



**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: M.A.T.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Program Admissions/Production Information

Admissions and Active Majors*

Program	Active Majors Admitted 3+ Years Ago (2010-2011 or prior)	Active Majors Admitted 2 Years Ago (2011-2012)	Active Majors Admitted 1 Year Ago (2012-2013)	Current Active Majors 2013-2014
Biology	0	3	3	17
Broad Field Sciences	0	3	8	21
Business	1	7	13	45
Chemistry	0	0	0	0
Economics	0	0	0	1
English	0	2	7	23
History	0	1	5	22
Math	0	0	0	1
Physics	0	0	1	1
Political Science	0	0	1	8

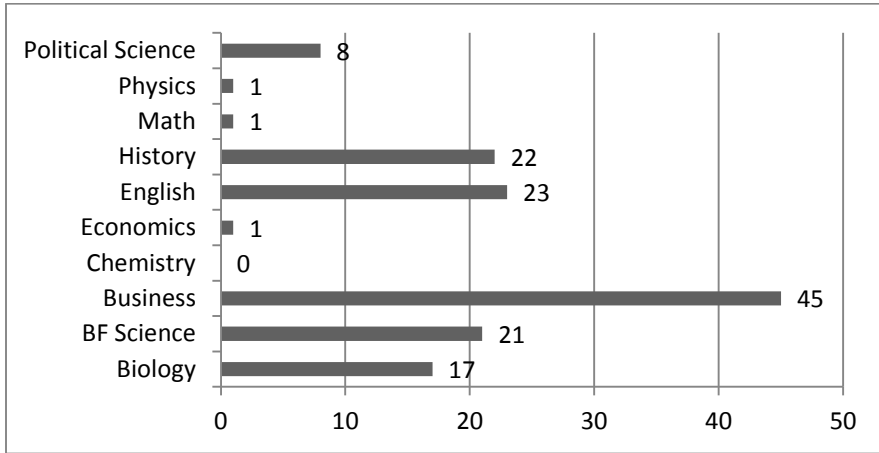
*Banner Report ED2505

Completers*

Program	2011-2012	2012-2013	2013-2014
Biology	0	0	4
Broad Field Sciences	0	1	7
Business	0	8	15
Chemistry	0	0	0
Economics	0	0	0
English	0	2	7
History	0	1	4
Math	0	1	0
Physics	0	0	0
Political Science	0	0	1

