



**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

*INSTRUCTIONAL TECHNOLOGY M.ED.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

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# Goals for Improvement: 2014-2015

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**Directions:** Review progress toward 2014-2015 goals using the 2014-2015 data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2015-2016. Record your progress at [https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send_form).

To record 2015-2016 goals, please click here:

[https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Implement the re-design of the M.Ed. in Media once PSC approval is granted.				Academic Success
Develop additional elective courses by February 2015.				Academic Success

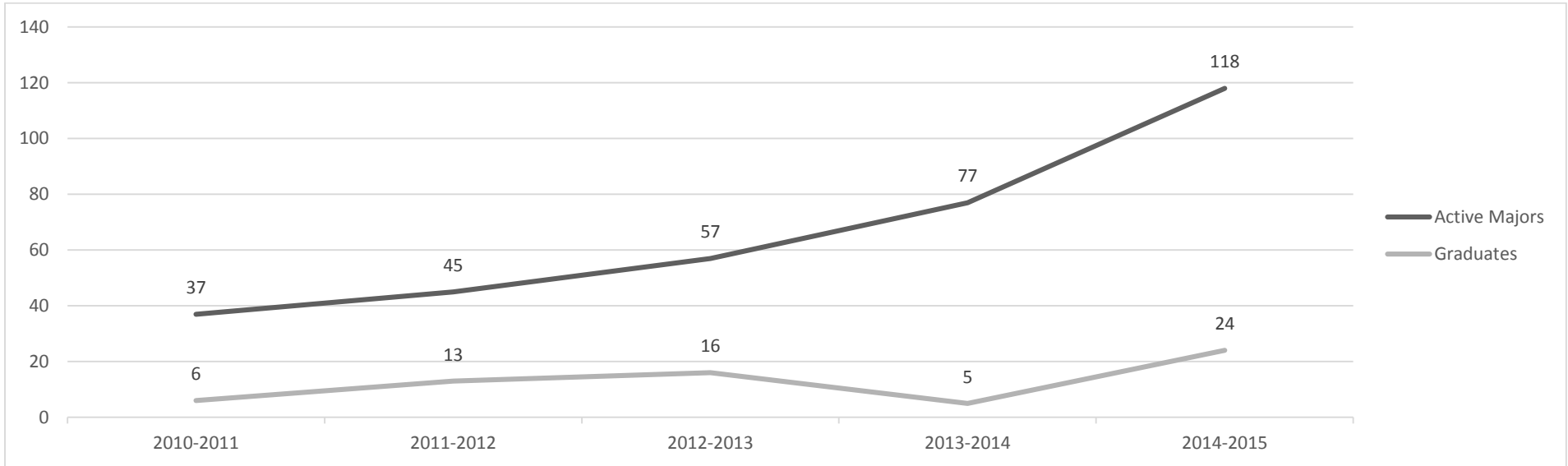
## Program Admissions/Production Information

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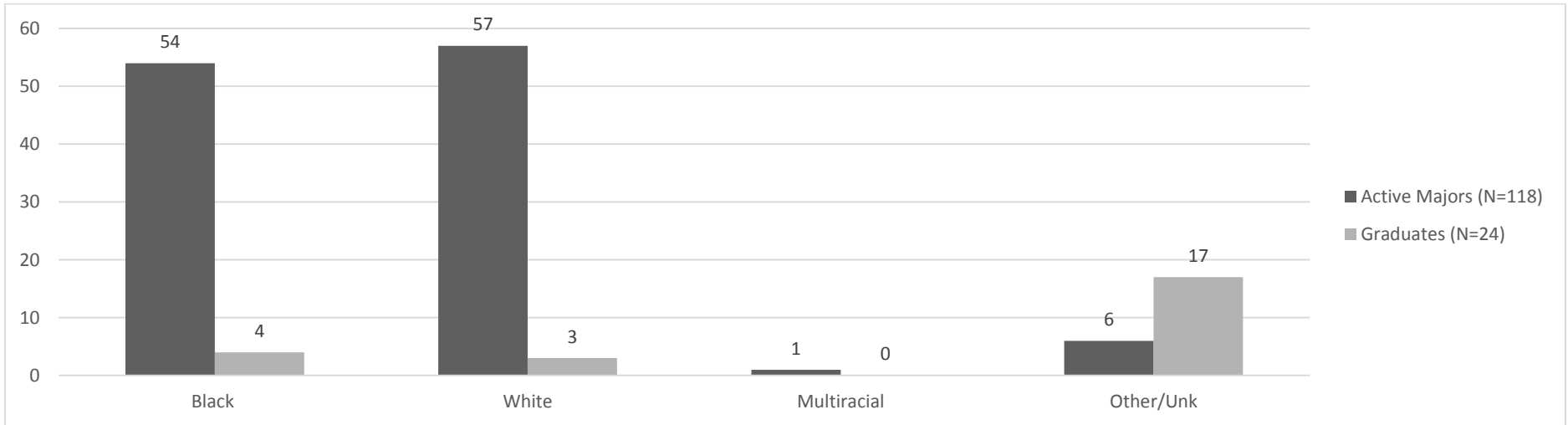
### Admissions and Active Majors

