



**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

2012-13

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Program Admissions/Production Information

Table 1*
AY13 Admissions by Degree Type (N=22)

B.A.	Non-Degree	M.A.T.
11	3	8

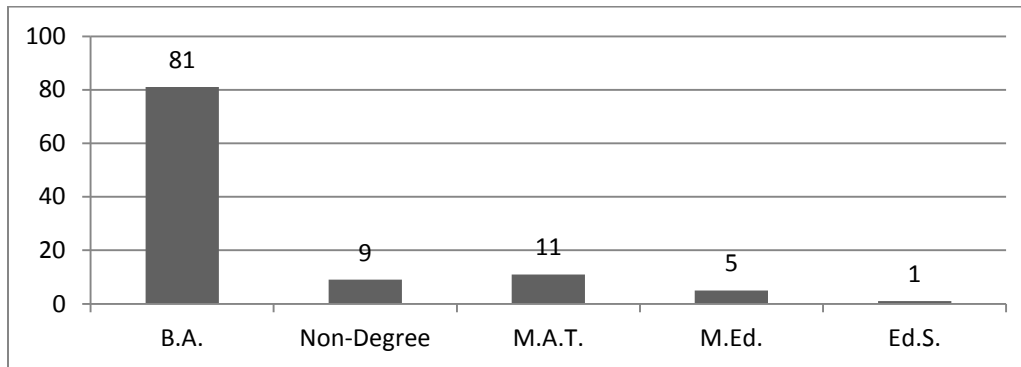
*Banner Report ED2740 & ED2465 (for Bachelor's admissions)

Table 2*
AY13 Completers by Degree Type (N=6)

B.A	Non-Degree	M.A.T.
3	1	2

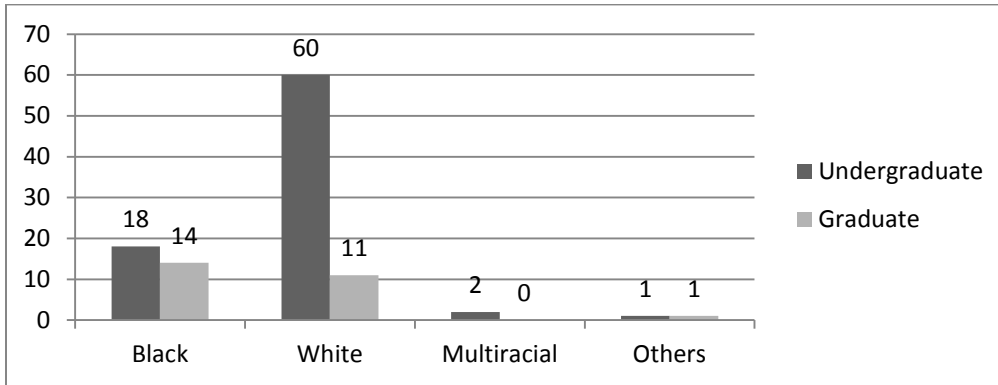
* Program Vitality Report

Figure 1*
Active Majors by Degree (N=107)



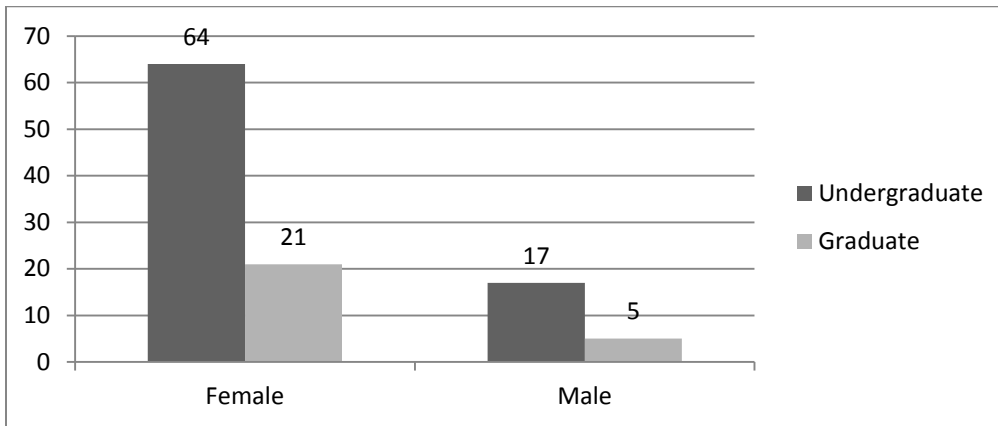
* Banner Report ED2505

Figure 2*
Race-Active Majors (N=107)



