PROGRAM DATA REPORT

*SECONDARY EDUCATION: HISTORY*

THE UNIVERSITY OF WEST GEORGIA

2012-13

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Program Admissions/Production Information

Table 1*
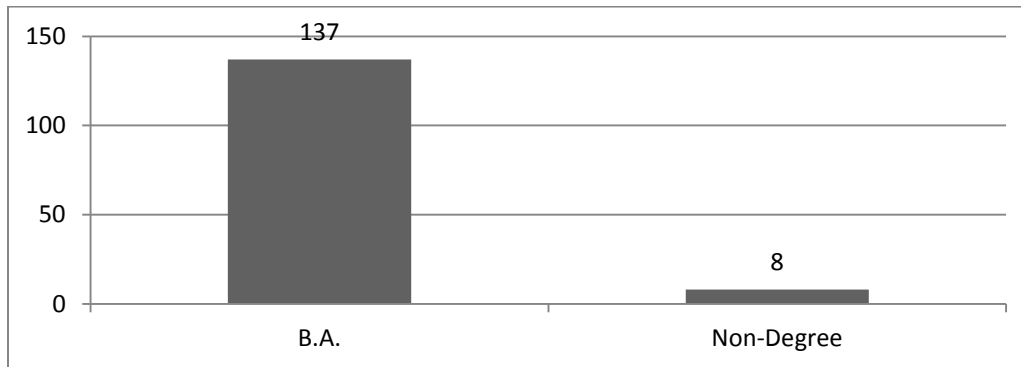AY13 Admissions by Degree Type (N=16)

| B.A. | Non-Degree |
|------|------------|
| 13 | 3 |

*Banner Report ED2740 & ED2465 (for Bachelor's admissions)

Table 2*
AY13 Completers by Degree Type (N=15)

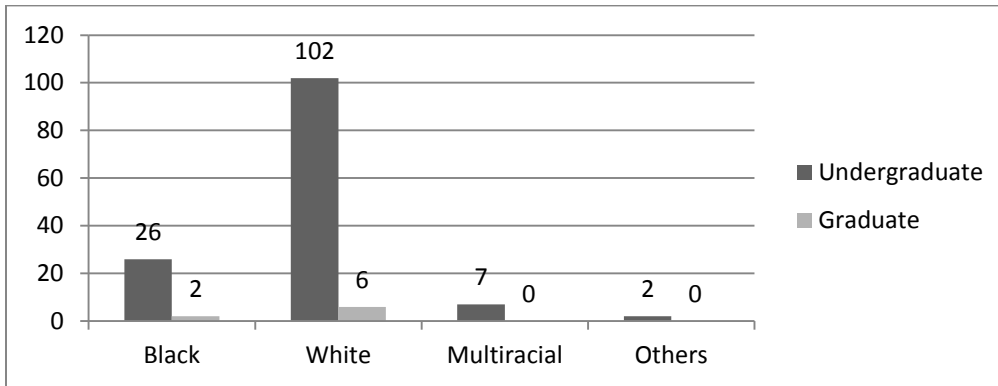| B.A. | Non-Degree |
|------|------------|
| 11 | 4 |

* Program Vitality Report

Figure 1*
Active Majors by Degree (N=145)



* Banner Report ED2505

Figure 2*
Race-Active Majors (N=145)