Active Majors Admitted 3+ Years Ago (2011-2012 or prior)	Active Majors Admitted 2 Years Ago (2012-2013)	Active Majors Admitted 1 Year Ago (2013-2014)	Current Active Majors 2014-2015	2014-2015 Cohort Admission GPA
2	20	34	118	TBA

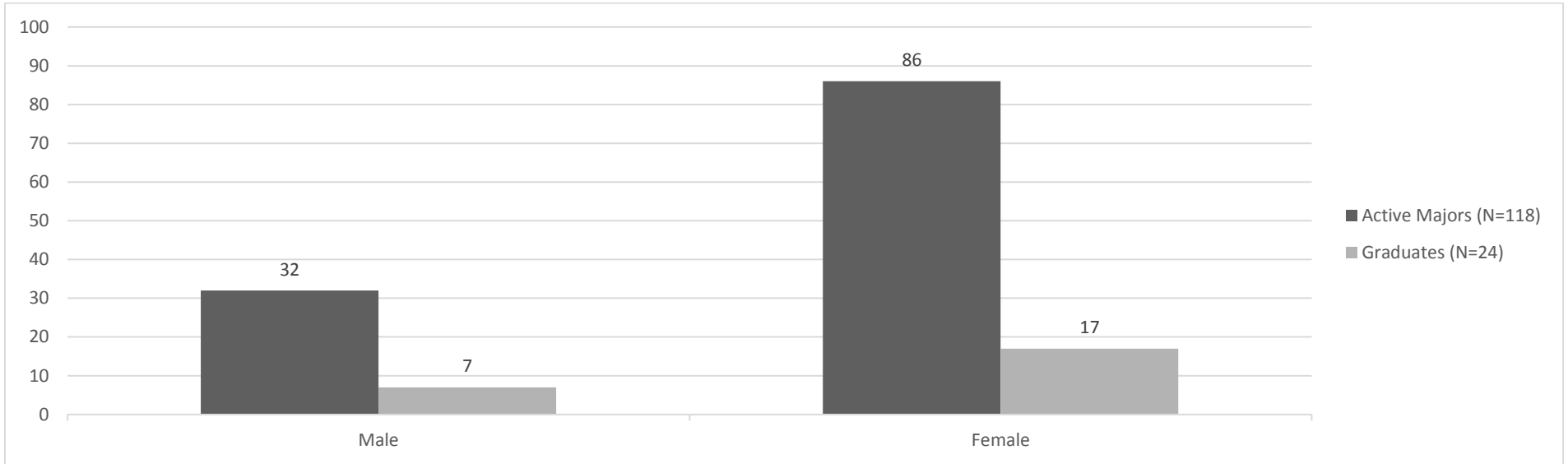
**Active Major & Graduate Trend Data**



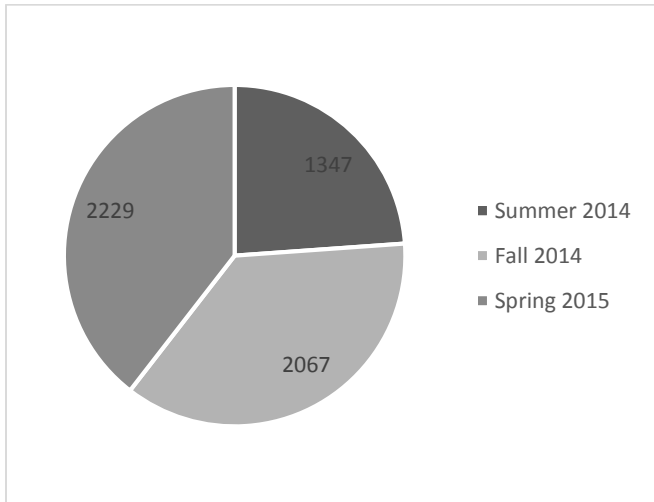
**Race: 2014-2015 Active Majors and Graduates**



**Gender-: 2014-2015 Active Majors and Graduates**



**Credit Hour Production- All MEDT Graduate Courses (N=5643)**



### Progression to Graduation Data

	% Graduated in 2 Years	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
Fall 2010 Cohort (N=4)	25%	25%	0	50%	0
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
Fall 2012 Cohort (N=15)	13%	73%		7%	7%
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
Fall 2013 Cohort (N=19)	16%	47%	16%	21%	

### Admission Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Summer 2010	3	1	1	3	0	0
Fall 2012	3	12	3	1	0	11
Fall 2013	6	13	5	3	0	11

## Learning Outcome Report

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

<b>Instructional Planning Skills Rubric assessed in MEDT 7464 (In Portfolio)</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills</li> <li>➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=24)</b>
1. Analysis – Conducts learner, task, and context analyses and provides detailed information.	3.42
2. Design – Designs technology-enhanced instruction that meets the needs of the target audience.	3.38
3. Development – Develops and produces high-quality instructional materials.	3.58

<b>Dispositions Rubric assessed in MEDT 7464 (in Portfolio)</b>	
➤ Outcome 3: Candidates demonstrate professional dispositions and ethics	
<b>Rubric Criteria</b>	<b>2014-2015 (N=26)</b>
Professionalism: Time and Quality Management	3.77
Professionalism: Professional Demeanor	3.77
Professionalism: Responsive and Adaptive	3.83
Professionalism: Ethical and Honest	3.88
Communication: Verbal Communication	3.69
Communication: Written Communication	3.85
Belief that All can Learn: Respects Individual Differences	3.81
Fairness: Equity in all Settings	3.72
Collaboration: Interactions with Others	3.84

<b>Diversity Rubric assessed in MEDT 7464 (in Portfolio)</b>	
➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs	
