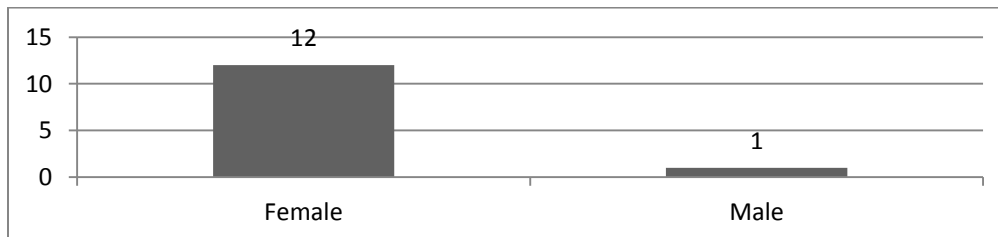
* Banner Report ED2650

Race- Active Majors (N=13)



* Banner Report ED2505

Gender by Degree- Active Majors (N=13)



*Banner Report 2505

Average SAT Scores- Undergraduate Active Majors (N=7)

Test	Score	Percentile Ranks
SAT-Verbal	596	78
SAT-Mathematics	527	54
Composite	1123	69

* Banner Report ED2505

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

Test	Score	Percentile Ranks
ACT-Verbal	25	74
ACT-Mathematics	22	60
Composite	24	74

* Banner Report ED2505

Assessment Results: Bachelor's

Learning Outcomes Report

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

ENGL 4286 Resume/Cover Letter Rubric Two		
➤ Outcome 3: Candidates demonstrate professional dispositions and adherence to the GA PSC's Code of Ethics for Educators		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	3	3.5
Organization	4	3.67
Language	3	3.67

ENGL 4286 Impact on Student Learning Rubric One		
<ul style="list-style-type: none"> ➤ Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the high school environs ➤ Outcome 2: Candidates articulate not only a cogent teaching philosophy but demonstrate a nascent teaching self in the field and college classroom. ➤ Objective 7: Candidates create assessment tools appropriate for use in the secondary schools. 		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	2	2.33
Organization	2	2.33
Language	2	2.67

ENGL 4238 Final Unit Plan Rubric	
<ul style="list-style-type: none"> ➤ Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the high school environs ➤ Outcome 4: Candidates demonstrate the ability to serve diverse student populations via varied pedagogical tools ➤ Objective 7: Candidates create assessment tools appropriate for use in the secondary schools. 	
Rubric Criteria	2013-2014 (N=10)
Thesis & Argument	3.4
Organization	3.5
Language	3.6

ENGL 4238 Unit Plan One Rubric	
<ul style="list-style-type: none"> ➤ Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the high school environs ➤ Outcome 4: Candidates demonstrate the ability to serve diverse student populations via varied pedagogical tools ➤ Objective 7: Candidates create assessment tools appropriate for use in the secondary schools. 	
Rubric Criteria	2013-2014 (N=10)
Thesis & Argument	2.7
Organization	3
Language	3.4

ENGL 4286 Teaching Philosophy Rubric One		
<ul style="list-style-type: none"> ➤ Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the high school environs ➤ Outcome 2: Candidates articulate not only a cogent teaching philosophy but demonstrate a nascent teaching self in the field and college classroom. ➤ Outcome 4: Candidates demonstrate the ability to serve diverse student populations via varied pedagogical tools 		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	2	2
Organization	3	2.33
Language	2	2.67

ENGL 4286 Teaching Philosophy Rubric Two		
<ul style="list-style-type: none"> ➤ Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the high school environs ➤ Outcome 2: Candidates articulate not only a cogent teaching philosophy but demonstrate a nascent teaching self in the field and college classroom. ➤ Outcome 4: Candidates demonstrate the ability to serve diverse student populations via varied pedagogical tools 		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	3	2.67
Organization	0	2.67
Language	3	3

ENGL 4286 Case Study 1 Rubric One		
<ul style="list-style-type: none"> ➤ Outcome 6: Candidates evidence the ability to identify and examine prevalent issues for educators and compose viable solutions for them. 		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	3	2.83
Organization	3	2.67
Language	3	2.83

ENGL 4286 Case Study 1 Rubric Two		
<ul style="list-style-type: none"> ➤ Outcome 6: Candidates evidence the ability to identify and examine prevalent issues for educators and compose viable solutions for them. 		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	3	3.67
Organization	4	3.33
Language	3	3

ENGL 4286 Case Study 2 Rubric One		
➤ Outcome 6: Candidates evidence the ability to identify and examine prevalent issues for educators and compose viable solutions for them.		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	2	2.5
Organization	2	2.67
Language	2	2.83

ENGL 4286 Case Study 2 Rubric Two		
➤ Outcome 6: Candidates evidence the ability to identify and examine prevalent issues for educators and compose viable solutions for them.		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	3	3.5
Organization	4	3.17
Language	3	3

