



College of Education

DATA REPORT 2012

History with History 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

HISTORY WITH HISTORY CERTIFICATION CONCENTRATION

SECTION 1: PROGRAM DATA

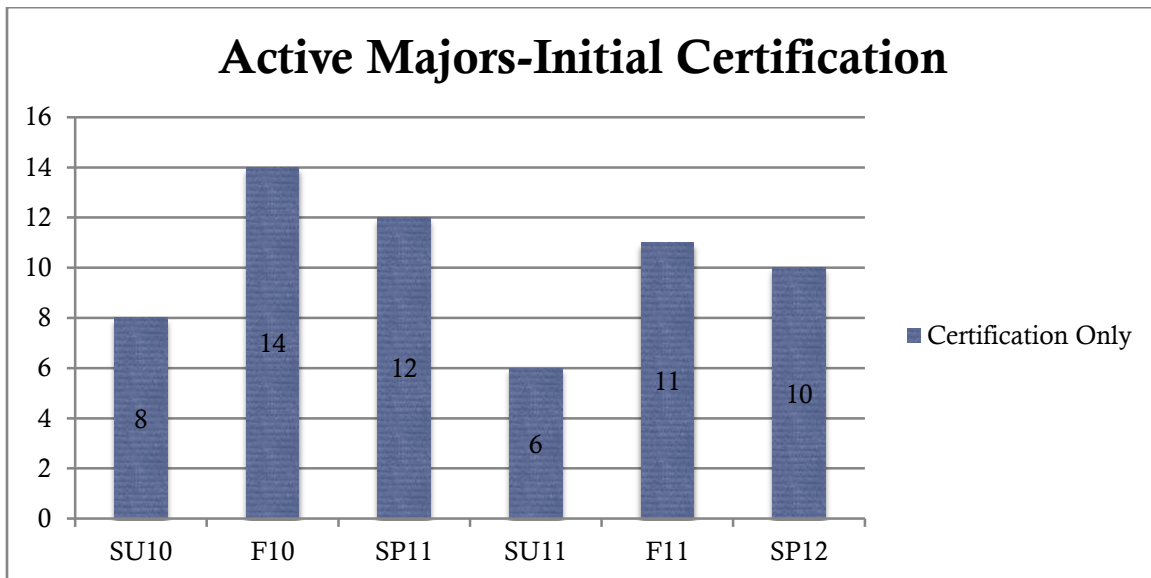
List of Assessments, Secondary Education Programs

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.

Certification Only	Bachelor's
GACE Basic Skills	GACE Basic Skills
GPA	GPA
Transcript	Grades in EDUC courses
Unit Plan/Rubric	Transcript
TEFEE; Dispositions Survey/Rubric	Unit Plan/Rubric
Effect on Student Learning	Dispositions Survey/Rubric
Portfolio/Rubric	TEFEE; Dispositions Survey/Rubric
BOR Survey	Effect on Student Learning
GACE II Score Reports	Portfolio/Rubric
	BOR Survey
	GACE II Score Reports

SMART Goals, Secondary Education 2011-2012

SMART Goals-SEED/MGED Initial Certification	How Assessed?	When?
Revise syllabi for SEED/MGED courses to address identified areas of need related to pedagogy & knowledge (planning for diversity, use of data, impact on students).	TEFEE	All Blocks
Obtain disaggregated data for GACE I & II for specific programs within SEED & MGED. Analyze data for areas of need. Use these identified areas to revise course instruction in methods & curriculum. Share data with content departments.	GACE I & II; Specific course assignments	All Blocks

Program Productivity Data**SECTION II: CANDIDATE DATA*****Admission GPA 2011-2012 (Transition Point 1)***

