



**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

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## Admissions and Active Majors\*

<b>Program</b>	<b>Active Majors Admitted 3+ Years Ago (2010-2011 or prior)</b>	<b>Active Majors Admitted 2 Years Ago (2011-2012)</b>	<b>Active Majors Admitted 1 Year Ago (2012-2013)</b>	<b>Current Active Majors 2013-2014</b>
Biology	0	0	1	1
Broad Field Sciences	0	0	0	0
Economics	0	1	0	1
English	0	2	1	5
History	1	0	6	9
Math	0	2	3	7
Physics	0	0	0	0
Political Science	0	0	0	0
Social Studies	1	2	1	5
Secondary Science	1	0	0	2

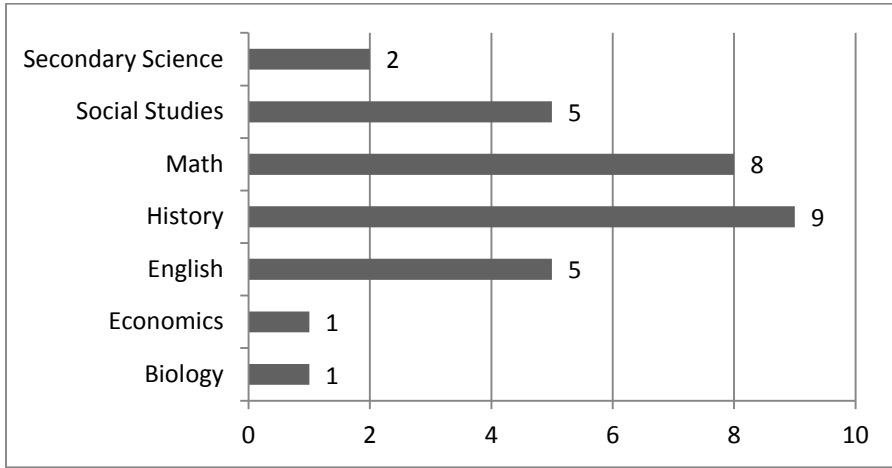
\*Banner Report ED2505

## Completers by Concentration\*

<b>Program</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
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

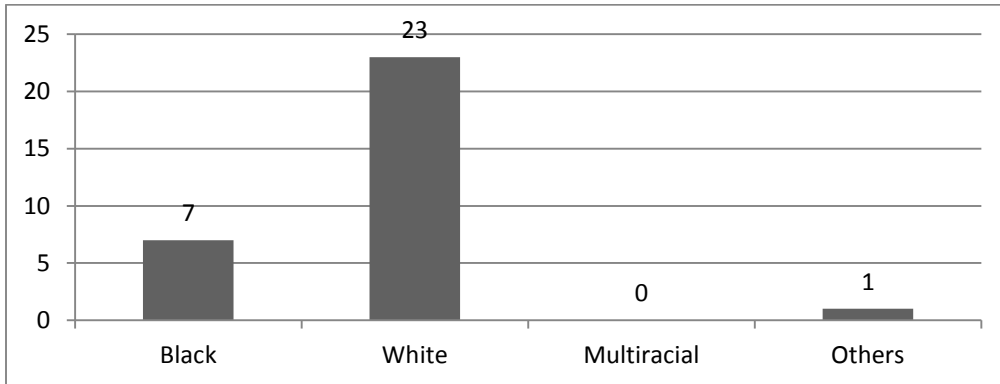
\* Banner Report ED2650

**Active Majors by Concentration (N=31)\***



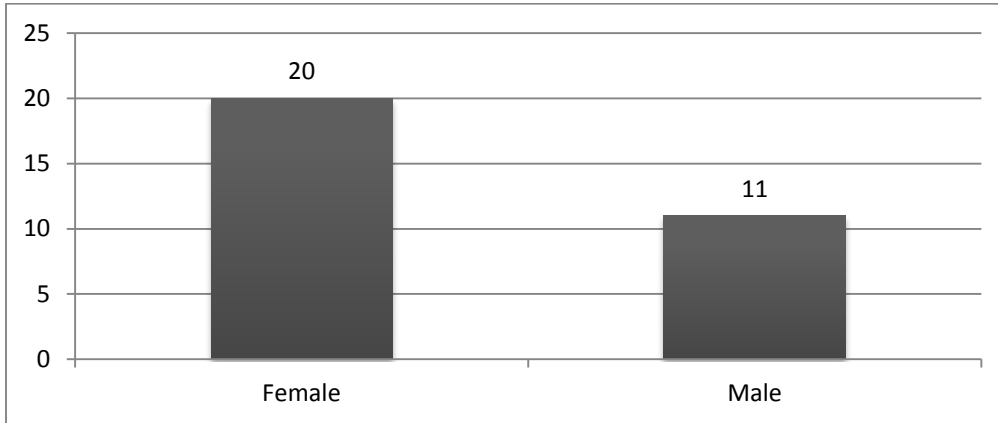
\* Banner Report ED2505

**Active Majors by Race (N=31)\***



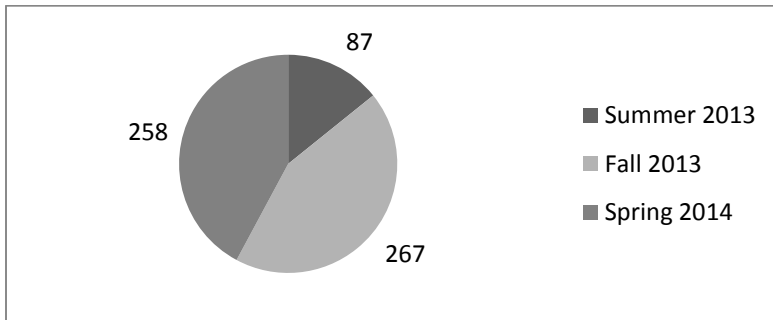
\* Banner Report ED2505

**Active Majors by Gender (N=31)\***



\*Banner Report ED2505

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



\* Banner Report ED2270

**Average GRE Scores-M.Ed. Active Majors (N=4)**

Test	Score	Percentiles
GRE-Verbal	415	35
GRE-Mathematics	585	30
Composite	1000	Not Available

\* Banner Report ED2505

## Learning Outcomes Report\*

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

<b>NBPTS Rubric assessed in SEED 7271</b>	
➤ 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.	
<b>Rubric Criteria</b>	<b>2012-2013 (N=3)</b>
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**

- 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.

<b>Rubric Criteria</b>	<b>2011-2012 (N=7)</b>	<b>2012-2013 (N=1)</b>
Standards Outcome 7	3.57	4
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