<b>Rubric Criteria</b>	<b>2014-2015 (N=26)</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	3.81
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	3.48
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	3.71
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	3.88

<b>Quality of Service Rubric assessed in MEDT 7464 (in Portfolio)</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills</li> <li>➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=26)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	3.92
2. Communication: ability to actively listen to client/supervisor and gather information along with ability to illustrate ideas and rationales that are helpful in meeting stakeholders' needs.	3.92
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	3.84

<b>Dispositions Rubric assessed in MEDT 7468 (in Portfolio)</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 3: Candidates demonstrate professional dispositions and ethics</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=18)</b>
Professionalism: Time and Quality Management	3.72
Professionalism: Professional Demeanor	3.89
Professionalism: Responsive and Adaptive	3.72
Professionalism: Ethical and Honest	3.94
Communication: Verbal Communication	3.61
Communication: Written Communication	3.67
Belief that All can Learn: Respects Individual Differences	3.83
Fairness: Equity in all Settings	3.67
Collaboration: Interactions with Others	3.72

<b>Diversity Rubric assessed in MEDT 7468 (in Portfolio)</b>	
➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs	
<b>Rubric Criteria</b>	<b>2014-2015 (N=18)</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	3.83
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	3.67
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	3.88
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	3.94

<b>Quality of Service Rubric assessed in MEDT 7468 (in Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=18)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	3.83
2. Communication: ability to actively listen to client/supervisor and gather information along with ability to illustrate ideas and rationales that are helpful in meeting stakeholders' needs.	3.89
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	3.72