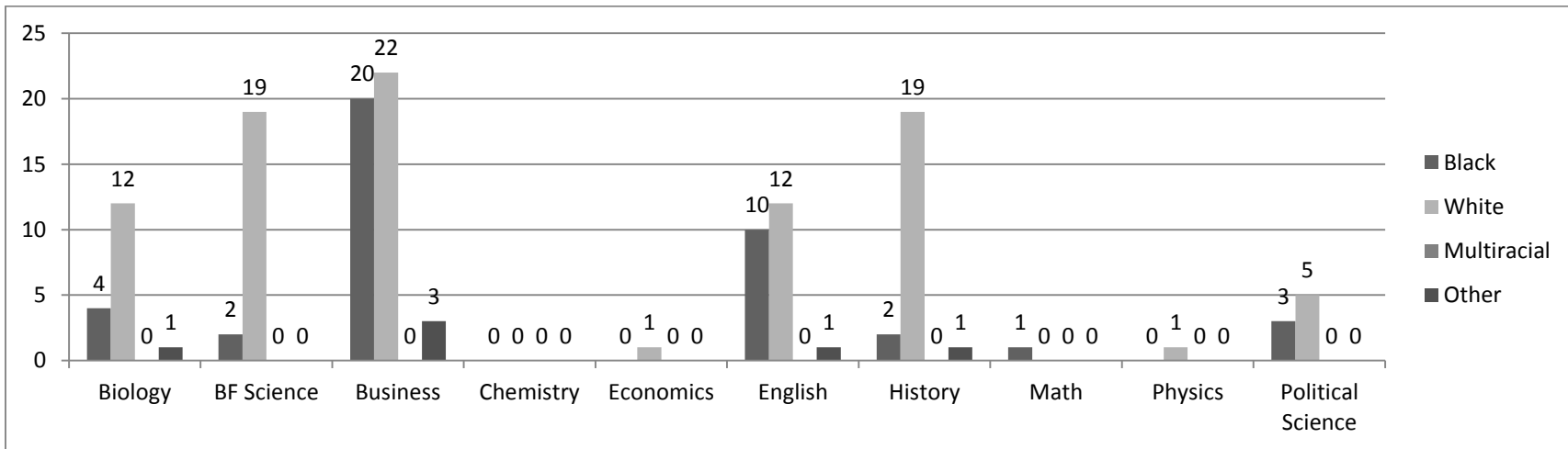
*Banner Report ED2650

Active Majors by Concentration-(N=139)*



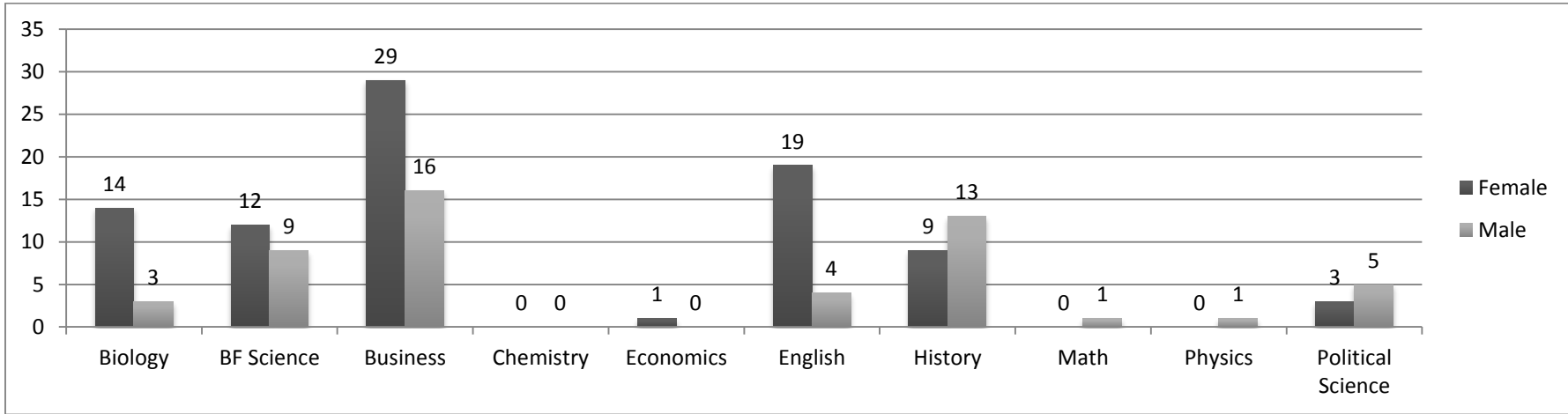
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Race by Degree Type-Active Majors (N=139)*



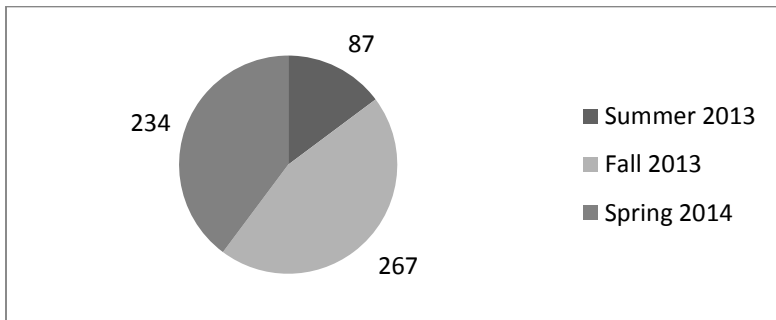
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Gender by Degree Type-Active Majors (N=139)*



*Banner Report 2505

Credit Hour Production-All SEED Graduate Courses (N=588)*



* Banner Report ED2270

Average GRE Scores- M.A.T. Active Majors (N=16)*

Test	Score
GRE-Verbal	459
GRE-Mathematics	518
Both Tests Average Total	489

* Banner Report ED2505

Assessment Results

Learning Outcomes Report-All Concentrations*

Unit Plan Rubric-Portfolio (OLD) assessed in the M.A.T. Professional Practice Portfolio

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

- 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.

