



**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: POLITICAL SCIENCE

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=5)

B.S.	Non-Degree	M.A.T.
1	2	2

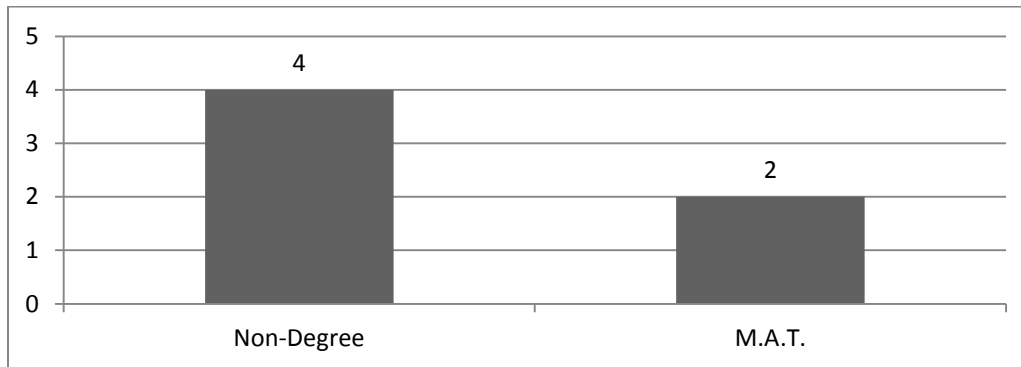
* Banner Report ED2740 & ED2465 (for non-degree)

Table 2*
AY13 Completers by Degree Type (N=0)

B.S.	Non-Degree	M.A.T.
0	0	0

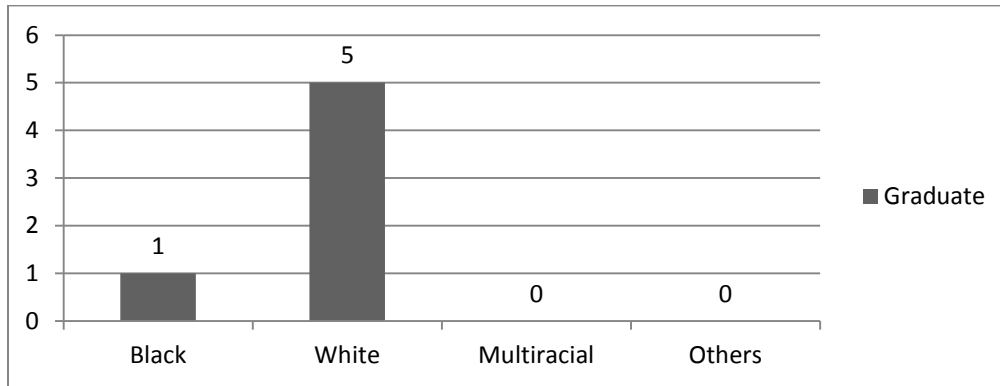
* Program Vitality Report

Figure 1*
Active Majors by Degree Type (N=6)



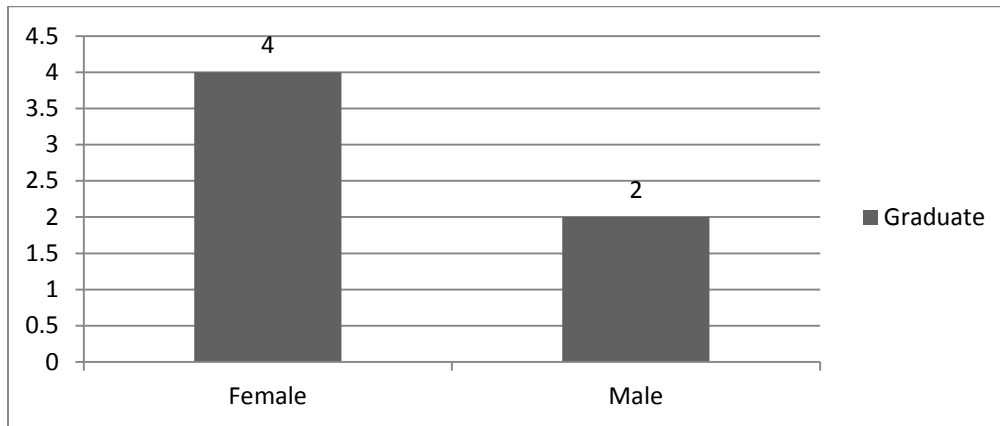
* Banner Report ED2505

Figure 2*
Race-Active Majors (N=6)



