



**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.ED.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Program Admissions/Production Information

Admission Trends*

Program	2009-2010	Entry GPA	2010-2011	Entry GPA	2011-2012	Entry GPA	2012-2013	Entry GPA	2013-2014	Entry GPA
Biology	N/A	N/A	N/A	N/A	N/A	N/A	1	2.94	0	0
Broad Field Sciences	1	3.13	1	3	3	2.87	0	0	0	0
Economics	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0
English	3	3.54	3	3.21	3	3.12	2	2.79	2	3.25
History	N/A	N/A	N/A	N/A	N/A	N/A	2	3.67	4	2.92
Math	4	2.73	1	3	3	3.09	5	3.11	4	3.27
Physics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0
Political Science	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	3.76
Secondary Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	2.89

*PAAR

Admissions and Active Majors*

The difference in admission numbers between this table and the above table is due to deferment, change of program, or other factors.

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)	Active Majors Admitted 2013-2014	Current Active Majors 2013-2014
Biology	0	0	1	0	1
Broad Field Sciences	0	0	0	0	0
Economics	0	1	0	0	1
English	0	2	1	2	5
History	1	0	6	2	9
Math	0	2	3	3	8
Physics	0	0	0	0	0
Political Science	0	0	0	0	0
Social Studies	1	2	1	1	5
Secondary Science	1	0	0	1	2

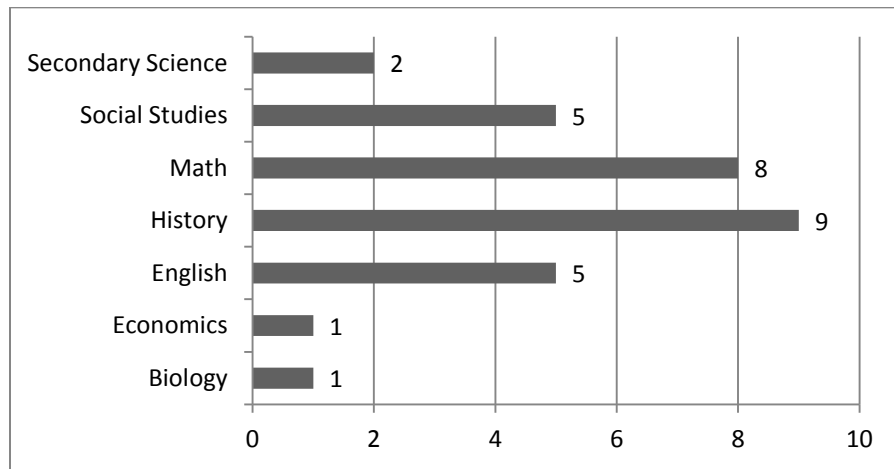
*Banner Report ED2505

Completers by Concentration*

Program	2011-2012	2012-2013	2013-2014
Biology	0	0	0
Broad Field Sciences	0	0	1
Economics	0	0	0
English	3	0	3
History	0	0	6
Math	2	1	3
Physics	0	0	0
Political Science	0	0	0
Social Studies	0	2	1
Secondary Science	0	0	1

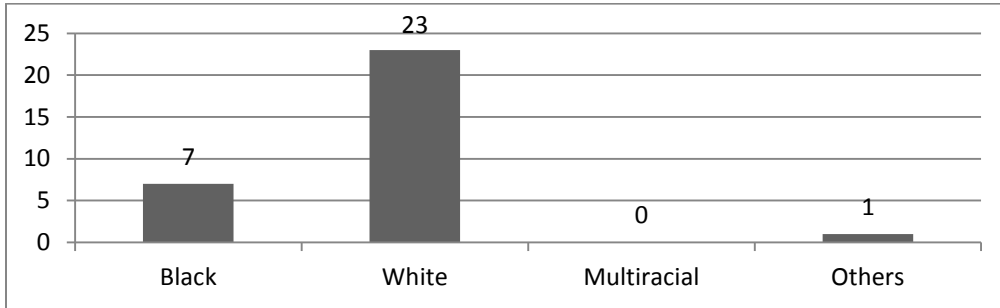
* Banner Report ED2650

Active Majors by Concentration (N=31)*



* Banner Report ED2505

Active Majors by Race (N=31)*



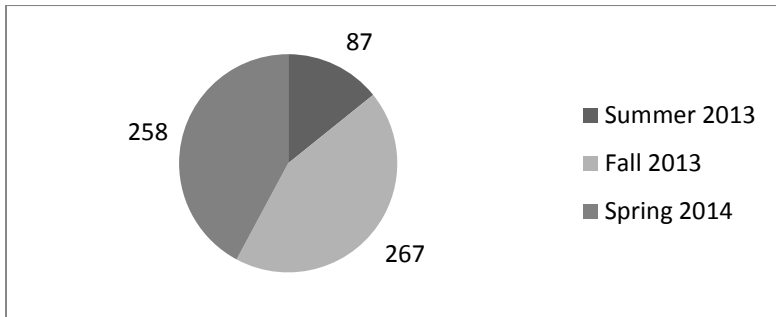
* Banner Report ED2505

Active Majors by Gender (N=31)*



*Banner Report ED2505

Credit Hour Production-All SEED Graduate Courses (N=612)*



* Banner Report ED2270

Learning Outcomes Report*

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

NBPTS Rubric assessed in SEED 7271

*No results for 2013-2014

- Outcome 1: Teachers are committed to Students and Their Learning. NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. NBCTs understand how students develop and learn. They respect the cultural and family differences students bring to their classroom. They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. NBCTs are also concerned with the development of character and civic responsibility.
- Outcome 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. NBCT's have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.
- Outcome 3: Teachers are Responsible for Managing and Monitoring Student Learning. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
- Outcome 4: Teachers Think Systematically about Their Practice and Learn from Experience. NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
- Outcome 5: Teachers are Members of Learning Communities. NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. They know how to work collaboratively with parents to engage them productively in the work of the school.