ENGL 4286 Impact on Student Learning Rubric Two		
➤ Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the high school environs		
➤ Outcome 2: Candidates articulate not only a cogent teaching philosophy but demonstrate a nascent teaching self in the field and college classroom.		
➤ Objective 7: Candidates create assessment tools appropriate for use in the secondary schools.		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	4	3
Organization	3	3.17
Language	4	3.17

ENGL 4286 Resume/Cover Letter Rubric One		
➤ Outcome 3: Candidates demonstrate professional dispositions and adherence to the GA PSC's Code of Ethics for Educators		
Rubric Criteria	2012-2013 (N=1)	2013-2014 (N=6)
Thesis & Argument	3	2.83
Organization	3	3.33
Language	3	3.17

* Tk20 Report West Georgia COE Standards Report

Dispositions, Impact on Student Learning, and Intern Keys Instruments 2013-2014

COE Dispositions Rubric, Pre-Internship (N=10)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
Professionalism: Punctuality	0	0	0	100	4.0
Professionalism: Preparation	0	0	10	90	3.9
Professionalism: Professional Demeanor	0	0	0	100	4.0
Professionalism: Responsive and Adaptive	0	0	30	70	3.7
Professionalism: Ethical and Honest	0	0	0	100	4.0
Communication: Verbal Communication	0	0	60	40	3.4
Communication: Written Communication	0	0	22.22	77.78	3.78
Belief that all can Learn: Respects Individual Differences	0	0	40	60	3.6
Fairness: Equity in all Settings	0	10	30	60	3.5
Collaboration: Interactions with Others	0	0	20	80	3.8

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

ENGL 4286 FE Binder Final OE (FE): COE Dispositions Rubric, Internship (N=7)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
Professionalism: Punctuality	0	0	14.29	85.71	3.86
Professionalism: Preparation	0	28.57	28.57	42.86	3.14
Professionalism: Professional Demeanor	0	14.29	14.29	71.43	3.57
Professionalism: Responsive and Adaptive	14.29	0	42.86	42.86	3.14
Professionalism: Ethical and Honest	0	0	14.29	85.71	3.86
Communication: Verbal Communication	0	28.57	42.86	28.57	3.0
Communication: Written Communication	0	28.57	42.86	28.57	3.0
Belief that all can Learn: Respects Individual Differences	0	14.29	28.57	57.14	3.43
Fairness: Equity in all Settings	0	28.57	14.29	57.14	3.29
Collaboration: Interactions with Others	0	14.29	42.86	42.86	3.29

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

COE Impact on Student Learning Rubric, Internship- University Supervisor results only (N=7)

Rubric	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
Planning	0	14.29	42.86	42.86	3.29
Instructional Methods	0	14.29	57.14	28.57	3.14
Differentiation	0	14.29	42.86	42.86	3.29
Assessment	0	14.29	85.71	0	2.86

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

Intern Keys - ENGL 4286 FE Binder Final OE (FE), Interns only (N=7)

	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
Performance Standard 1: Professional Knowledge					
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	42.86%	57.14%	3.57
1.2 Facilitates students use of higher-level thinking skills in instruction	0%	28.57%	42.86%	28.57%	3
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	0%	71.43%	28.57%	3.29
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	14.29%	42.86%	42.86%	3.29
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	57.14%	42.86%	3.43
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	14.29%	42.86%	42.86%	3.29
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	14.29%	28.57%	57.14%	3.43
Performance Standard 2: Instructional Planning					
2.1 Analyzes and uses student learning data to inform planning.	0%	14.29%	42.86%	42.86%	3.29
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	14.29%	57.14%	28.57%	3.14
2.3 Plans for differentiated instruction.	0%	14.29%	14.29%	71.43%	3.57
2.4 Aligns and connects lesson objectives to state and local school	0%	0%	42.86%	57.14%	3.57

district curricula and standards, and student learning needs.					
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
3.1 Engages students in active learning and maintains interests.	0%	14.29%	42.86%	42.86%	3.29
3.2 Builds upon students' existing knowledge and skills.	0%	0%	57.14%	42.86%	3.43
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	42.86%	57.14%	3.57
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	14.29%	71.43%	14.29%	3
3.5 Communicates and presents material clearly, and checks for understanding.	0%	14.29%	42.86%	42.86%	3.29
Performance Standard 4: Differentiated Instruction	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	28.57%	14.29%	57.14%	3.29
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	28.57%	28.57%	42.86%	3.14
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	28.57%	28.57%	42.86%	3.14
Performance Standards 5 and 6: Assessment Strategies and Uses	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	42.86%	57.14%	3.57
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	14.29%	42.86%	42.86%	3.29
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	0%	57.14%	42.86%	3.43
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	14.29%	28.57%	57.14%	3.43
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%	14.29%	42.86%	42.86%	3.29
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	14.29%	28.57%	57.14%	3.43
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	14.29%	28.57%	57.14%	3.43
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0%	28.57%	28.57%	42.86%	3.14
7.2 Establishes clear expectations for classroom rules, routines,	0%	14.29%	42.86%	42.86%	3.29