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

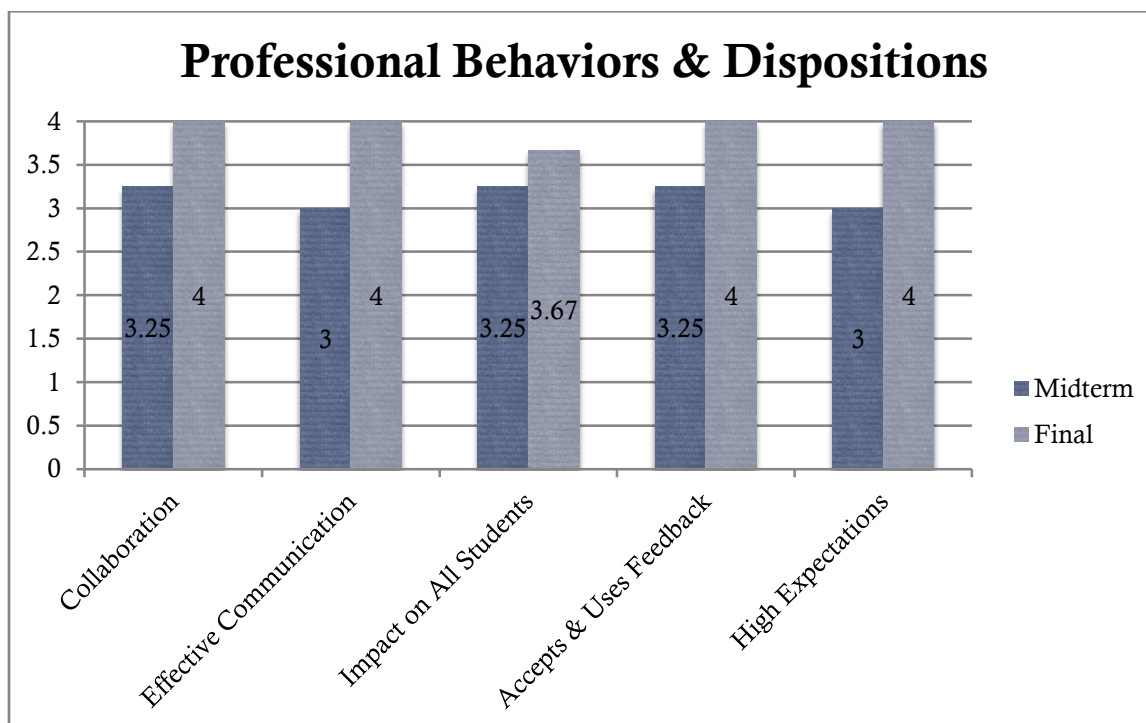
Exit GPA 2011-2012 (Transition Point 4)

