



**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: 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 and Concentration (N=17)

<b>B.S.-Biology</b>	<b>Biology-Non-Degree</b>	<b>B.S.-Physics</b>	<b>B.A.-Chemistry</b>	<b>B.S.-Earth Science</b>	<b>Science-Non-Degree</b>
6	2	2	3	1	3

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

Table 2\*

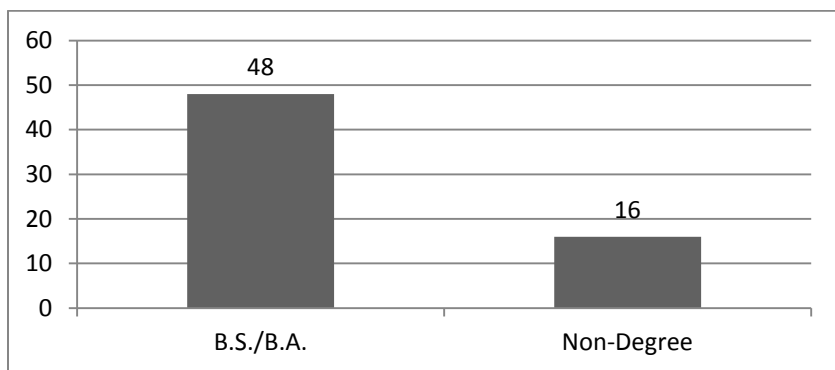
AY13 Completers by Degree Type and Concentration (N=8)

<b>B.S.-Biology</b>	<b>Biology-Non-Degree</b>	<b>B.S.-Physics</b>	<b>B.A.-Chemistry</b>	<b>Non-Degree-Chemistry</b>	<b>B.S.-Earth Science</b>	<b>Science-Non-Degree</b>
5	2	0	0	1	0	0

\* Program Vitality Report

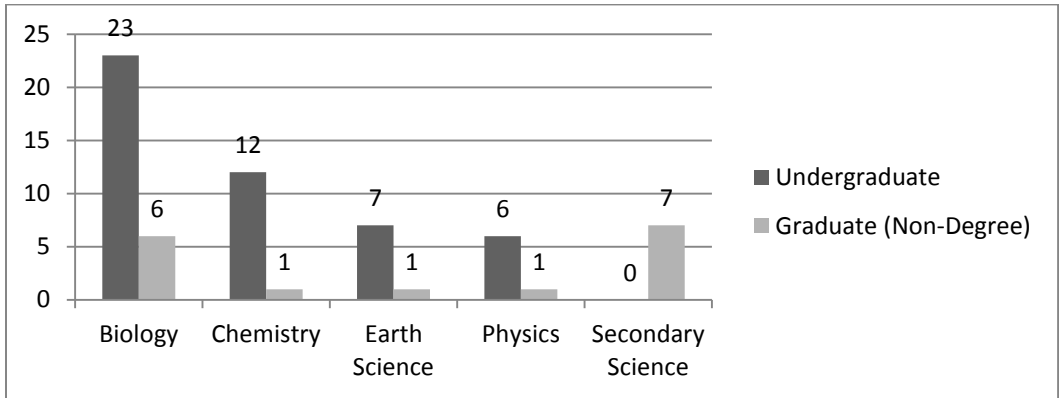
Figure 1\*

Active Majors by Degree (N=64)