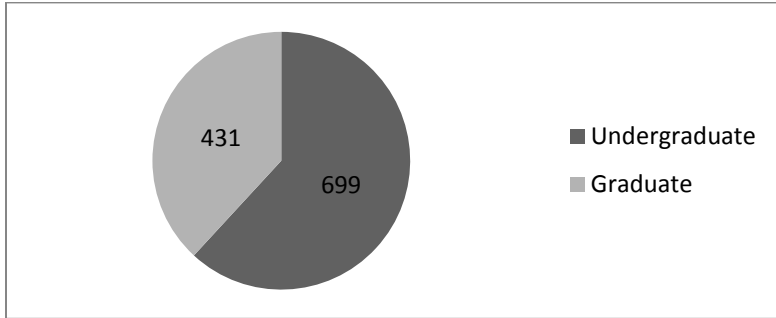
* Banner Report ED2505

Figure 3*
Gender-Active Majors (N=107)



*Banner Report 2505

Figure 4*
Credit Hour Production-All SEED Courses (N=1130)



* Banner Report ED2270

Table 3*
Average SAT Scores- Undergraduate Active Majors (N=51)

Test	Score
SAT-Verbal	541
SAT-Mathematics	492
Both Tests Average Total	1033

* Banner Report ED2505

Table 4*
Average ACT Scores- Undergraduate Active Majors (N=32)

Test	Score
ACT-Verbal	22
ACT-Mathematics	20
Both Tests Average Total	42

* Banner Report ED2505

Table 5*

Average GRE Scores- Graduate Active Majors (N=6)

Test	Score
GRE-Verbal	478
GRE-Quantitative	388
Both Tests Average Total	866

* Banner Report ED2505

Assessment Results: B.A. and Non-Degree**

Learning Outcomes Report

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

ENGL ED

Objective 7: Candidates create assessment tools appropriate for use in the secondary schools.

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 3: Candidates demonstrate professional dispositions and adherence to the GA PSC's Code of Ethics for Educators

Outcome 4: Candidates demonstrate the ability to serve diverse student populations via varied pedagogical tools

Outcome 6: Candidates evidence the ability to identify and examine prevalent issues for educators and compose viable solutions for them.

COE - Conceptual Framework

1. Commitment to Field-based Inquiry

1A. Inquisitive

1B. Adaptive

1C. Proactive

3. Commitment to the Betterment of Society

3A. Culturally Sensitive

3B. Empathetic

3C. Collaborative

NCTE: English Language Arts 2012

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

ASSESSMENT TEMPLATE : ENGL 4286 NCTE-Derived Standards Rubric

SECTION : NCTE-Derived Standards Rubric for Select ENGL 4286 Assignments

QUESTION : Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Standard 1	0	0%	1	33.33%	2	66.67%	0	0%	1	25%	3	2.67
Standard 4	0	0%	2	50%	2	50%	0	0%	0	0%	4	2.5
Standard 7	0	0%	2	50%	2	50%	0	0%	0	0%	4	2.5
Total/Percentage	0	0%	5	45.45%	6	54.55%	0	0%	1	8.33%	11	

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Outcome 5: Candidates demonstrate in writing their ability to self-assess and reflect and also to assess and reflect on peers' work in the college classroom and the field.

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ASSESSMENT TEMPLATE : ENGL Dept. Rubric One

SECTION : ENGL Dept. Rubric One

QUESTION : Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Thesis & Argument	1	16.67%	4	66.67%	1	16.67%	0	0%	0	0%	6	2
Organization	0	0%	4	66.67%	2	33.33%	0	0%	0	0%	6	2.33
Language	0	0%	4	66.67%	2	33.33%	0	0%	0	0%	6	2.33
Total/Percentage	1	5.56%	12	66.67%	5	27.78%	0	0%	0	0%	18	

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COE - Student Learning Outcomes as Standards

ENGL ED

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ASSESSMENT TEMPLATE : ENGL Dept. Rubric Two

SECTION : ENGL Dept. Rubric Two

QUESTION : Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Thesis & Argumen	0	0%	4	100%	0	0%	0	0%	0	0%	4	2
Organization	0	0%	0	0%	4	100%	0	0%	0	0%	4	3
Language	0	0%	4	100%	0	0%	0	0%	0	0%	4	2
Total/Percentage	0	0%	8	66.67%	4	33.33%	0	0%	0	0%	12	