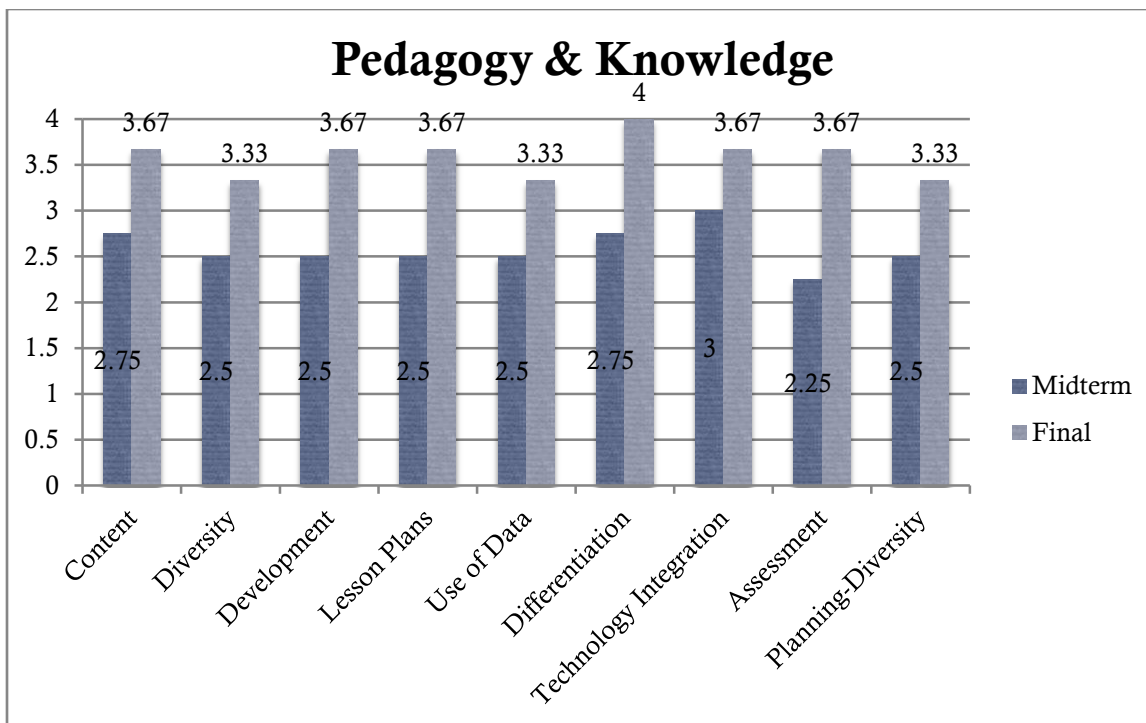
Bachelor's	N/A
Certification Only	N/A

CLINICAL EXPERIENCES

TEFEE Results, Spring 2012 (Transition Point 4)

	Required Professional Behaviors	Professional Behaviors & Dispositions	Pedagogy & Knowledge	Management
Midterm	3.58	3.15	2.58	2.85
Final	4.00	3.93	3.59	3.67





*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	19	18	94.74%
Spring 2011	8	6	75.00%
Fall 2011	14	14	100%
Spring 2012	17	17	100%

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	66%	32	21	65%	851	556
2008-2009	67%	21	14	69%	743	515
2009-2010	85%	20	17	71%	672	474
2010-2011	100%	26	26	83%	619	513
Program YTD	83%	29	24	73%	484	355

Program Year	TEST 2			Pass Rate - State	# Takers - State	# Pass - State
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.			
2007-2008	70%	33	23	67%	830	555
2008-2009	74%	19	14	72%	719	520
2009-2010	86%	22	19	74%	667	493
2010-2011	100%	18	18	73%	365	268
Program YTD	88%	26	23	77%	461	355

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 important historical terms, concepts, and perspectives.	123	66%	3370	63%
Test I	1	M/C	Understand social science skills to locate, analyze, and synthesize information related to historical topics.	123	81%	3370	80%
Test I	2	M/C	Understand the importance of the Byzantine Empire, the origins and expansion of Islam, characteristics of European medieval society, and the significance of the Renaissance and the Reformation.	123	71%	3370	66%

Test I	2	M/C	Understand the origins, important features, significant developments, and notable achievements of African, Asian, and Latin American societies from ancient times through the sixteenth century.	123	72%	3370	66%
Test I	2	M/C	Understand the origins, structures, development, and interactions of ancient societies.	123	76%	3370	72%
Test I	3	M/C	Understand decolonization of Africa and Asia, the origins and course of the Cold War, major world developments since the 1960s, and the importance of globalization in the contemporary world.	123	65%	3370	66%
Test I	3	M/C	Understand the effects of industrialization, the rise of nationalism, major characteristics of imperialism, the causes and global effects of World War I, major developments of the interwar period, and the causes and consequences of World	123	72%	3370	67%
Test I	3	M/C	Understand the importance of the Age of Discovery and Expansion, the effects of the Scientific Revolution and the Enlightenment, and major developments of the Age of Revolutions and Rebellions.	123	71%	3370	69%
Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test II	1	M/C	Understand European settlement of North America; the causes, major events, and outcomes of the American Revolution; and the development of the U.S. Constitution.	120	79%	3304	75%
Test II	1	M/C	Understand the growth and expansion of the United States from 1789 through the mid-nineteenth century.	120	72%	3304	64%
Test II	1	M/C	Understand the origins, events, and effects of the Civil War and Reconstruction and the growth and development of the United States through the beginning of the twentieth century.	120	68%	3304	62%
Test II	2	M/C	Understand political, economic, and cultural developments in the United States between 1945 and 1968.	120	74%	3304	70%
Test II	2	M/C	Understand political, economic, and cultural developments in the United States since 1968.	120	68%	3304	69%
Test II	2	M/C	Understand the origins, events, and effects of U.S. involvement in World Wars I and II, and major political, cultural, and economic developments in the United States between 1914 and 1945.	120	81%	3304	79%
Test II	3	M/C	Understand major developments in Georgia's history and Georgia's role in the history of the United States from 1877 to the present.	120	67%	3304	63%
	3	M/C	Understand major developments in Georgia's history and Georgia's role in the history of the United States to 1877.	120	73%	3304	64%

