



**College of Education**

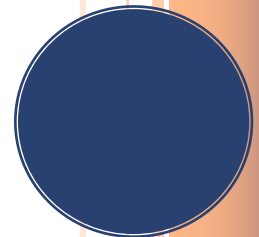
# DATA REPORT 2012

*English with English Certification Concentration*

This document contains aggregated candidate data collected at admission, clinical experience, and completion as well as program level on key quantitative variables. The intended uses of these data include identifying areas of strength, areas for improvement, indicators of progress, and as an aid for annual planning.

**UNIVERSITY OF WEST GEORGIA**

8/7/12



# DATA REPORT 2012

## ENGLISH WITH ENGLISH CERTIFICATION CONCENTRATION

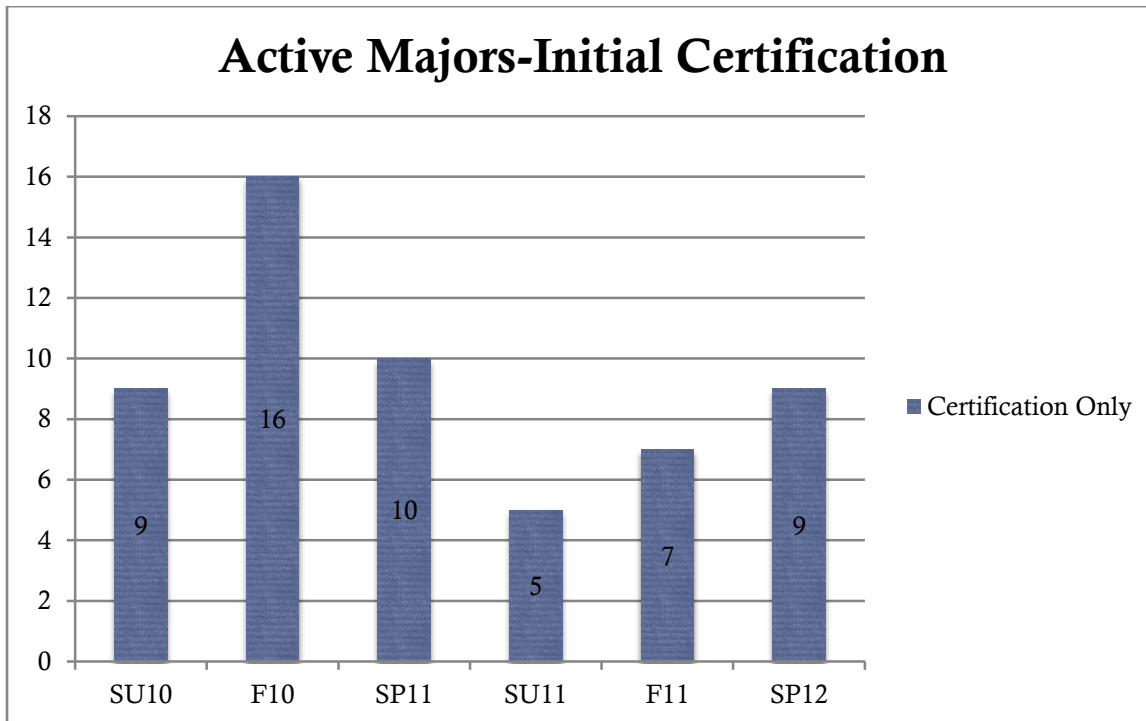
### SECTION 1: PROGRAM DATA

#### *List of Assessments*

Please review the assessments listed below and submit corrections, additions or deletions to the Assessment Office by the second Friday in September for Fall term assessments.

<b>Bachelor's</b>
GACE Basic Skills or Exemption
Overall GPA of 2.7
Completion of Core A-F
Midterm Unit Plan
Final Unit Plan
Teaching Videography
On-Site Observation Event
On-Site Midterm Observation Event with Lesson Plan
On-Site Final Observation Event with Lesson Plan
Introduction to Capstone Portfolio
Teaching Philosophy
Case Study One
Case Study Two
Effect on Instruction
Resume/Cover Letter
GACE Content Exams 20 & 21
Board of Regents Survey of Employers