* Banner Report ED2505


Figure 3*
Gender-Active Majors (N=89)
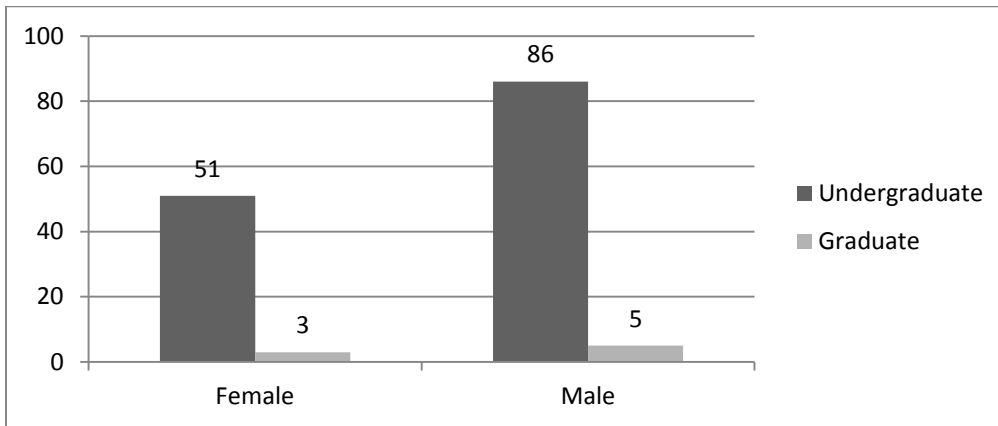


*Banner Report 2505

Figure 4*
Credit Hour Production-All SEED Courses (N=1130)



| | |
|---|---|
| 800 | 699 |
| 600 | |
| 400 | 431 |
| 200 | |
| 0 | |
| | Undergraduate  Graduate |
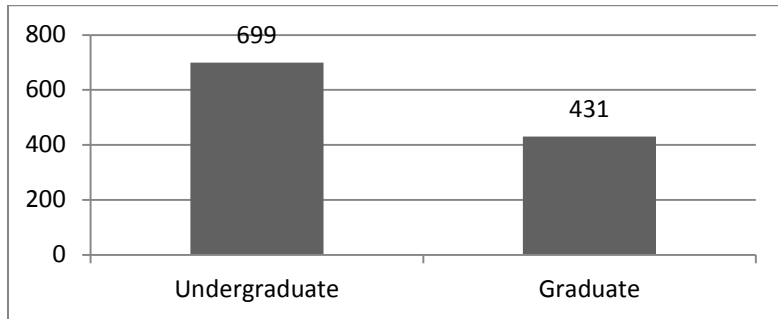
* Banner Report ED2270


Table 3*
Average SAT Scores- Active Majors (N=100)

| Test | Score |
|---|---|
| SAT-Verbal | 510 |
| SAT-Mathematics | 484 |
| Both Tests Average | 994 |

* Banner Report ED2505


# Assessment Results: B.A. and Non-Degree

# Learning Outcomes Report-All SEED Concentrations*

**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 | 22 | 26.51% | 36 | 43.37% | 9 | 10.84% | 16 | 19.28% | 0 | 0% | 83 | 2.23 |
| Learning Differences | 14 | 16.87% | 41 | 49.4% | 13 | 15.66% | 15 | 18.07% | 0 | 0% | 83 | 2.35 |
| Learning Environments | 19 | 22.89% | 40 | 48.19% | 8 | 9.64% | 16 | 19.28% | 0 | 0% | 83 | 2.25 |
| Content Knowledge | 29 | 34.94% | 11 | 13.25% | 24 | 28.92% | 19 | 22.89% | 0 | 0% | 83 | 2.4 |
| Application of Content | 18 | 21.69% | 40 | 48.19% | 8 | 9.64% | 17 | 20.48% | 0 | 0% | 83 | 2.29 |
| Assessment | 14 | 16.87% | 45 | 54.22% | 8 | 9.64% | 16 | 19.28% | 0 | 0% | 83 | 2.31 |
| Planning for Instruction | 22 | 26.51% | 38 | 45.78% | 7 | 8.43% | 16 | 19.28% | 0 | 0% | 83 | 2.2 |
| Instructional Strategies | 19 | 22.89% | 40 | 48.19% | 7 | 8.43% | 17 | 20.48% | 0 | 0% | 83 | 2.27 |
| Professional Learning and Ethical Practice | 19 | 22.89% | 40 | 48.19% | 6 | 7.23% | 18 | 21.69% | 0 | 0% | 83 | 2.28 |
| Leadership and Collaboration | 20 | 24.1% | 41 | 49.4% | 6 | 7.23% | 16 | 19.28% | 0 | 0% | 83 | 2.22 |
| **Total/Percentage** | 196 | 23.61% | 372 | 44.82% | 96 | 11.57% | 166 | 20% | 0 | 0% | 830 | |

**STANDARD BODY :** COE - Student Learning Outcomes as Standards

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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