History 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.

HISTORY-PORTFOLIO ASSIGNMENT

<p>Outcome 1: 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>Outcome 2: 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>Outcome 3: Candidates successfully implement GPS-based lessons that incorporate a variety of instructional strategies and informal and formal assessment strategies.</p>	<p>Outcome 4: Candidates use a variety of assessment strategies to inform planning, adjust instruction, and evaluate student learning.</p>	<p>Outcome 5: 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>
--	--	--	---	---

THE TABLE BELOW CONTAINS DATA FOR RUBRIC: MGED/SEED Portfolio Rubric 4289												
	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Response	% No Response	Total Response	Average
Grammar	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
Organization	0	0%	1	50%	0	0%	1	50%	0	0%	2	3
Content	0	0%	1	50%	0	0%	1	50%	0	0%	2	3
Creativity	0	0%	1	50%	0	0%	1	50%	0	0%	2	3
Professionalism	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
Total/Percentage	0	0%	3	30%	2	20%	5	50%	0	0%	10	

HISTORY 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
Planning	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
Instructional Methods	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
Differentiation	0	0%	1	50%	0	0%	1	50%	0	0%	2	3
Assessment	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
Professionalism	0	0%	0	0%	0	0%	2	100%	0	0%	2	4

Total/Percentage	0	0%	1	10%	3	30%	6	60%	0	0%	10
-------------------------	---	----	---	-----	---	-----	---	-----	---	----	----

HISTORY UNIT PLAN ASSIGNMENT

<p>Outcome 1: Making content meaningful The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>Outcome 2: Child development and learning theory The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<p>Outcome 3: Learning styles/diversity The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>Outcome 4: Instructional strategies/problem solving The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>Outcome 5: Motivation and behavior The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.</p>	<p>Outcome 6: Communication/knowledge The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Outcome 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>
---	--	---	---	---	--	--

<p>THE TABLE BELOW CONTAINS DATA FOR RUBRIC: SEED Unit Plan Rubric 4240,4242,4243</p>												
	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Response	% No Response	Total Response	Average
Standards	0	0%	0	0%	0	0%	3	100%	0	0%	3	4
Learning Objectives	2	66.67%	0	0%	0	0%	1	33.33%	0	0%	3	2
Assessments	0	0%	1	33.33%	2	66.67%	0	0%	0	0%	3	2.67

Evaluation Instruments	1	33.33%	1	33.33%	1	33.33%	0	0%	0	0%	3	2
Lesson Plans	0	0%	2	66.67%	0	0%	1	33.33%	0	0%	3	2.67
Planning for Diversity	1	33.33%	1	33.33%	0	0%	1	33.33%	0	0%	3	2.33
Use of Resources	0	0%	1	33.33%	1	33.33%	1	33.33%	0	0%	3	3
Total/Percentage	4	19.05%	6	28.57%	4	19.05%	7	33.33%	0	0%	21	