***Program Productivity Data***



**SECTION II: CANDIDATE DATA**

***Admission GPA 2011-2012 (Transition Point 1)***

Bachelor's	*Not yet available
Certification Only	*Not yet available

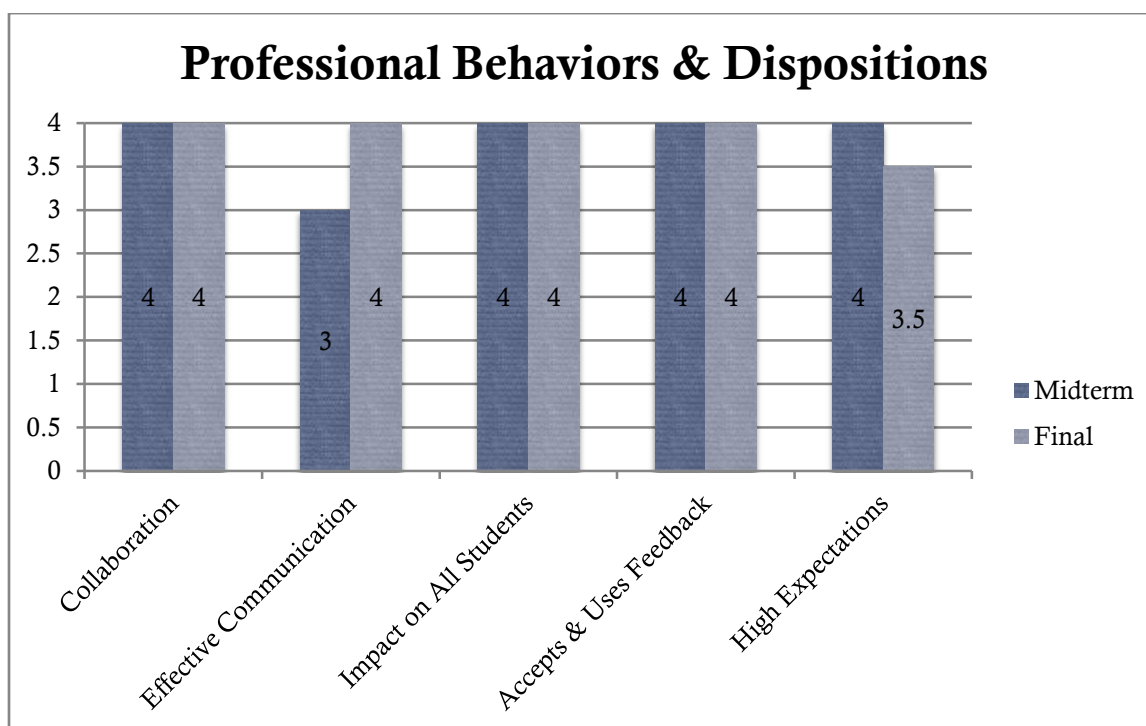
***Exit GPA 2011-2012 (Transition Point 4)***