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**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% | 3 | 9.38% | 1 | 3.12% | 28 | 87.5% | 0 | 0% | 32 | 3.78 |
| Learning Objectives Outcomes 1, 2 | 0 | 0% | 2 | 6.45% | 3 | 9.68% | 26 | 83.87% | 1 | 3.12% | 31 | 3.77 |
| Assessments Outcome 8 | 1 | 3.12% | 5 | 15.62% | 16 | 50% | 10 | 31.25% | 0 | 0% | 32 | 3.09 |
| Evaluation Instruments Outcome 8 | 2 | 6.25% | 3 | 9.38% | 18 | 56.25% | 9 | 28.12% | 0 | 0% | 32 | 3.06 |
| Lesson Plans Outcomes 1-8 | 2 | 6.25% | 4 | 12.5% | 14 | 43.75% | 12 | 37.5% | 0 | 0% | 32 | 3.12 |
| Planning for Diversity Outcomes 1, 3, 5 | 6 | 18.75% | 8 | 25% | 9 | 28.12% | 9 | 28.12% | 0 | 0% | 32 | 2.66 |
| Use of Resources Outcomes 1, 2, 3 | 1 | 3.12% | 6 | 18.75% | 14 | 43.75% | 11 | 34.38% | 0 | 0% | 32 | 3.09 |
| Interpersonal Relations and Reflection Outcomes 9, 10 | 0 | 0% | 4 | 12.9% | 20 | 64.52% | 7 | 22.58% | 1 | 3.12% | 31 | 3.1 |
| **Total/Percentage** | 12 | 4.72% | 35 | 13.78% | 95 | 37.4% | 112 | 44.09% | 2 | 0.78% | 254 | |

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SEED ND

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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% | 5 | 100% | 0 | 0% | 15 | 75% | 5 | 3 |
| Learning Objectives Outcomes 1, 2 | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 15 | 75% | 5 | 3.2 |
| Assessments Outcome 8 | 0 | 0% | 0 | 0% | 5 | 100% | 0 | 0% | 15 | 75% | 5 | 3 |
| Evaluation Instruments Outcome 8 | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 15 | 75% | 5 | 3.2 |
| Lesson Plans Outcomes 1-8 | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 15 | 75% | 5 | 3.2 |
| Planning for Diversity Outcomes 1, 3, 5 | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 15 | 75% | 5 | 3.2 |
| Use of Resources Outcomes 1, 2, 3 | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 15 | 75% | 5 | 3.2 |
| Interpersonal Relations and Reflection Outcomes 9, 10 | 0 | 0% | 0 | 0% | 5 | 100% | 0 | 0% | 15 | 75% | 5 | 3 |
| **Total/Percentage** | 0 | 0% | 0 | 0% | 35 | 87.5% | 5 | 12.5% | 120 | 75% | 40 | |

\* Tk20 Report West Georgia COE Standards Report

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

Table 4*:
COE Dispositions Rubric (N=45)

| | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Mean |
|---|---|---|---|---|---|---|
| Professionalism: Punctuality | 4.55% | 6.82% | 27.27% | 61.36% | 2.22% | 3.45 |
| Professionalism: Preparation | 4.55% | 2.27% | 25% | 68.18% | 2.22% | 3.57 |
| Professionalism: Professional Demeanor | 0% | 0% | 24.44% | 75.56% | 0% | 3.76 |
| Professionalism: Responsive and Adaptive | 2.22% | 4.44% | 31.11% | 62.22% | 0% | 3.53 |
| Professionalism: Ethical and Honest | 0% | 0% | 26.67% | 73.33% | 0% | 3.73 |
| Communication: Verbal Communication | 0% | 6.82% | 54.55% | 38.64% | 2.22% | 3.32 |
| Communication: Written Communication | 0% | 5% | 45% | 50% | 11.11% | 3.45 |
| Belief that all can Learn: Respects Individual Differences | 2.27% | 0% | 45.45% | 52.27% | 2.22% | 3.48 |
| Fairness: Equity in all Settings | 0% | 4.65% | 41.86% | 53.49% | 4.44% | 3.49 |
| Collaboration: Interactions with Others | 2.22% | 6.67% | 40% | 51.11% | 0% | 3.4 |
| Total/Percentage | 1.59% | 3.64% | 35.99% | 58.77% | 2.44% | |

