



**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

SECONDARY EDUCATION: ECONOMICS

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=3)

B.S.	M.A.T.
1	2

* Banner Report ED2740 & ED2465 (for bachelor's)

Table 2*

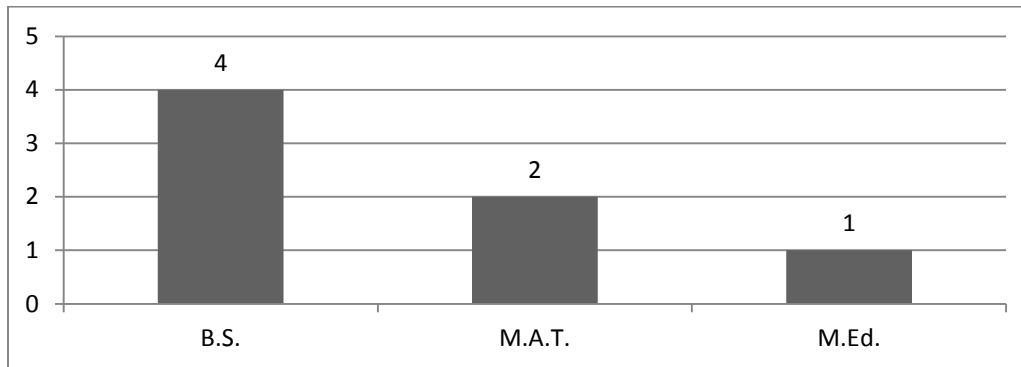
AY13 Completers by Degree Type (N=0)

B.S.	M.A.T.
0	0

* Program Vitality Report

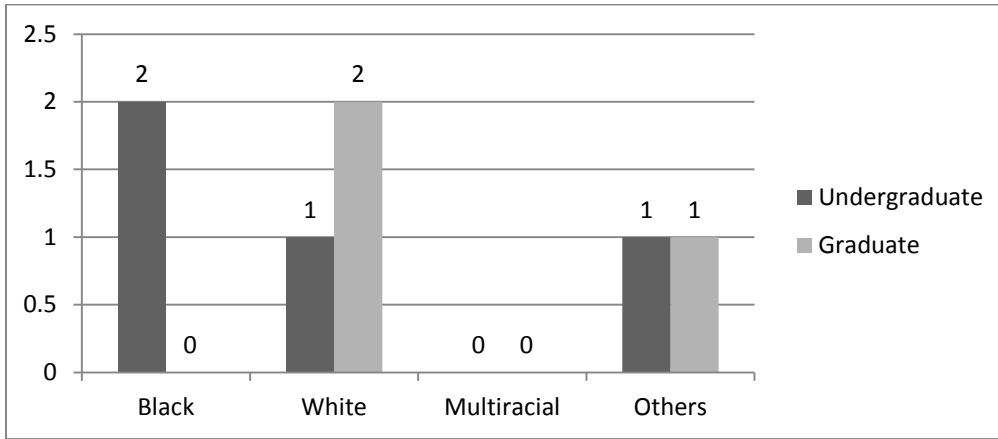
Figure 1*

Active Majors by Degree Type (N=7)



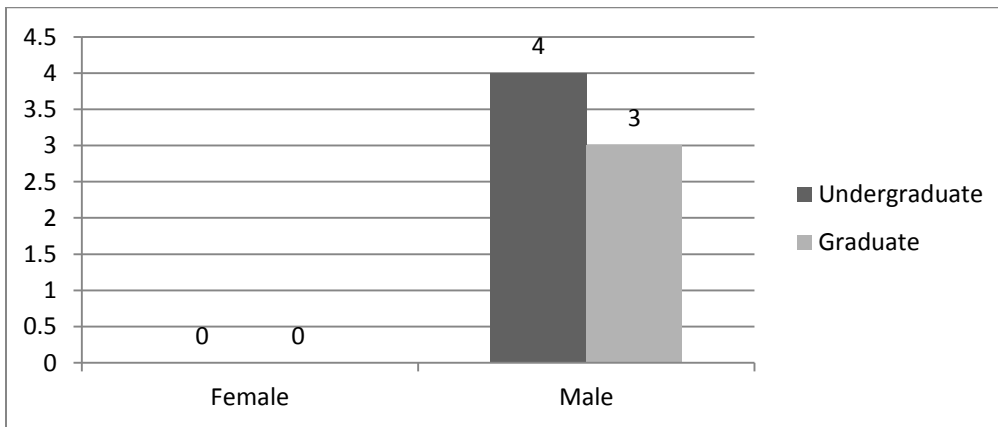
* Banner Report ED2505 (M.Ed. has been deactivated)