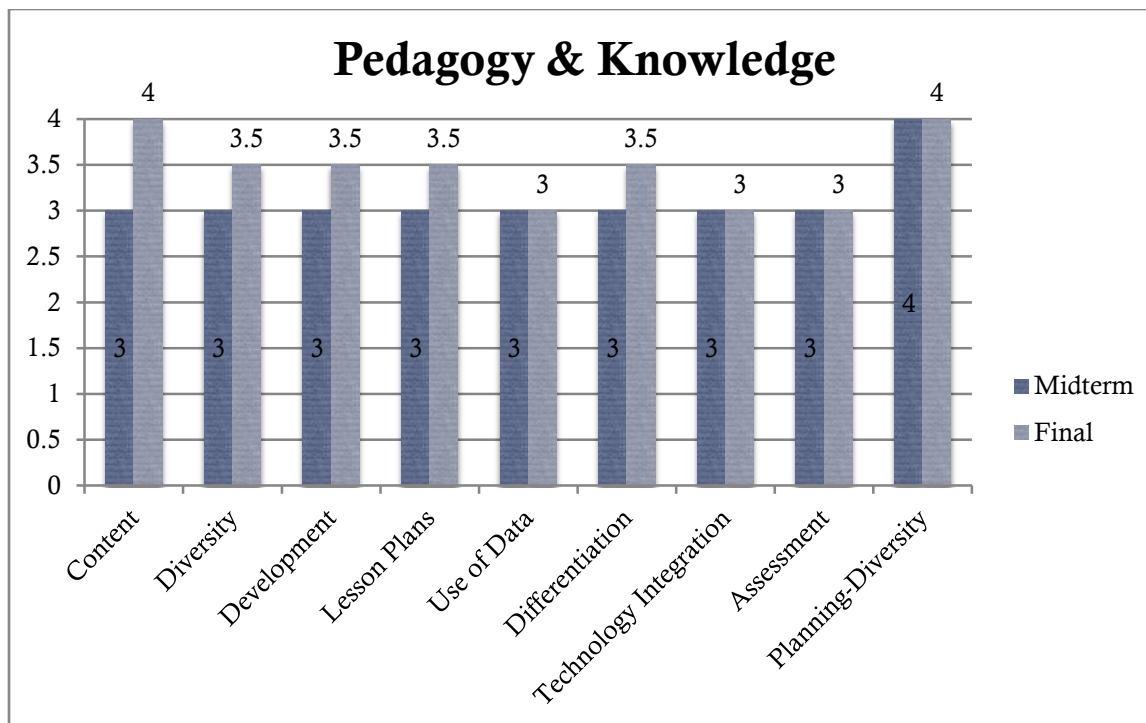
Bachelor's	N/A
Certification Only	N/A

## CLINICAL EXPERIENCES

### *TEFEE Results, Spring 2012 (Transition Point 4)*

	Required Professional Behaviors	Professional Behaviors & Dispositions	Pedagogy & Knowledge	Management
Midterm	3.67	3.80	3.11	3.40
Final	3.83	3.90	3.44	3.70





\*Each student teaching experience, or internship, is 14-15 weeks in length depending on the semester. All other non-internship field experiences vary in length by program.

### *Internship Completion Rates*

Semester	Number Started	Number Completed	Percent Finished
Fall 2010	11	11	100%
Spring 2011	5	5	100%
Fall 2011	7	6	85.71%
Spring 2012	7	6	85.71%

## FOLLOW-UP: GACE CONTENT (TRANSITION POINT 5)

The results reported here are for GACE Content Tests I and II. Results reported are from all takers from The University of West Georgia for the most recent five years.

### PASS RATES

Program Year	TEST 1			Pass Rate - GA	# Takers - GA	# Pass - GA
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.			
2007-2008	80%	15	12	68%	1,176	799
2008-2009	69%	13	9	69%	1,121	773
2009-2010	63%	16	10	74%	863	638
2010-2011	79%	24	19	74%	861	634
<b>Program YTD</b>	90%	10	9	76%	528	401

Program Year	TEST 2			Pass Rate - State	# Takers - State	# Pass - State
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.			
2007-2008	64%	14	9	60%	1,155	698
2008-2009	62%	13	8	65%	1,086	705
2009-2010	60%	15	9	66%	840	558
2010-2011	74%	23	17	68%	868	589
<b>Program YTD</b>	75%	12	9	68%	549	371

### OBJECTIVES SUMMARY, 2007-YTD ALL TAKERS

Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test I	1	M/C	Understand the purposes, structures, elements, and meanings of British and Commonwealth prose, poetry, and drama of different movements and periods.	79	62%	4513	60%
Test I	1	M/C	Understand the purposes, structures, elements, and meanings of informational and technical texts.	79	83%	4513	83%
Test I	1	M/C	Understand the purposes, structures, elements, and meanings of U.S. prose, poetry, and drama of different movements	79	70%	4513	68%