* Banner Report ED2505

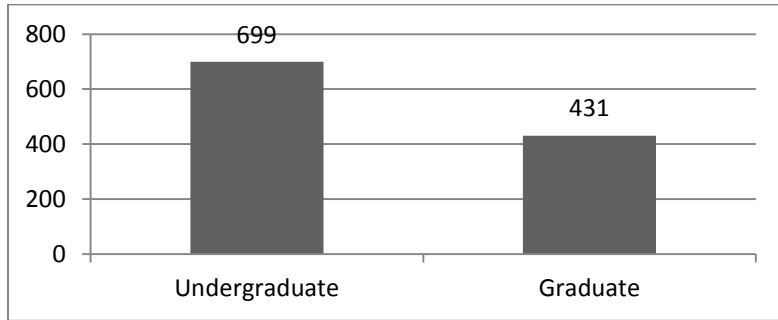
Figure 3*
Gender-Active Majors (N=6)



*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	50%	1	50%	0	0%	0	0%	0	0%	2	1.5
Learning Differences	1	50%	1	50%	0	0%	0	0%	0	0%	2	1.5
Learning Environments	0	0%	2	100%	0	0%	0	0%	0	0%	2	2
Content Knowledge	2	100%	0	0%	0	0%	0	0%	0	0%	2	1
Application of Content	0	0%	2	100%	0	0%	0	0%	0	0%	2	2
Assessment	0	0%	2	100%	0	0%	0	0%	0	0%	2	2
Planning for Instruction	0	0%	2	100%	0	0%	0	0%	0	0%	2	2
Instructional Strategies	0	0%	2	100%	0	0%	0	0%	0	0%	2	2
Professional Learning and Ethical Practice	0	0%	2	100%	0	0%	0	0%	0	0%	2	2
Leadership and Collaboration	0	0%	2	100%	0	0%	0	0%	0	0%	2	2
Total/Percentage	4	20%	16	80%	0	0%	0	0%	0	0%	20	

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	0	0%	0	0%	2	100%	0	0%	0	0%	2	3
Rules	1	50%	0	0%	0	0%	1	50%	0	0%	2	2.5
Consequences	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
Organization & Layout	0	0%	0	0%	2	100%	0	0%	0	0%	2	3
Conventions	0	0%	0	0%	1	50%	1	50%	0	0%	2	3.5
Total/Percentage	1	10%	0	0%	6	60%	3	30%	0	0%	10	

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.

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%	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%	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%	5	62.5%	3	37.5%	0	0%	8	

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

Table 3*:

COE Dispositions Rubric (N=5)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	0%	20%	80%	0%	3.8
Professionalism: Preparation	0%	0%	0%	100%	20%	4
Professionalism: Professional Demeanor	0%	0%	0%	100%	0%	4
Professionalism: Responsive and Adaptive	0%	0%	20%	80%	0%	3.8
Professionalism: Ethical and Honest	0%	0%	20%	80%	0%	3.8
Communication: Verbal Communication	0%	0%	60%	40%	0%	3.4
Communication: Written Communication	0%	0%	0%	100%	60%	4
Belief that all can Learn: Respects Individual Differences	0%	0%	25%	75%	20%	3.75
Fairness: Equity in all Settings	0%	0%	60%	40%	0%	3.4
Collaboration: Interactions with Others	0%	0%	20%	80%	0%	3.8
Total/Percentage	0%	0%	24.44%	75.56%	10%	

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

** No data collected for Impact on Student Learning for Political Science 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
Political Science-I	5	5	100
Political Science-II	5	5	100

* GACE Annual Program Provider Summary Report, 2011-2012

Table 5*
 Political Science Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
72	73	SUBAREA 1: POLITICAL SCIENCE CONCEPTS AND SKILLS
69	75	0001 Understand important political science concepts, terms, and perspectives.
76	71	0002 Understand social science skills used to locate, analyze, and synthesize information related to political science topics.
75	72	SUBAREA 2: FOUNDATIONS OF U.S. GOVERNMENT
61	62	0003 Understand the political philosophies that shaped the development of U.S. constitutional government.
89	81	0004 Understand the system of government created by the U.S. Constitution.
75	73	SUBAREA 3: THE U.S. FEDERAL GOVERNMENT
84	82	0005 Understand the organization, powers, and operation of the legislative branch of the U.S. federal government.
78	77	0006 Understand the organization, powers, and operation of the executive branch of the U.S. federal government.
63	59	0007 Understand the organization, powers, and operation of the judicial branch of the U.S. federal government.

* GACE Annual Program Provider Summary Report, 2011-2012

Table 6*
Political Science Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
60	63	SUBAREA 1: STATE AND LOCAL GOVERNMENT
58	59	0008 Understand major features of the Georgia state constitution and state and local government in Georgia.
62	67	0009 Understand the roles of state and local governments in a federal system of government.
82	82	SUBAREA 2: CITIZENSHIP AND DEMOCRACY
83	83	0010 Understand the rights and responsibilities of U.S. citizenship and the operation of the criminal justice process.
81	80	0011 Understand the organization and role of political parties and the election process in the United States.
66	64	SUBAREA 3: COMPARATIVE GOVERNMENT & INTL. RELATIONS
60	61	0012 Understand historical and contemporary forms of government.
73	67	0013 Understand international relations and the formation and execution of U.S. foreign policy.

* 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.