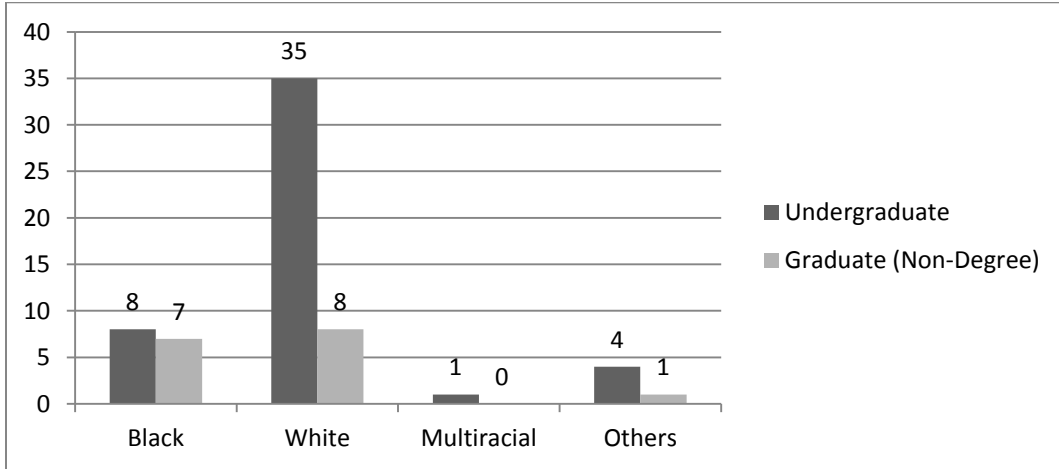
\* Banner Report ED2505

Figure 2\*  
Active Majors by Concentration (N=64)



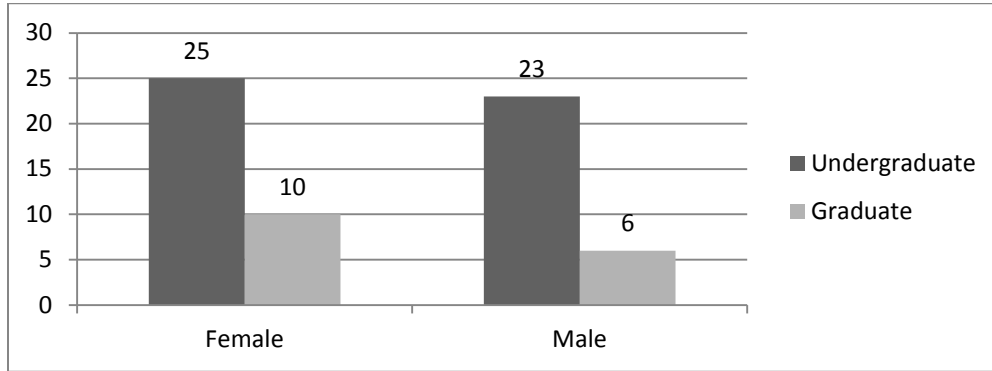
\* Banner Report ED2505

Figure 3\*  
Race-Active Majors (N=64)



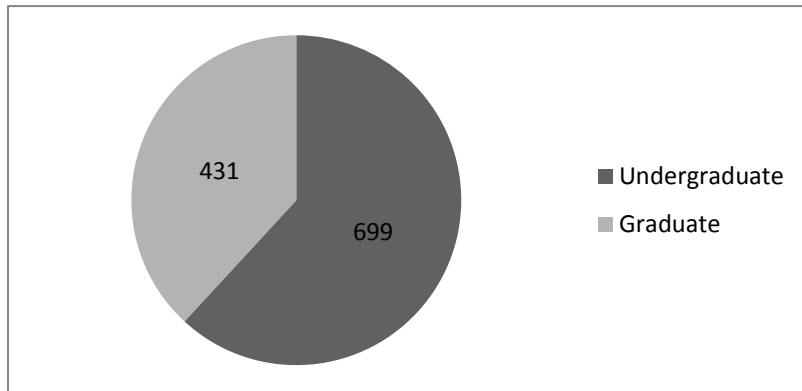
\* Banner Report ED2505

Figure 4\*  
Gender (N=64)



\*Banner Report 2505

Figure 5\*  
Credit Hour Production-All SEED Courses (N=1130)



\* Banner Report ED2270

Table 3\*

Average SAT Scores- Undergraduate Active Majors (N=35)

Test	Score
SAT-Verbal	519
SAT-Mathematics	520
Both Tests Average	1039

\* Banner Report ED2505

# Assessment Results: B.S./B.A 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	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
<b>Total/Percentage</b>	196	23.61%	372	44.82%	96	11.57%	166	20%	0	0%	830	

**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.

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**

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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**ASSESSMENT TEMPLATE : SEED 4240,4242,4243 Unit Plan Rubric - Updated**