Rubric Criteria	2011-2012	2012-2013	2013-2014
Standards Outcome 7	3	3	3
Learning Objectives Outcomes 1,2	3	3	3
Assessments Outcome 8	2.5	2.5	2.5
Evaluation Instruments Outcome 8	3	3	3
Lesson Plans Outcomes 1-8	3	3	3
Planning for Diversity Outcomes 1,3,5	3	3	3
Use of Resources Outcomes 1,2,3	3	3	3
Interpersonal Relations and Reflection Outcomes 9,10	3	3	3

Unit Plan Rubric assessed in SEED 7261, 7262, 7263, and 7264

- 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.
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- 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.			
Rubric Criteria	2011-2012	2012-2013	2013-2014
Standards Outcome 7	4	3.15	4
Learning Objectives Outcomes 1,2	4	3	4
Assessments Outcome 8	3	3	3.5
Evaluation Instruments Outcome 8	3	3	3.5
Lesson Plans Outcomes 1-8	4	3.1	4
Planning for Diversity Outcomes 1,3,5	3	2.55	3.5
Use of Resources Outcomes 1,2,3	3	3.05	3.5
Interpersonal Relations and Reflection Outcomes 9,10	3	3.75	3

COE Dispositions Rubric: SEED MAT Portfolio (PRE) assessed in the M.A.T. Professional Practice Portfolio			
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 			
Rubric Criteria	2011-2012	2012-2013	2013-2014
Professionalism: Punctuality	2.83	2.83	2.83

Professionalism: Preparation	3	3	3
Professionalism: Professional Demeanor	3	3	3
Professionalism: Responsive and Adaptive	3	3	3
Professionalism: Ethical and Honest	3.17	3.17	3.17
Communication: Verbal Communication	3.17	3.17	3.17
Communication: Written Communication	3.17	3.17	3.17
Belief that all can Learn: Respects Individual Differences	3.17	3.17	3.17
Fairness: Equity in all Settings	3	3	3
Collaboration: Interactions with Others	3	3	3

COMPS: Question 2 M.A.T. Unit Plan Rubric-Portfolio COMPS OLD assessed in the M.A.T. Professional Practice Portfolio			
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 			
Rubric Criteria	2011-2012	2012-2013	2013-2014
Standards Outcome 7	3.89	3.89	3.89
Learning Objectives Outcomes 1,2	3.67	3.67	3.67

Assessments Outcome 8	3.5	3.5	3.5
Evaluation Instruments Outcome 8	3.39	3.39	3.39
Lesson Plans Outcomes 1-8	3.47	3.47	3.47
Planning for Diversity Outcomes 1,3,5	3.33	3.33	3.33
Use of Resources Outcomes 1,2,3	3.39	3.39	3.39
Interpersonal Relations and Reflection Outcomes 9,10	3.75	3.75	3.75

COMPS Question 3: SEED MAT Educational Issues Rubric assessed in the M.A.T. Professional Practice Portfolio			
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 			
Rubric Criteria	2011-2012	2012-2013	2013-2014
I. INTRODUCTION: *Background Information *Describing basis of issue *Essence of debate *Why considered an issue	3.05	3.05	3.05

II. LITER- ATURE REVIEW/ PER- SPECTIVE: *How did issue develop *Important insights of development of issue *Historical perspective	2.91	2.91	2.91
III. DIS-CUSSION OF CON- CEPTS/ PERS- PECTIVES & ANALYSIS OF IS-SUES: *How developed/refined is issue *Varied positions or perspectives on issue *Diff. popular positions on issue *Rationale for usage *Analysis of perspective	3.02	3.02	3.02
IV. CON-CLUSIONS: *Results/in-sights of an research *Personal understand-ings/insights *Personal reflections	2.98	2.98	2.98

COMPS Question 1: SEED MAT InTASC Principles Rubric assessed in the M.A.T. Professional Practice Portfolio			
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 			
Rubric Criteria	2011-2012	2012-2013	2013-2014
Learner Development	3.38	3.38	3.38
Learner Differences	3.32	3.32	3.32
Learning Environments	3.06	3.06	3.06
Content Knowledge	3.15	3.15	3.15

Application of Content	3.25	3.25	3.25
Assessment	3.05	3.05	3.05
Planning for Instruction	3.19	3.19	3.19
Instructional Strategies	3.41	3.41	3.41
Professional Learning and Ethical Practice	3.29	3.29	3.29
Leadership and Collaboration	3.27	3.27	3.27

COE Dispositions Rubric: SEED MAT Portfolio (POST) assessed in the M.A.T. Professional Practice Portfolio			
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 			
Rubric Criteria	2011-2012	2012-2013	2013-2014
Professionalism: Punctuality	3.33	3.33	3.33
Professionalism: Preparation	3.83	3.83	3.83
Professionalism: Professional Demeanor	3.67	3.67	3.67

Professionalism: Responsive and Adaptive	3.83	3.83	3.83
Professionalism: Ethical and Honest	4	4	4
Communication: Verbal Communication	3.83	3.83	3.83
Communication: Written Communication	4	4	4
Belief that all can Learn: Respects Individual Differences	3.5	3.5	3.5
Fairness: Equity in all Settings	3.5	3.5	
Collaboration: Interactions with Others	3.33	3.	