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

Table 5*:
COE Impact on Student Learning Rubric (N=5)

| | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
|---|---|---|---|---|---|---|---|
| Planning | 0% | 40% | 40% | 20% | 0% | 5 | 2.8 |
| Instructional Methods | 0% | 20% | 20% | 60% | 0% | 5 | 3.4 |
| Differentiation | 0% | 20% | 20% | 60% | 0% | 5 | 3.4 |
| Assessment | 0% | 20% | 40% | 40% | 0% | 5 | 3.2 |
| Total/Percentage | 0% | 25% | 30% | 45% | 0% | 20 | |

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

Table 6*:

COE Intern Keys Final Rubric (N=8)

| Performance Standard 1: | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
|---|---|---|---|---|---|---|---|
| 1.1 Addresses appropriate curriculum standards and integrates key content elements | 0% | 0% | 37.5% | 62.5% | 0% | 8 | 3.62 |
| 1.2 Facilitates students' use of higher–level thinking skills in instruction | 0% | 37.5% | 50% | 12.5% | 0% | 8 | 2.75 |
| 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. | 0% | 12.5% | 75% | 12.5% | 0% | 8 | 3 |
| 1.4 Demonstrates accurate, deep, and current knowledge of subject matter. | 0% | 0% | 50% | 50% | 0% | 8 | 3.5 |
| 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research. | 0% | 25% | 62.5% | 12.5% | 0% | 8 | 2.88 |
| 1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum. | 0% | 25% | 25% | 50% | 0% | 8 | 3.25 |
| 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group. | 0% | 12.5% | 62.5% | 25% | 0% | 8 | 3.12 |
| Total/Percentage | 0% | 16.07% | 51.79% | 32.14% | 0% | 56 | |
| Performance Standard 2: Instructional Planning | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 2.1 Analyzes and uses student learning data to inform planning. | 0% | 37.5% | 62.5% | 0% | 0% | 8 | 2.62 |
| 2.2 Plans instruction effectively for content mastery, pacing, and transitions. | 0% | 0% | 62.5% | 37.5% | 0% | 8 | 3.38 |
| 2.3 Plans for differentiated instruction. | 0% | 50% | 37.5% | 12.5% | 0% | 8 | 2.62 |
| 2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. | 0% | 0% | 25% | 75% | 0% | 8 | 3.75 |
| Total/Percentage | 0% | 21.88% | 46.88% | 31.25% | 0% | 32 | |
| Performance Standard 3: Instructional Strategies | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 3.1 Engages students in active learning and maintains interests. | 0% | 50% | 12.5% | 37.5% | 0% | 8 | 2.88 |
| 3.2 Builds upon students' existing knowledge and skills. | 0% | 12.5% | 62.5% | 25% | 0% | 8 | 3.12 |
| 3.3 Reinforces learning goals consistently throughout the lesson. | 0% | 25% | 50% | 25% | 0% | 8 | 3 |
| 3.4 Effectively uses appropriate instructional technology to enhance student learning. | 0% | 25% | 12.5% | 62.5% | 0% | 8 | 3.38 |

| | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
|---|---|---|---|---|---|---|---|
| 3.5 Communicates and presents material clearly, and checks for understanding. | 0% | 12.5% | 25% | 62.5% | 0% | 8 | 3.5 |
| Total/Percentage | 0% | 25% | 32.5% | 42.5% | 0% | 40 | |
| **Performance Standard 4: Differentiated Instruction** | **% Unacceptable** | **% Developing** | **% Proficient** | **% Exemplary** | **% No Response** | **Total Response** | **Mean** |
| 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. | 0% | 37.5% | 50% | 12.5% | 0% | 8 | 2.75 |
| 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material. | 0% | 50% | 50% | 0% | 0% | 8 | 2.5 |
| 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals. | 0% | 37.5% | 50% | 12.5% | 0% | 8 | 2.75 |
| Total/Percentage | 0% | 41.67% | 50% | 8.33% | 0% | 24 | |
| **Performance Standards 5 and 6: Assessment Strategies and Uses** | **% Unacceptable** | **% Developing** | **% Proficient** | **% Exemplary** | **% No Response** | **Total Response** | **Mean** |
| 5.1 Uses assessment techniques that are appropriate for the developmental level of students. | 0% | 25% | 62.5% | 12.5% | 0% | 8 | 2.88 |
| 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. | 0% | 37.5% | 50% | 12.5% | 0% | 8 | 2.75 |
| 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives. | 0% | 37.5% | 50% | 12.5% | 0% | 8 | 2.75 |
| 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction. | 0% | 37.5% | 37.5% | 25% | 0% | 8 | 2.88 |
| 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions. | 0% | 37.5% | 62.5% | 0% | 0% | 8 | 2.62 |
| 6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals. | 0% | 12.5% | 50% | 37.5% | 0% | 8 | 3.25 |
| 6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning. | 0% | 50% | 25% | 25% | 0% | 8 | 2.75 |
| Total/Percentage | 0% | 33.93% | 48.21% | 17.86% | 0% | 56 | |
| **Performance Standard 7: Positive Learning Environment** | **% Unacceptable** | **% Developing** | **% Proficient** | **% Exemplary** | **% No Response** | **Total Response** | **Mean** |
| 7.1 Responds to disruptions in a timely, appropriate manner. | 0% | 25% | 50% | 25% | 0% | 8 | 3 |
| 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately. | 0% | 25% | 37.5% | 37.5% | 0% | 8 | 3.12 |

| | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
|---|---|---|---|---|---|---|---|
| 7.3 Models caring, fairness, respect, and enthusiasm for learning. | 0% | 0% | 50% | 50% | 0% | 8 | 3.5 |
| 7.4 Promotes a climate of trust and teamwork within the classroom. | 0% | 0% | 75% | 25% | 0% | 8 | 3.25 |
| 7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity. | 0% | 12.5% | 50% | 37.5% | 0% | 8 | 3.25 |
| 7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity. | 0% | 12.5% | 37.5% | 50% | 0% | 8 | 3.38 |
| 7.7 Actively listens and pays attention to students' needs and responses. | 0% | 0% | 62.5% | 37.5% | 0% | 8 | 3.38 |
| 7.8 Arranges the classroom materials and resources to facilitate group and individual activities. | 0% | 25% | 50% | 25% | 0% | 8 | 3 |
| Total/Percentage | 0% | 12.5% | 51.56% | 35.94% | 0% | 64 | |
| **Performance Standard 8: Academically Challenging Environment** | **% Unacceptable** | **% Developing** | **% Proficient** | **% Exemplary** | **% No Response** | **Total Response** | **Mean** |
| 8.1 Maximizes instructional time. | 0% | 0% | 87.5% | 12.5% | 0% | 8 | 3.12 |
| 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning. | 0% | 25% | 50% | 25% | 0% | 8 | 3 |
| 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments. | 0% | 12.5% | 50% | 37.5% | 0% | 8 | 3.25 |
| 8.4 Provides transitions that minimize loss of instructional time. | 0% | 12.5% | 62.5% | 25% | 0% | 8 | 3.12 |
| 8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals. | 0% | 25% | 62.5% | 12.5% | 0% | 8 | 2.88 |
| 8.6 Encourages students to explore new ideas and take academic risks. | 0% | 37.5% | 50% | 12.5% | 0% | 8 | 2.75 |
| Total/Percentage | 0% | 18.75% | 60.42% | 20.83% | 0% | 48 | |
| **Performance Standard 9: Professionalism** | **% Unacceptable** | **% Developing** | **% Proficient** | **% Exemplary** | **% No Response** | **Total Response** | **Mean** |
| 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. | 0% | 0% | 0% | 100% | 0% | 8 | 4 |
| 9.2 Maintains professional demeanor and behavior. | 0% | 0% | 12.5% | 87.5% | 0% | 8 | 3.88 |
| 9.3 Respects and maintains confidentiality. | 0% | 0% | 0% | 100% | 0% | 8 | 4 |
| 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement. | 0% | 0% | 37.5% | 62.5% | 0% | 8 | 3.62 |
| 9.5 Participates in ongoing professional growth activities based on identified areas for improvement. | 0% | 0% | 37.5% | 62.5% | 0% | 8 | 3.62 |

| | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
|---|---|---|---|---|---|---|---|
| 9.6 Demonstrates flexibility in adapting to school change. | 0% | 0% | 37.5% | 62.5% | 0% | 8 | 3.62 |
| Total/Percentage | 0% | 0% | 20.83% | 79.17% | 0% | 48 | |

| Performance Standard 10: Communication | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
|---|---|---|---|---|---|---|---|
| 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment. | 0% | 25% | 62.5% | 12.5% | 0% | 8 | 2.88 |
| 10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication. | 0% | 12.5% | 62.5% | 25% | 0% | 8 | 3.12 |
| 10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner. | 0% | 0% | 50% | 50% | 0% | 8 | 3.5 |
| 10.4 Adheres to school and district policies regarding communication of student information. | 0% | 0% | 0% | 100% | 0% | 8 | 4 |
| 10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style. | 0% | 0% | 50% | 50% | 0% | 8 | 3.5 |
| 10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students. | 0% | 12.5% | 50% | 37.5% | 0% | 8 | 3.25 |
| 10.7 Uses modes of communication that are appropriate for a given situation. | 0% | 0% | 50% | 50% | 0% | 8 | 3.5 |
| Total/Percentage | 0% | 7.14% | 46.43% | 46.43% | 0% | 56 | |

# GACE Content Test Results

Table 7*

GACE Pass Rates

| Test | Number Tested | Number Passed | Percent Passed |
|---|---|---|---|
| History-I | 24 | 23 | 96 |
| History-II | 24 | 23 | 96 |

* GACE Annual Program Provider Summary Report, 2011-2012

Table 8*
History Test I Results

| Average Percent Correct-Institution | Average Percent Correct-Statewide | Subarea and Objective |
|---|---|---|
| 78 | 75 | SUBAREA 1: HISTORICAL CONCEPTS AND SKILLS |
| 72 | 67 | 0001 Understand important historical terms, concepts, and perspectives. |
| 83 | 82 | 0002 Understand social science skills to locate, analyze, and synthesize information related to historical topics. |
| 80 | 74 | SUBAREA 2: WORLD HISTORY TO 1600 |
| 79 | 75 | 0003 Understand the origins, structures, development, and interactions of ancient societies. |
| 79 | 72 | 0004 Understand the origins, important features, significant developments, and notable achievements of African, Asian, and Latin American societies from ancient times through the sixteenth century. |
| 81 | 75 | 0005 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. |
| 76 | 71 | SUBAREA 3: WORLD HISTORY 1500 TO THE PRESENT |
| 75 | 70 | 0006 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. |
| 76 | 71 | 0007 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 War II. |
| 78 | 72 | 0008 Understand decolonization of Africa and Asia, the origins and course of the Cold War, major world |

| Average Percent Correct-Institution | Average Percent Correct-Statewide | Subarea and Objective |
|---|---|---|
| | | developments since the 1960s, and the importance of globalization in the contemporary world. |

* GACE Annual Program Provider Summary Report, 2011-2012


Table 9*
History Test II Results


| Average Percent Correct-Institution | Average Percent Correct-Statewide | Subarea and Objective |
|---|---|---|
| 78 | 71 | SUBAREA 1: U.S. HISTORY TO 1914 |
| 83 | 78 | 0009 Understand European settlement of North America; the causes, major events, and outcomes of the American Revolution; and the development of the U.S. Constitution. |
| 75 | 68 | 0010 Understand the growth and expansion of the United States from 1789 through the mid-nineteenth century. |
| 76 | 67 | 0011 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. |
| 76 | 75 | SUBAREA 2: U.S. HISTORY 1914 TO THE PRESENT |
| 84 | 82 | 0012 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. |
| 73 | 74 | 0013 Understand political, economic, and cultural developments in the United States between 1945 and 1968. |
| 72 | 70 | 0014 Understand political, economic, and cultural developments in the United States since 1968. |
| 73 | 68 | SUBAREA 3: GEORGIA HISTORY |
| 73 | 67 | 0015 Understand major developments in Georgia's history and Georgia's role in the history of the United States to 1877. |
| 72 | 68 | 0016 Understand major developments in Georgia's |

| Average Percent Correct-Institution | Average Percent Correct-Statewide | Subarea and Objective |
|---|---|---|
| | | history and Georgia's role in the history of the United States from 1877 to the present. |

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