Figure 2*
Race-Active Majors (N=7)



* Banner Report ED2505

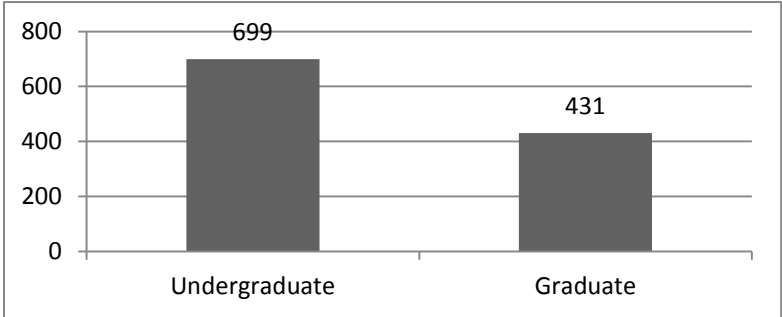
Figure 3*
Gender-Active Majors (N=7)



*Banner Report 2505

Figure 4*

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



* Banner Report ED2270

Assessment Results: B.S. and Non-Degree

Learning Outcomes Report

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

SEED (SEED BSED)

Outcome 10: Interpersonal relationships. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Outcome 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Outcome 9: Professional growth/reflection. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

ASSESSMENT TEMPLATE : SEED/MGED (4271,4289) InTASC Rubric -Revised 9.17.2012

SECTION : SEED InTASC Rubric-Revised 9.17.12

QUESTION : The student's paper must: *Demonstrate a level of understanding for each InTASC Principle,

*Incorporate a personal reflection on each of the 10 InTASC Principles,

*Document examples if possible from initial internship experiences that are related to the InTASC Principles, and

*Describe ways in which each principle will be incorporated into the future plans for teaching.

Reference: InTASC: Model Core Teaching Standards: A Resource for State Dialogue, 28 pages (found in CourseDen)

The student's paper must: *Demonstrate a level of understanding for each InTASC Principle, *Incorporate a personal reflection on each of the 10 InTASC Principles, *Document examples if possible from initial internship experiences that are related to the InTASC Principles, and *Describe ways in which each principle will be incorporated into the future plans for teaching. Reference: InTASC: Model Core Teaching Standards: A Resource for State Dialogue, 28 pages (found in CourseDen)	# Unacceptable (1)	% Unacceptable (1)	# Developing (2)	% Developing (2)	# Proficient (3)	% Proficient (3)	# Exemplary (4)	% Exemplary (4)	# No Response	% No Response	Total Response	Average
Learner Development	1	100%	0	0%	0	0%	0	0%	0	0%	1	1
Learning Differences	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Learning Environments	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
Content Knowledge	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
Application of Content	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Assessment	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
Planning for Instruction	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
Instructional Strategies	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
Professional Learning and Ethical Practice	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Leadership and Collaboration	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
Total/Percentage	1	10%	6	60%	3	30%	0	0%	0	0%	10	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

SEED (SEED BSED)

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.

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.

ASSESSMENT TEMPLATE : SEED Classroom Management Plan Assessment Rubric

SECTION : SEED Classroom Management Plan

QUESTION : Rubric

Rubric	# Unacceptable (1)	% Unacceptable (1)	# Developing (2)	% Developing (2)	# Proficient (3)	% Proficient (3)	# Exemplary (4)	% Exemplary (4)	# No Response	% No Response	Total Response	Average
Procedures/Routines	1	100%	0	0%	0	0%	0	0%	0	0%	1	1
Rules	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
Consequences	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Organization & Layout	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Conventions	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Total/Percentage	1	20%	1	20%	3	60%	0	0%	0	0%	5	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

SEED (SEED BSED)

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.

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.

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.

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.

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.

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.

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.

SEED ND

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.