Rubric Criteria	2012-2013 (N=3)
Teachers are committed to students and their learning	3.67
Teachers know their subjects and how to teach them to students.	3.33
Teachers are responsible for managing and monitoring student learning.	3
Teachers learn from experience.	3
Teachers are members of learning communities.	2.33

Unit Plan Rubric assessed in SEED 7261, 7262, 7263, and 7264			
<ul style="list-style-type: none"> ➤ Outcome 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. NBCT's have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding. 			
Rubric Criteria	2011-2012 (N=7)	2012-2013 (N=1)	2013-2014
Standards Outcome 7	3.57	4	This rubric was not used by any SEED M.Ed. majors during this academic year. Only one person was assessed with this rubric, and he was an M.A.T. student.
Learning Objectives Outcomes 1, 2	3.14	4	
Assessments Outcome 8	3.14	4	
Evaluation Instruments Outcome 8	3.14	4	
Lesson Plans Outcomes 1-8	3	4	
Planning for Diversity Outcomes 1, 3, 5	2.86	4	
Use of Resources Outcomes 1, 2, 3	3	4	
Interpersonal Relations and Reflection Outcomes 9, 10	4	4	

Comprehensive Exam Rubric assessed in the SEED M.Ed. portfolio			
<ul style="list-style-type: none"> ➤ Outcome 1: Teachers are Committed to Students and Their Learning- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. ➤ Outcome 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. ➤ Outcome 3: Teachers are Responsible for Managing and Monitoring Student Learning. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. ➤ Outcome 4: Teachers Think Systematically about Their Practice and Learn from Experience. NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. ➤ Outcome 5: Teachers are Members of Learning Communities. NBCTs collaborate with others to improve student learning. 			
No Data Collected			

Intern Keys Results 2013-2014 (N=4)

Fall 2013 Only; No spring 2014 data collected.

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	25%	75%	3.75
1.2 Facilitates students' use of higher-level thinking skills in instruction	0%	0%	100%	0%	3
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	0%	50%	50%	3.5
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	0%	25%	75%	3.75
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	100%	0%	3
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	0%	100%	4
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	50%	50%	3.5
Total/Percentage	0%	0%	50%	50%	
Performance Standard 2: Instructional Planning	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
2.1 Analyzes and uses student learning data to inform planning.	0%	0%	100%	0%	3
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	75%	25%	3.25
2.3 Plans for differentiated instruction.	0%	0%	100%	0%	3
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	0%	25%	75%	3.75
Total/Percentage	0%	0%	75%	25%	
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
3.1 Engages students in active learning and maintains interests.	0%	0%	50%	50%	3.5
3.2 Builds upon students' existing knowledge and skills.	0%	0%	75%	25%	3.25
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	0%	100%	4

3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	50%	50%	3.5
3.5 Communicates and presents material clearly, and checks for understanding.	0%	0%	0%	100%	4
Total/Percentage	0%	0%	35%	65%	
Performance Standard 4: Differentiated Instruction	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	0%	100%	0%	3
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	0%	100%	0%	3
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	0%	100%	0%	3
Total/Percentage	0%	0%	100%	0%	
Performance Standards 5 and 6: Assessment Strategies and Uses	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	75%	25%	3.25
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	0%	100%	0%	3
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	0%	75%	25%	3.25
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	0%	75%	25%	3.25
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%	0%	100%	0%	3
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	0%	25%	75%	3.75
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	0%	100%	0%	3
Total/Percentage	0%	0%	78.57%	21.43%	
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean

7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	25%	75%	3.75
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	0%	50%	50%	3.5
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	0%	100%	4
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	75%	25%	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%	0%	75%	25%	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%	0%	25%	75%	3.75
7.7 Actively listens and pays attention to students' needs and responses.	0%	0%	25%	75%	3.75
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	0%	100%	4
Total/Percentage	0%	0%	34.38%	65.62%	
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
8.1 Maximizes instructional time.	0%	0%	25%	75%	3.75
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	0%	100%	0%	3
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	75%	25%	3.25
8.4 Provides transitions that minimize loss of instructional time.	0%	0%	25%	75%	3.75
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	75%	25%	3.25
8.6 Encourages students to explore new ideas and take academic risks.	0%	0%	100%	0%	3
Total/Percentage	0%	0%	66.67%	33.33%	
Performance Standard 9: Professionalism	% Unacceptable	% Developing	% Proficient	% Exemplary	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%	4
9.2 Maintains professional demeanor and behavior.	0%	0%	0%	100%	4
9.3 Respects and maintains confidentiality.	0%	0%	0%	100%	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%	25%	75%	3.75
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	0%	25%	75%	3.75
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	25%	75%	3.75
Total/Percentage	0%	0%	12.5%	87.5%	
Performance Standard 10: Communication	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	0%	50%	50%	3.5
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	0%	50%	50%	3.5
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	50%	50%	3.5
10.4 Adheres to school and district policies regarding communication of student information.	0%	0%	0%	100%	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%	0%	100%	4
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	0%	25%	75%	3.75
10.7 Uses modes of communication that are appropriate for a given situation.	0%	0%	25%	75%	3.75
Total/Percentage	0%	0%	28.57%	71.43%	