* Tk20 Report West Georgia COE Standards Report

Dispositions, Impact on Student Learning, and Intern Keys Instruments

Table 6*:

ENGL 4238 FE Binder (FE): COE Dispositions Rubric (N=12)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	0%	50%	50%	0%	3.5
Professionalism: Preparation	0%	33.33%	25%	41.67%	0%	3.08
Professionalism: Professional Demeanor	0%	8.33%	8.33%	83.33%	0%	3.75
Professionalism: Responsive and Adaptive	0%	25%	16.67%	58.33%	0%	3.33
Professionalism: Ethical and Honest	0%	16.67%	16.67%	66.67%	0%	3.5
Communication: Verbal Communication	0%	0%	66.67%	33.33%	0%	3.33
Communication: Written Communication	0%	33.33%	41.67%	25%	0%	2.92
Belief that all can Learn: Respects Individual Differences	0%	0%	50%	50%	0%	3.5
Fairness: Equity in all Settings	0%	0%	41.67%	58.33%	0%	3.58
Collaboration: Interactions with Others	0%	8.33%	33.33%	58.33%	0%	3.5
Total/Percentage	0%	12.5%	35%	52.5%	0%	

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

Table 7*:

Intern Keys - ENGL 4238 FE Binder On-Site OE Lesson Plan (FE) (N=9)

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	66.67%	33.33%	0%	3.33
1.2 Facilitates students' use of higher-level thinking skills in instruction	0%	22.22%	44.44%	33.33%	0%	3.11
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	11.11%	55.56%	33.33%	0%	3.22
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	33.33%	33.33%	33.33%	0%	3
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	44.44%	22.22%	33.33%	0%	2.89
1.6 Bases instruction on goals that reflect high	0%	33.33%	55.56%	11.11%	0%	2.78

expectations for all students and a clear understanding of the curriculum.						
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	33.33%	33.33%	33.33%	0%	3
Total/Percentage	0%	25.4%	44.44%	30.16%	0%	
Performance Standard 2: Instructional Planning	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
2.1 Analyzes and uses student learning data to inform planning.	0%	57.14%	42.86%	0%	22.22%	2.43
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	11.11%	44.44%	33.33%	11.11%	0%	2.44
2.3 Plans for differentiated instruction.	11.11%	33.33%	33.33%	22.22%	0%	2.67
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	11.11%	22.22%	55.56%	11.11%	0%	2.67
Total/Percentage	8.82%	38.24%	41.18%	11.76%	5.56%	
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
3.1 Engages students in active learning and maintains interests.	0%	55.56%	22.22%	22.22%	0%	2.67
3.2 Builds upon students' existing knowledge and skills.	0%	33.33%	44.44%	22.22%	0%	2.89
3.3 Reinforces learning goals consistently throughout the lesson.	0%	55.56%	11.11%	33.33%	0%	2.78
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	11.11%	66.67%	22.22%	0%	3.11
3.5 Communicates and presents material clearly, and checks for understanding.	0%	33.33%	44.44%	22.22%	0%	2.89
Total/Percentage	0%	37.78%	37.78%	24.44%	0%	
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%	71.43%	28.57%	0%	22.22%	2.29
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	62.5%	37.5%	0%	11.11%	2.38
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	50%	25%	25%	11.11%	2.75
Total/Percentage	0%	60.87%	30.43%	8.7%	14.81%	

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%	37.5%	50%	12.5%	11.11%	2.75
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	80%	20%	0%	44.44%	2.2
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	42.86%	42.86%	14.29%	22.22%	2.71
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	66.67%	16.67%	16.67%	33.33%	2.5
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%	75%	25%	0%	55.56%	2.25
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	50%	12.5%	37.5%	11.11%	2.88
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	37.5%	50%	12.5%	11.11%	2.75
Total/Percentage	0%	52.17%	32.61%	15.22%	26.98%	
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0%	55.56%	22.22%	22.22%	0%	2.67
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	44.44%	33.33%	22.22%	0%	2.78
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	12.5%	50%	37.5%	11.11%	3.25
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	22.22%	44.44%	33.33%	0%	3.11
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	11.11%	33.33%	55.56%	0%	3.44
7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or	0%	11.11%	44.44%	44.44%	0%	3.33