COMPS Question 2: SEED MAT Comprehensive Exam Rubric for Lesson Plan assessed in the M.A.T. Professional Practice Portfolio			
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 			
Rubric Criteria	2011-2012	2012-2013	2013-2014
Learning Objectives	3.25	3.25	3.25
Assessments *If score on item above is 2 or 1, this item cannot be scored higher than 2.	3.25	3.25	3.25

Evaluation Instruments **If no assessments then this item cannot be scored higher than 1	3.19	3.19	3.19
Lesson Plans	3.56	3.56	3.56
Planning for Diversity	3.5	3.5	3.5
Use of Resources Outcomes	3.38	3.38	3.38

InTasc Preliminary Reflective Essay-SEED assessed in SEED 7291		
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 		
Rubric Criteria	2012-2013	2013-2014
Learner Development	1.81	2.22
Learning Differences	1.81	2.61
Learning Environments	1.77	2.58
Content Knowledge	1.71	2.37
Application of Content	1.68	2.51
Assessment	1.84	2.59
Planning for Instruction	1.74	2.56

Instructional Strategies	1.71	2.54
Professional Learning & Ethical Practice	1.77	2.51
Leadership & Collaboration	1.65	2.49

Unit Plan Rubric assessed in SEED 7262

- 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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- 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.

Rubric Criteria	2012-2013
Standards Outcome 7	4
Learning Objectives Outcomes 1,2	4
Assessments Outcome 8	4
Evaluation Instruments Outcome 8	4
Lesson Plans Outcomes 1-8	4
Planning for Diversity Outcomes 1,3,5	4
Use of Resources Outcomes 1,2,3	4
Interpersonal Relations and Reflection Outcomes 9,10	4

Classroom Management Plan Assessment Rubric assessed in SEED 7291		
<ul style="list-style-type: none"> ➤ 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. 		
Rubric Criteria	2012-2013	2013-2014
Procedures/Routines	2.71	2.81
Rules	2.77	2.86
Consequences	2.84	2.93
Organization & Layout	2.52	2.74
Conventions	3.13	3.14

Lesson Plan Assessment Rubric assessed in SEED 7261	
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 	
Rubric Criteria	2013-2014

Objectives	3.43
Assessment	3.43
Instructional Strategies	3.43
Structured Application	3.29
Differentiation	2.86
Materials	3.71
Writing Conventions	4

Lesson Plan Assessment Rubric assessed in SEED 7262	
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 	
Rubric Criteria	2013-2014
Objectives	2.56
Assessment	2.38
Instructional Strategies	2.5
Structured Application	2.25

Differentiation	2.11
Materials	2.11
Writing Conventions	3.44

Lesson Plan Assessment Rubric assessed in SEED 7263	
<ul style="list-style-type: none"> ➤ 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 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. ➤ 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. ➤ 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. ➤ 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. 	
Rubric Criteria	2013-2014
Objectives	3
Assessment	3
Instructional Strategies	3
Structured Application	3
Differentiation	3
Materials	3
Writing Conventions	3.06

Lesson Plan Assessment Rubric assessed in SEED 7264

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

Rubric Criteria	2013-2014
Objectives	3
Assessment	3
Instructional Strategies	3
Structured Application	3
Differentiation	3
Materials	3
Writing Conventions	3

