



**College of Education**

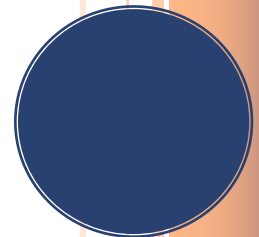
# DATA REPORT 2012

*Physics / Secondary Education*

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

## PHYSICS/SECONDARY EDUCATION

### SECTION 1: PROGRAM DATA

#### List of Assessments, Secondary Education Programs

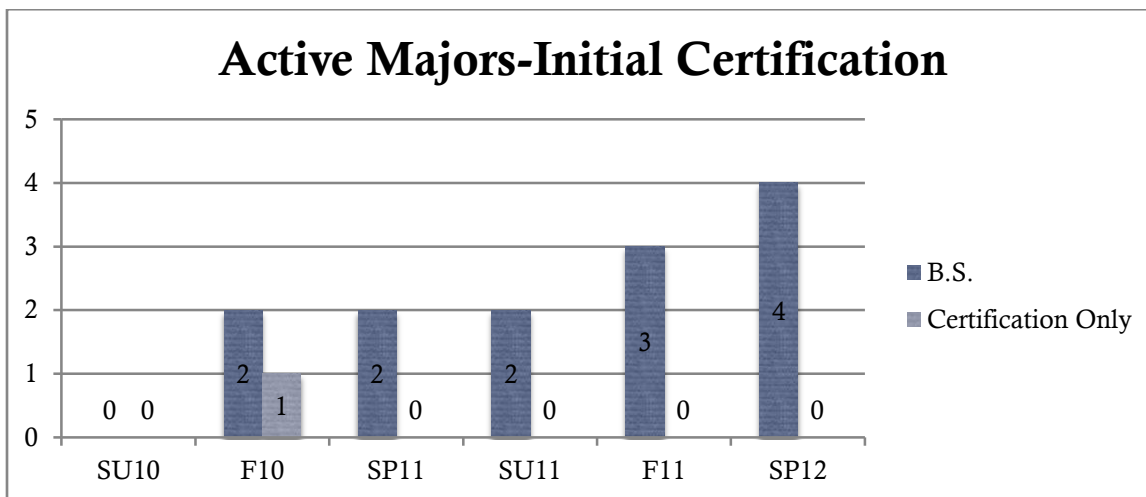
Please review the assessments listed below and submit corrections, additions or deletions to the Assessment Office by the second Friday in September for Fall term assessments.

<b>Certification Only</b>	<b>Bachelor's</b>
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

<b>SMART Goals-SEED/MGED Initial Certification</b>	<b>How Assessed?</b>	<b>When?</b>
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

**NO DATA**

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

The results reported here are for GACE Content Tests I and II. Results reported are all from takers at 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	-	0	Low N	88%	57	50
2008-2009	-	1	Low N	87%	84	73
2009-2010	-	0	Low N	84%	87	73
2010-2011	-	0	Low N	78%	64	50
Program YTD	-	0	Low N	81%	42	34

Program Year	TEST 2			Pass Rate - State	# Takers - State	# Pass - State
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.			
2007-2008	-	0	Low N	92%	62	57
2008-2009	-	1	Low N	90%	83	75
2009-2010	-	0	Low N	92%	88	81
2010-2011	-	0	Low N	89%	54	48
Program YTD	-	0	Low N	87%	38	33

### 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 momentum and its conservation.	1	Low N	334	77%
Test I	1	M/C	Understand motion in one and two dimensions.	1	Low N	334	57%

<b>Test I</b>	1	M/C	Understand Newton's laws of motion and the universal law of gravitation.	1	Low N	334	73%
<b>Test I</b>	1	M/C	Understand the conservation of energy.	1	Low N	334	72%
<b>Test I</b>	2	M/C	Understand characteristics of mechanical waves.	1	Low N	334	59%
<b>Test I</b>	2	M/C	Understand the fundamental principles of light and optics.	1	Low N	334	78%
<b>Test I</b>	2	M/C	Understand the principles of thermodynamics.	1	Low N	334	74%
<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 electric charge and interactions between charged objects.	1	Low N	325	63%
<b>Test II</b>	1	M/C	Understand magnets, magnetic fields, and electromagnetic induction.	1	Low N	325	71%
<b>Test II</b>	1	M/C	Understand properties of electric circuits.	1	Low N	325	77%
<b>Test II</b>	1	M/C	Understand the basic processes of atomic and nuclear physics.	1	Low N	325	74%
<b>Test II</b>	2	M/C	Understand the characteristics of scientific knowledge and the process of scientific inquiry.	1	Low N	325	76%
<b>Test II</b>	2	M/C	Understand the collection, analysis, and communication of scientific data.	1	Low N	325	85%

# Physics/Secondary Education 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.

## PHYSICS/SECONDARY EDUCATION-UNIT PLAN ASSIGNMENT

<p><b>Outcome 1:</b> 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><b>Outcome 2:</b> 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><b>Outcome 3:</b> 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><b>Outcome 4:</b> 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><b>Outcome 5:</b> Motivation and behavior The teacher uses an understanding of 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><b>Outcome 6:</b> 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><b>Outcome 8:</b> 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>
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THE TABLE BELOW CONTAINS DATA FOR RUBRIC: SEED Unit Plan Rubric 4240,4242,4243												
	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Response	% No Response	Total Response	Average
<b>Standards</b>	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
<b>Learning Objectives</b>	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
<b>Assessments</b>	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
<b>Evaluation Instruments</b>	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
<b>Lesson Plans</b>	1	100%	0	0%	0	0%	0	0%	0	0%	1	1
<b>Planning for Diversity</b>	1	100%	0	0%	0	0%	0	0%	0	0%	1	1
<b>Use of Resources</b>	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
<b>Total/Percentage</b>	2	28.57%	3	42.86%	2	28.57%	0	0%	0	0%	7	