diversity.						
7.7 Actively listens and pays attention to students' needs and responses.	0%	33.33%	44.44%	22.22%	0%	2.89
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	37.5%	37.5%	25%	11.11%	2.88
Total/Percentage	0%	28.57%	38.57%	32.86%	2.78%	
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
8.1 Maximizes instructional time.	11.11%	55.56%	22.22%	11.11%	0%	2.33
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	33.33%	55.56%	11.11%	0%	2.78
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	55.56%	33.33%	11.11%	0%	2.56
8.4 Provides transitions that minimize loss of instructional time.	0%	55.56%	33.33%	11.11%	0%	2.56
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	22.22%	55.56%	22.22%	0%	3
8.6 Encourages students to explore new ideas and take academic risks.	0%	33.33%	44.44%	22.22%	0%	2.89
Total/Percentage	1.85%	42.59%	40.74%	14.81%	0%	
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%	11.11%	33.33%	55.56%	0%	3.44
9.2 Maintains professional demeanor and behavior.	0%	22.22%	33.33%	44.44%	0%	3.22
9.3 Respects and maintains confidentiality.	0%	14.29%	42.86%	42.86%	22.22%	3.29
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%	66.67%	16.67%	16.67%	33.33%	2.5
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	60%	20%	20%	44.44%	2.6
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	75%	25%	55.56%	3.25
Total/Percentage	0%	27.5%	35%	37.5%	25.93%	

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%	33.33%	44.44%	22.22%	0%	2.89
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	33.33%	44.44%	22.22%	0%	2.89
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	50%	25%	25%	11.11%	2.75
10.4 Adheres to school and district policies regarding communication of student information.	0%	16.67%	50%	33.33%	33.33%	3.17
10.5 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.	0%	16.67%	50%	33.33%	33.33%	3.17
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	22.22%	33.33%	44.44%	0%	3.22
10.7 Uses modes of communication that are appropriate for a given situation.	0%	22.22%	44.44%	33.33%	0%	3.11
Total/Percentage	0%	28.57%	41.07%	30.36%	11.11%	

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

Table 8*:
ENGL 4286 FE Binder Final OE (FE): COE Dispositions Rubric (N=3)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	0%	33.33%	66.67%	0%	3.67
Professionalism: Preparation	0%	0%	33.33%	66.67%	0%	3.67
Professionalism: Professional Demeanor	0%	0%	0%	100%	0%	4
Professionalism: Responsive and Adaptive	0%	0%	0%	100%	0%	4
Professionalism: Ethical and Honest	0%	0%	0%	100%	0%	4
Communication: Verbal Communication	0%	0%	66.67%	33.33%	0%	3.33
Communication: Written Communication	0%	0%	66.67%	33.33%	0%	3.33
Belief that all can Learn: Respects Individual Differences	0%	0%	0%	100%	0%	4
Fairness: Equity in all Settings	0%	0%	0%	100%	0%	4
Collaboration: Interactions with Others	0%	0%	33.33%	66.67%	0%	3.67
Total/Percentage	0%	0%	23.33%	76.67%	0%	

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Table 9*:
COE Impact on Student Learning Rubric- Results for ENGL 4286 ONLY (N=3)

Criteria	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Total Response	Mean
Planning	0%	0%	33.33%	66.67%	0%	3	3.67
Instructional Methods	0%	0%	33.33%	66.67%	0%	3	3.67
Differentiation	0%	0%	33.33%	66.67%	0%	3	3.67
Assessment	0%	0%	33.33%	66.67%	0%	3	3.67
Total/Percentage	0%	0%	33.33%	66.67%	0%	12	

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

Table 10*:
Intern Keys - ENGL 4286 FE Binder Final OE (FE) (N=2)

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	0%	100%	0%	4
1.2 Facilitates students' use of higher-level thinking skills in instruction	0%	0%	0%	100%	0%	4
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%	0%	100%	0%	4
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	0%	0%	100%	0%	4
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	0%	100%	0%	4
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	0%	100%	0%	4
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 2: Instructional Planning	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
2.1 Analyzes and uses student learning data to inform planning.	0%	0%	0%	100%	0%	4
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	0%	100%	0%	4
2.3 Plans for differentiated instruction.	0%	0%	0%	100%	0%	4
2.4 Aligns and connects lesson objectives to state and	0%	0%	0%	100%	0%	4

local school district curricula and standards, and student learning needs.						
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
3.1 Engages students in active learning and maintains interests.	0%	0%	0%	100%	0%	4
3.2 Builds upon students' existing knowledge and skills.	0%	0%	0%	100%	0%	4
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	0%	100%	0%	4
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	0%	100%	0%	4
3.5 Communicates and presents material clearly, and checks for understanding.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
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%	0%	0%	100%	0%	4
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	0%	0%	100%	0%	4
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
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%	0%	0%	100%	0%	4
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	0%	0%	100%	0%	4
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	0%	0%	100%	0%	4
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	0%	0%	100%	0%	4
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%	0%	0%	100%	0%	4