* Tk20 Report West Georgia COE Standards Report

Dispositions, Impact on Student Learning, and Intern Keys Instruments

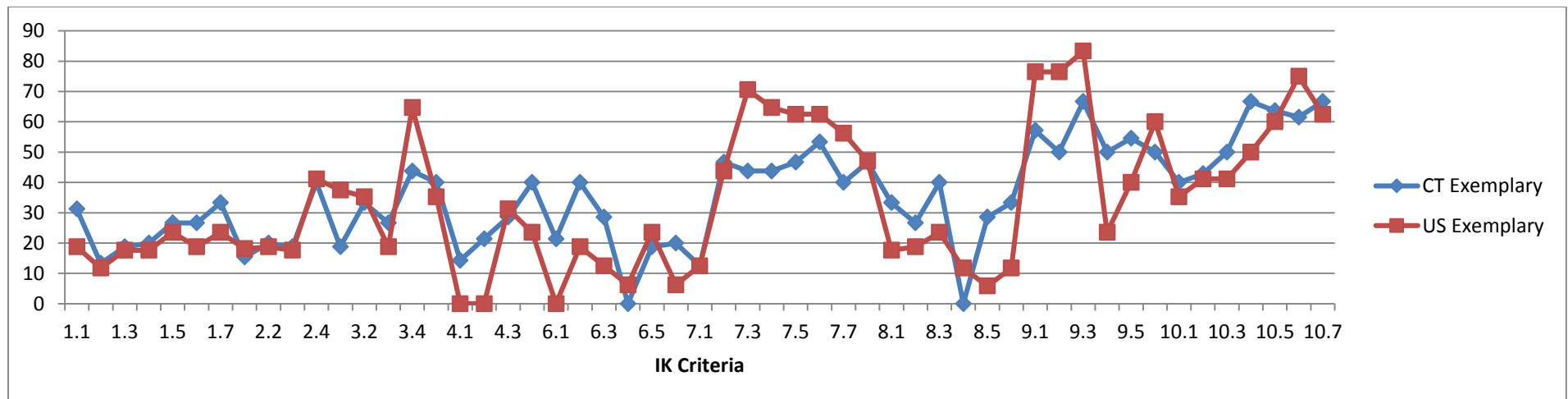
COE Dispositions Rubric- Interns Only*

	Mean Scores: Site Supervisor (N=30)	Mean Score: University Supervisor (N=32)
Professionalism: Punctuality	3.57	3.84
Professionalism: Preparation	3.67	3.81
Professionalism: Professional Demeanor	3.9	3.84
Professionalism: Responsive and Adaptive	3.67	3.91
Professionalism: Ethical and Honest	3.87	3.91
Communication: Verbal Communication	3.57	3.66
Communication: Written Communication	3.72	3.78
Belief that all can Learn: Respects Individual Differences	3.77	3.78
Fairness: Equity in all Settings	3.77	3.78
Collaboration: Interactions with Others	3.7	3.78

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

Intern Keys*

Agreement between Cooperating Teachers & University Supervisors- Interns only, fall 2013