<b>Impact on Student Learning Rubric assessed in MEDT 7476 (In Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students	
<b>Rubric Criteria</b>	<b>2014-2015 (N=5)</b>
Assessment Instrumentation 2. 3. Technology tools and resources are implemented for assessing student learning. Assessment is aligned with content standards, student technology standards, and teacher technology standards.	3.8
Analysis of Student Learning 6. Technology tools and resources are implemented for collecting and analyzing student achievement data. Data for whole group and subgroups are shown pictorially. Descriptive statistics are included.	3.8
Communication of Findings Technology tools and resources are implemented for communication of findings. Assessment findings are communicated clearly with recommendations for improving instructional practice and student learning.	3.6



<b>Dispositions Rubric assessed in MEDT 7476 (in Portfolio)</b>	
➤ Outcome 3: Candidates demonstrate professional dispositions and ethics	
<b>Rubric Criteria</b>	<b>2014-2015 (N=4)</b>
Professionalism: Time and Quality Management	4.0
Professionalism: Professional Demeanor	4.0
Professionalism: Responsive and Adaptive	4.0
Professionalism: Ethical and Honest	3.75
Communication: Verbal Communication	3.75
Communication: Written Communication	4.0
Belief that All can Learn: Respects Individual Differences	3.75
Fairness: Equity in all Settings	4.0
Collaboration: Interactions with Others	4.0

<b>Quality of Service Rubric assessed in MEDT 7476 (in Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=4)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	4.0
2. Communication: ability to actively listen to client/supervisor and gather information along with ability to illustrate ideas and rationales that are helpful in meeting stakeholders' needs.	4.0
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	4.0

<b>Diversity Rubric assessed in MEDT 7476 (in Portfolio)</b>	
➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs	
<b>Rubric Criteria</b>	<b>2014-2015 (N=4)</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	4.0
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	4.0
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	3.75
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	4.0

<b>Dispositions Rubric assessed in MEDT 7490 (in Portfolio)</b>	
➤ Outcome 3: Candidates demonstrate professional dispositions and ethics	
<b>Rubric Criteria</b>	<b>2014-2015 (N=2)</b>
Professionalism: Time and Quality Management	4.0
Professionalism: Professional Demeanor	4.0
Professionalism: Responsive and Adaptive	4.0
Professionalism: Ethical and Honest	4.0
Communication: Verbal Communication	4.0
Communication: Written Communication	4.0
Belief that All can Learn: Respects Individual Differences	4.0
Fairness: Equity in all Settings	4.0
Collaboration: Interactions with Others	4.0

<b>Diversity Rubric assessed in MEDT 7490 (in Portfolio)</b>	
➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs	
<b>Rubric Criteria</b>	<b>2014-2015 (N=2)</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	4.0
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	4.0
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	3.5
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	4.0

<b>Quality of Service Rubric assessed in MEDT 7490 (in Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=2)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	4.0
2. Communication: ability to actively listen to client/supervisor and gather information along with ability to illustrate ideas and rationales that are helpful in meeting stakeholders' needs.	4.0
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	3.5

<b>M.Ed. Portfolio Final Reflection and Showcase Rubric assessed in overall MEDT program (In Portfolio)</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills</li> <li>➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.</li> <li>➤ Outcome 3: Candidates demonstrate professional dispositions and ethics</li> <li>➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=4)</b>
Resume: An up-to-date resume includes information such as name, degrees/certifications earned, contact information, and professional experiences.	4.0
Professional Standards Matrix - Standards and Conceptual Framework Alignment, Artifact Identification, and Reflective Narratives: At least 2 artifacts are included for each Professional Standard with the following information: artifact titles, a 3 -5 sentence description, file names, course taken, aligned UWG College of Education Conceptual Framework descriptors, and reflective narratives. Each reflective narrative is a minimum of 100 words for each Professional Standard. The reflection includes a rationale for selection of each artifact. The narrative makes a clear connection to the relevant Professional Standards and UWG College of Education Conceptual Framework descriptors. The narrative explains how the accomplished work helped the candidate develop as an exemplary practitioner. Narratives have no spelling or grammar errors.	4.0