6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	0%	0%	100%	0%	4
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	50%	50%	0%	3.5
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	0%	0%	100%	0%	4
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	0%	100%	0%	4
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	0%	100%	0%	4
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%	0%	100%	0%	4
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%	0%	100%	0%	4
7.7 Actively listens and pays attention to students' needs and responses.	0%	0%	0%	100%	0%	4
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	50%	50%	0%	3.5
Total/Percentage	0%	0%	12.5%	87.5%	0%	
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
8.1 Maximizes instructional time.	0%	0%	0%	100%	0%	4
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	0%	0%	100%	0%	4
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	0%	100%	0%	4
8.4 Provides transitions that minimize loss of instructional time.	0%	0%	0%	100%	0%	4
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	0%	100%	0%	4
8.6 Encourages students to explore new ideas and take academic risks.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	

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%	0%	0%	100%	0%	4
9.2 Maintains professional demeanor and behavior.	0%	0%	0%	100%	0%	4
9.3 Respects and maintains confidentiality.	0%	0%	0%	100%	0%	4
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%	0%	0%	100%	0%	4
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	0%	0%	100%	0%	4
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 10: Professionalism	% 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%	0%	0%	100%	0%	4
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	0%	0%	100%	0%	4
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	0%	100%	0%	4
10.4 Adheres to school and district policies regarding communication of student information.	0%	0%	0%	100%	0%	4
10.5 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.	0%	0%	0%	100%	0%	4
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	0%	0%	100%	0%	4
10.7 Uses modes of communication that are appropriate for a given situation.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	

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

GACE Content Test Results

Table 11*
GACE Pass Rates (N=14)

Test	Number Tested	Number Passed	Percent Passed
English-I	14	14	100
English-II	14	14	100

* GACE Annual Program Provider Summary Report, 2011-2012

Table 12*
English Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
73	73	SUBAREA 1: COMPREHENSION OF LITERARY & INFO. TEXTS
71	72	0001 Understand various genres (i.e., prose, poetry, and drama) and identify the use and purpose of literary elements, themes, styles, and structures in works of literature.
80	78	0002 Understand the purposes, structures, elements, and meanings of U.S. prose, poetry, and drama of different movements and periods.
63	66	0003 Understand the purposes, structures, elements, and meanings of British and Commonwealth prose, poetry, and drama of different movements and periods.
68	68	0004 Understand the purposes, structures, elements, and meanings of world prose, poetry, and drama of different movements and periods.
84	85	0005 Understand the purposes, structures, elements, and meanings of informational and technical texts.
84	81	SUBAREA 2: READING SKILLS AND STRATEGIES
87	81	0006 Understand strategies for the comprehension and interpretation of texts.

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
83	85	0007 Understand strategies for the critical analysis and evaluation of texts.
80	77	0008 Understand skills for effective reading across the curriculum.

* GACE Annual Program Provider Summary Report, 2011-2012

Table 13*
English Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
79	77	SUBAREA 1: WRITING CONVENTIONS & WRITING PROCESS
76	71	0009 Understand the conventions of Standard American English.
77	78	0010 Understand writing as a process.
83	83	0011 Understand the use of research and technology in writing.
85	86	SUBAREA 2: WRITING FOR VARIOUS PURPOSES
82	83	0012 Understand techniques for developing organized, focused narrative writing.
84	88	0013 Understand techniques for developing organized, focused expository or technical writing.
87	82	0014 Understand techniques for developing organized, focused persuasive writing.
86	89	0015 Understand techniques for developing organized, focused writing for the analysis of literary and informational texts.
83	84	SUBAREA 3: ORAL AND VISUAL COMMUNICATIONS
82	83	0016 Understand principles and techniques for preparing and delivering oral and visual communication.
85	84	0017 Understand techniques for the critical analysis of oral and visual messages delivered through various media.

* GACE Annual Program Provider Summary Report, 2011-2012

**M.A.T. Assessment Results are included in the SEED M.A.T./M.Ed. Program Data Report