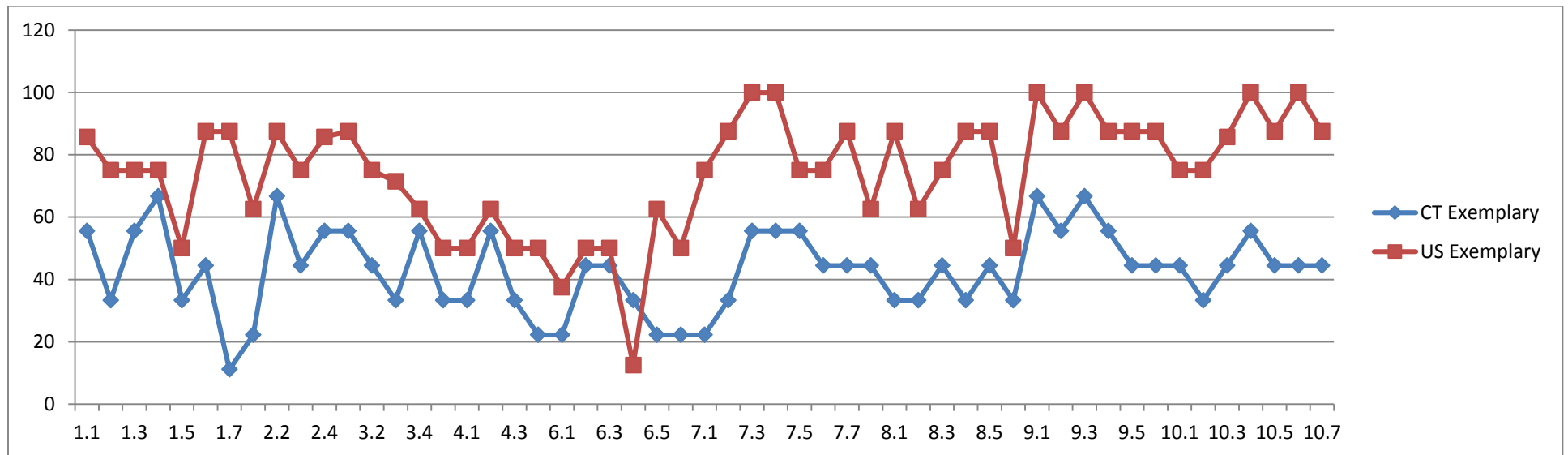


Top 3 Gaps in Agreement:

- 7.3 Models caring, fairness, respect, and enthusiasm for learning. (26.84; CT 43.75, US 70.59)
- 9.2 Maintains professional demeanor and behavior. (26.47; CT 50, US 76.47)
- 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. (26.47; CT 50, US 23.53)

Intern Keys

Agreement between Cooperating Teachers & University Supervisors- Interns only, spring 2014



Top 3 Gaps in Agreement:

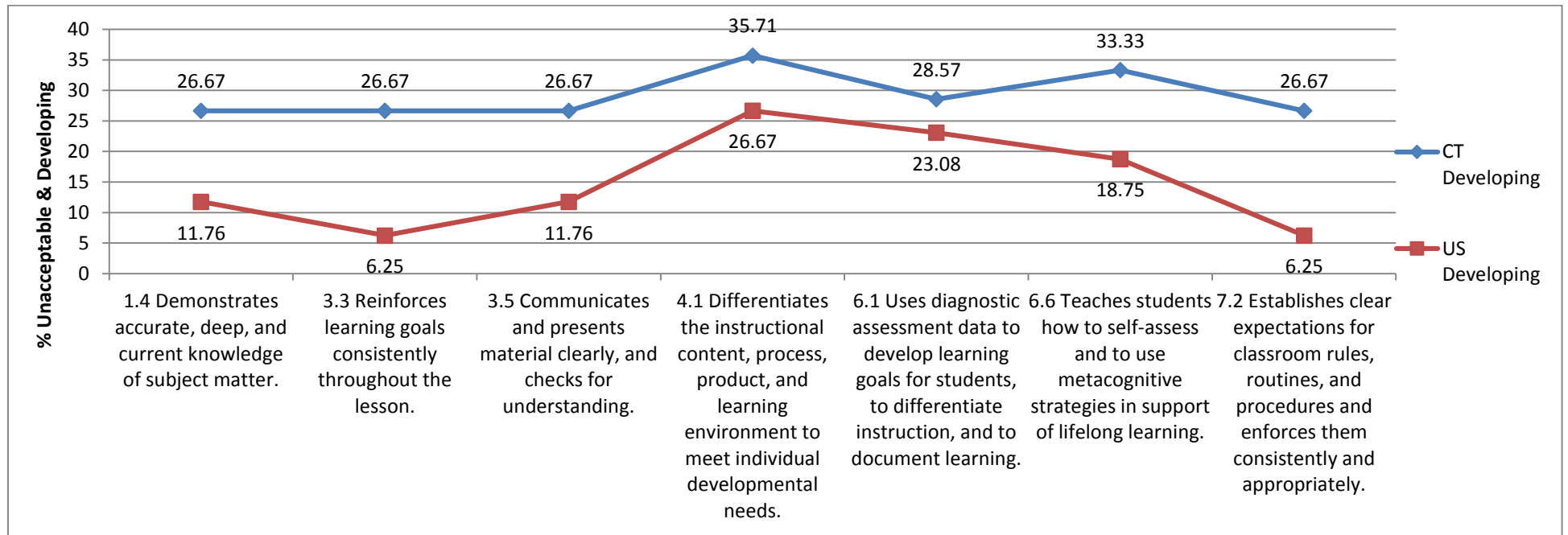
- 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group. (76.39; CT 11.11, US 87.5)
- 10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students. (55.56; CT 44.44, US 100)
- 8.4 Provides transitions that minimize loss of instructional time. (54.17; CT 33.33, US 87.5)

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

Intern Keys*

Performance Standards in which more than 25% Received Unacceptable (1) or Developing (2)

Fall 2013



Spring 2014

There were no performance standards in which more than 25% of students received Unacceptable and Developing scores.

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