and procedures and enforces them consistently and appropriately.					
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	42.86%	57.14%	3.57
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	14.29%	28.57%	57.14%	3.43
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	28.57%	71.43%	3.71
7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	28.57%	71.43%	3.71
7.7 Actively listens and pays attention to students' needs and responses.	0%	28.57%	14.29%	57.14%	3.29
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	14.29%	14.29%	71.43%	3.57
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
8.1 Maximizes instructional time.	0%	14.29%	42.86%	42.86%	3.29
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	28.57%	14.29%	57.14%	3.29
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	42.86%	57.14%	3.57
8.4 Provides transitions that minimize loss of instructional time.	0%	14.29%	42.86%	42.86%	3.29
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	42.86%	57.14%	3.57
8.6 Encourages students to explore new ideas and take academic risks.	0%	14.29%	28.57%	57.14%	3.43
Performance Standard 9: Professionalism	% Unacceptable	% Developing	% Proficient	% Exemplary	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%	0%	28.57%	71.43%	3.71
9.2 Maintains professional demeanor and behavior.	0%	14.29%	14.29%	71.43%	3.57
9.3 Respects and maintains confidentiality.	0%	0%	14.29%	85.71%	3.86
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%	14.29%	28.57%	57.14%	3.43
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	28.57%	14.29%	57.14%	3.29

9.6 Demonstrates flexibility in adapting to school change.	0%	0%	42.86%	57.14%	3.57
Performance Standard 10: Professionalism	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	14.29%	42.86%	42.86%	3.29
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	14.29%	14.29%	71.43%	3.57
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	28.57%	14.29%	57.14%	3.29
10.4 Adheres to school and district policies regarding communication of student information.	0%	0%	14.29%	85.71%	3.86
10.5 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.	0%	0%	33.33%	66.67%	3.67
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	0%	28.57%	71.43%	3.71
10.7 Uses modes of communication that are appropriate for a given situation.	0%	0%	42.86%	57.14%	3.57

*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
English-I	4	4	100
English-II	4	3	75

* ETS Data Manager: Test Level Pass Rates

English Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
81.67	83.24	SUBAREA I. READING FOR LITERATURE
75.00	73.89	1. Knows The Major Works, Authors, And Contexts Of U.S., British, World, And Young Adult Literature
75.00	75.56	2. Knows The Defining Characteristics Of Primary Literary Genres And Of The Major Forms Within Those Genres
83.33	93.06	3. Understands How To Interpret And Analyze Literary Text
89.29	89.68	4. Understands Literary Elements And Figurative Language In Text
82.14	80.56	5. Is Familiar With Commonly Used Research-Based Reading Strategies And Literary Theories
79.17	84.17	SUBAREA II. WRITING
84.09	85.10	1. Understands The Characteristics Of Various Modes Of Writing And The Importance Of Purpose And Audience
79.17	84.26	2. Understands The Characteristics Of Clear And Coherent Writing
55.00	78.33	3. Understands Effective And Ethical Research Practices In Writing
87.50	86.46	4. Knows Commonly Used Research-Based Approaches To Teaching Writing And The Use Of Digital Media
66.67	73.61	SUBAREA III. ANALYSIS (CONSTRUCTED-RESPONSE ITEMS ONLY)
66.67	71.76	1. Can Analyze The Central Idea And Key Literary Elements Of An Excerpt From Literature
66.67	75.46	2. Can Analyze Student Work And Identify And Describe Appropriate Instructional Activities

* ETS Data Manager: Test Level Summary Statistics- Expanded

English Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
73.33	79.72	SUBAREA I. READING FOR INFORMATION
77.08	77.31	1. Understands How To Comprehend And Analyze Informational Text
58.33	75.93	2. Understands The Different Rhetorical Strategies That Authors Use In Informational Text
83.33	86.73	3. Knows How To Evaluate Arguments In Informational Text And How To Interpret Media And Non-Print Text
75.00	82.18	SUBAREA II. SPEAKING AND LISTENING
75.00	83.33	1. Understands The Components Of Delivering Effective Speeches And Presentations
75.00	81.02	2. Understands The Components Of Effective Oral Communication In A Variety Of Settings
83.33	85.19	SUBAREA III. LANGUAGE
78.85	81.84	1. Understands The Conventions Of Standard English Grammar And Language Use
95.00	93.89	2. Knows How To Use Reference Materials And Research-Based Approaches To Support And Enhance Language Development
66.67	71.53	SUBAREA IV. ANALYSIS (CONSTRUCTED-RESPONSE ITEMS ONLY)
62.50	68.98	1. Can Analyze The Central Idea And Important Rhetorical Features In An Excerpt From An Informational Text
70.83	74.07	2. Can Analyze Student Work And Identify And Describe Appropriate Instructional Activities

* ETS Data Manager: Test Level Summary Statistics- Expanded