			and periods.				
<b>Test I</b>	1	M/C	Understand the purposes, structures, elements, and meanings of world prose, poetry, and drama of different movements and periods.	79	65%	4513	65%
<b>Test I</b>	1	M/C	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.	79	63%	4513	67%
<b>Test I</b>	2	M/C	Understand skills for effective reading across the curriculum.	79	77%	4513	76%
<b>Test I</b>	2	M/C	Understand strategies for the comprehension and interpretation of texts.	79	80%	4513	80%
	2	M/C	Understand strategies for the critical analysis and evaluation of texts.	79	77%	4513	77%
<b>Test</b>	<b>Subarea #</b>	<b>Objective Type</b>	<b>Objective Name</b>	<b># of Takers - UWG</b>	<b>Objective Score - UWG</b>	<b># of Takers - GA</b>	<b>Objective Score - GA</b>
<b>Test II</b>	1	M/C	Understand the conventions of Standard American English.	76	69%	4448	67%
<b>Test II</b>	1	M/C	Understand the use of research and technology in writing.	76	79%	4448	79%
<b>Test II</b>	1	M/C	Understand writing as a process.	76	79%	4448	77%
<b>Test II</b>	2	M/C	Understand techniques for developing organized, focused expository or technical writing.	76	85%	4448	83%
<b>Test II</b>	2	M/C	Understand techniques for developing organized, focused narrative writing.	76	82%	4448	83%
<b>Test II</b>	2	M/C	Understand techniques for developing organized, focused persuasive writing.	76	76%	4448	76%
<b>Test II</b>	2	M/C	Understand techniques for developing organized, focused writing for the analysis of literary and informational texts.	76	85%	4448	85%
<b>Test II</b>	3	M/C	Understand principles and techniques for preparing and delivering oral and visual communication.	76	81%	4448	81%
<b>Test II</b>	3	M/C	Understand techniques for the critical analysis of oral and visual messages delivered through various media.	76	80%	4448	79%

# English Learning Outcome Report AY12

Please review the assessment outcomes of candidates for each learning outcome specified by your program. Identify areas of strength and those targeted for improvement. Specify goals and strategies for improvement on the Data-Driven Program Improvement Form in Tk20.

ENGLISH-PORTFOLIO ASSIGNMENT

<p><b>Outcome 1:</b> Candidates understand and apply the central concepts, tools of inquiry and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p><b>Outcome 2:</b> Candidates create learning experiences for students that are GPS-based and include appropriate adaptations for diverse learners, a variety of instructional strategies, and assessment strategies to measure mastery of the curriculum.</p>	<p><b>Outcome 3:</b> Candidates successfully implement GPS-based lessons that incorporate a variety of instructional strategies and informal and formal assessment strategies.</p>	<p><b>Outcome 4:</b> Candidates use a variety of assessment strategies to inform planning, adjust instruction, and evaluate student learning.</p>	<p><b>Outcome 5:</b> Candidates apply a variety of strategies for diverse learners, effectively communicate, reflect on their practice, and foster relationships with colleagues and the community to support students.</p>
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<b>THE TABLE BELOW CONTAINS DATA FOR RUBRIC: MGED/SEED Portfolio Rubric 4289</b>												
<b>Rubric</b>	<b># 1</b>	<b>% 1</b>	<b># 2</b>	<b>% 2</b>	<b># 3</b>	<b>% 3</b>	<b># 4</b>	<b>% 4</b>	<b># No Response</b>	<b>% No Response</b>	<b>Total Response</b>	<b>Average</b>
<b>Grammar</b>	0	0%	0	0%	0	0%	2	100%	0	0%	2	4
<b>Organization</b>	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
<b>Content</b>	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
<b>Creativity</b>	0	0%	0	0%	0	0%	2	100%	0	0%	2	4
<b>Professionalism</b>	0	0%	0	0%	0	0%	2	100%	0	0%	2	4
<b>Total/Percentage</b>	0	0%	0	0%	2	20%	8	80%	0	0%	10	

**ENGLISH (6-12) EFFECT ON STUDENT LEARNING ASSIGNMENT**

**Outcome 4: Candidates use a variety of assessment strategies to inform planning, adjust instruction, and evaluate student learning.**

THE TABLE BELOW CONTAINS DATA FOR RUBRIC: MGED B.S.Ed. Effect on Student Learning 4289												
	# 1	1%	# 2	2%	# 3	3%	# 4	4%	# No Response	% No Response	Total Response	Average
<b>Planning</b>	0	0%	0	0%	0	0%	2	100%	0	0%	2	4
<b>Instructional Methods</b>	0	0%	0	0%	0	0%	2	100%	0	0%	2	4
<b>Differentiation</b>	0	0%	0	0%	0	0%	2	100%	0	0%	2	4
<b>Assessment</b>	0	0%	0	0%	0	0%	2	100%	0	0%	2	4
<b>Professionalism</b>	0	0%	0	0%	0	0%	2	100%	0	0%	2	4
<b>Total/Percentage</b>	0	0%	0	0%	0	0%	10	100%	0	0%	10	