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ASSESSMENT TEMPLATE : SEED Unit Plan Rubric 4240,4242,4243 - Updated-FE Binder

SECTION : Rubric

QUESTION : Please Evaluate:

Please Evaluate:	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Standards Outcome 7	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Learning Objectives Outcomes 1, 2	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Assessments Outcome 8	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Evaluation Instruments Outcome 8	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Lesson Plans Outcomes 1-8	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Planning for Diversity Outcomes 1, 3, 5	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Use of Resources Outcomes 1, 2, 3	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Interpersonal Relations and Reflection Outcomes 9, 10	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Total/Percentage	0	0%	0	0%	7	87.5%	1	12.5%	0	0%	8	

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SEED ND

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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.

ASSESSMENT TEMPLATE : SEED 4240,4242,4243 Unit Plan Rubric - Updated

SECTION : Rubric

QUESTION : Please Evaluate:

Please Evaluate:	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Standards Outcome 7	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Learning Objectives Outcomes 1, 2	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Assessments Outcome 8	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Evaluation Instruments Outcome 8	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Lesson Plans Outcomes 1-8	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Planning for Diversity Outcomes 1, 3, 5	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Use of Resources Outcomes 1, 2, 3	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Interpersonal Relations and Reflection Outcomes 9, 10	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Total/Percentage	0	0%	0	0%	4	50%	4	50%	0	0%	8	

Dispositions, Impact on Student Learning, and Intern Keys Instruments**

Table 3*:

COE Dispositions Rubric (N=4)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	33.33%	0%	66.67%	25%	3.33
Professionalism: Preparation	0%	25%	25%	50%	0%	3.25
Professionalism: Professional Demeanor	0%	25%	25%	50%	0%	3.25
Professionalism: Responsive and Adaptive	0%	0%	50%	50%	0%	3.5
Professionalism: Ethical and Honest	0%	25%	25%	50%	0%	3.25
Communication: Verbal Communication	0%	25%	75%	0%	0%	2.75
Communication: Written Communication	0%	25%	50%	25%	0%	3
Belief that all can Learn: Respects Individual Differences	0%	0%	50%	50%	0%	3.5
Fairness: Equity in all Settings	0%	25%	50%	25%	0%	3
Collaboration: Interactions with Others	0%	25%	25%	50%	0%	3.25
Total/Percentage	0%	20.51%	38.46%	41.03%	2.5%	

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

** No data collected for Impact on Student Learning or Intern Keys for Economics majors. Field Experience binders were sent to all SEED courses.

GACE Content Test Results

Table 4*

GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Economics-I	3	3	100
Economics-II	3	3	100

* GACE Annual Program Provider Summary Report, 2011-2012

Table 5*
Economics Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
69	74	SUBAREA 1: ECONOMIC CONCEPTS AND SKILLS
59	67	0001 Understand important economic terms, concepts, and skills.
78	82	0002 Understand the application of economic concepts to the analysis and synthesis of economic topics.
76	71	SUBAREA 2: MICROECONOMICS
85	76	0003 Understand principles of microeconomics.
67	67	0004 Understand concepts and principles related to how individuals, businesses, and government use resources and interact in the marketplace.

* GACE Annual Program Provider Summary Report, 2011-2012

Table 6*
Economics Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
61	62	SUBAREA 1: MACROECONOMICS
59	64	0005 Understand the means by which economic activity is measured.
63	60	0006 Understand principles and concepts related to fiscal policy and monetary policy.
67	73	SUBAREA 2: INTERNATIONAL ECONOMICS
67	73	0007 Understand principles, concepts, and debates related to international economics and trade.
74	78	SUBAREA 3: PERSONAL FINANCE
74	78	0008 Understand principles and practices related to personal finance and employment.

* GACE Annual Program Provider Summary Report, 2011-2012

Assessment Results: M.Ed. and M.A.T.

Learning Outcomes Report

No data available due to possible coding problems in Banner (not able to disaggregate by major).

Dispositions, Impact on Student Learning, and Diversity Instruments

No data available due to possible coding problems in Banner (not able to disaggregate by major).

NOTE: SEE THE SECONDARY EDUCATION M.ED. AND M.A.T. PROGRAM DATA REPORT FOR MORE INFORMATION.