**SECTION : Rubric**

**QUESTION : Please Evaluate:**

<b>Please Evaluate:</b>	<b># Unacceptable</b>	<b>% Unacceptable</b>	<b># Developing</b>	<b>% Developing</b>	<b># Proficient</b>	<b>% Proficient</b>	<b># Exemplary</b>	<b>% Exemplary</b>	<b># No Response</b>	<b>% No Response</b>	<b>Total Response</b>	<b>Average</b>
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
<b>Total/Percentage</b>	<b>12</b>	<b>4.72%</b>	<b>35</b>	<b>13.78%</b>	<b>95</b>	<b>37.4%</b>	<b>112</b>	<b>44.09%</b>	<b>2</b>	<b>0.78%</b>	<b>254</b>	

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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
<b>Total/Percentage</b>	0	0%	0	0%	35	87.5%	5	12.5%	120	75%	40	



## Unit Assessment Results

Table 4\*:  
COE Dispositions Rubric (N=39)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	7.89%	36.84%	55.26%	2.56%	3.47
Professionalism: Preparation	0%	2.63%	15.79%	81.58%	2.56%	3.79
Professionalism: Professional Demeanor	0%	0%	15.79%	84.21%	2.56%	3.84
Professionalism: Responsive and Adaptive	0%	2.56%	30.77%	66.67%	0%	3.64
Professionalism: Ethical and Honest	0%	0%	25.64%	74.36%	0%	3.74
Communication: Verbal Communication	0%	5.13%	41.03%	53.85%	0%	3.49
Communication: Written Communication	0%	2.78%	38.89%	58.33%	7.69%	3.56
Belief that all can Learn: Respects Individual Differences	0%	2.63%	42.11%	55.26%	2.56%	3.53
Fairness: Equity in all Settings	0%	2.63%	36.84%	60.53%	2.56%	3.58
Collaboration: Interactions with Others	0%	0%	34.21%	65.79%	2.56%	3.66
Total/Percentage	0%	2.62%	31.76%	65.62%	2.31%	

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

Table 5\*:  
COE Impact on Student Learning (N=1)

Rubric	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Planning	0%	0%	0%	100%	0%	4
Instructional Methods	0%	0%	100%	0%	0%	3
Differentiation	0%	0%	100%	0%	0%	3
Assessment	0%	0%	100%	0%	0%	3
Total/Percentage	0%	0%	75%	25%	0%	

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

Table 6\*  
Intern Keys Final Rubric (N=6)

<b>Performance Standard 1: Professional Knowledge</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	66.67%	33.33%	0%	3.33
1.2 Facilitates students' use of higher level thinking skills in instruction	0%	0%	66.67%	33.33%	0%	3.33
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%	66.67%	33.33%	0%	3.33
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	0%	66.67%	33.33%	0%	3.33
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	83.33%	16.67%	0%	3.17
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	66.67%	33.33%	0%	3.33
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	66.67%	33.33%	0%	3.33
Total/Percentage	0%	0%	69.05%	30.95%	0%	
<b>Performance Standard 2: Instructional Planning</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
2.1 Analyzes and uses student learning data to inform planning.	0%	16.67%	83.33%	0%	0%	2.83
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	83.33%	16.67%	0%	3.17
2.3 Plans for differentiated	0%	33.33%	66.67%	0%	0%	2.67

instruction.						
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	16.67%	16.67%	66.67%	0%	3.5
Total/Percentage	0%	16.67%	62.5%	20.83%	0%	
<b>Performance Standard 3: Instructional Strategies</b>						
	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
3.1 Engages students in active learning and maintains interests.	0%	0%	50%	50%	0%	3.5
3.2 Builds upon students' existing knowledge and skills.	0%	0%	83.33%	16.67%	0%	3.17
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	66.67%	33.33%	0%	3.33
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	66.67%	33.33%	0%	3.33
3.5 Communicates and presents material clearly, and checks for understanding.	0%	16.67%	66.67%	16.67%	0%	3
Total/Percentage	0%	3.33%	66.67%	30%	0%	
<b>Performance Standard 4: Differentiated Instruction</b>						
	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	16.67%	83.33%	0%	0%	2.83
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	33.33%	66.67%	0%	0%	2.67
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	16.67%	66.67%	16.67%	0%	3
Total/Percentage	0%	22.22%	72.22%	5.56%	0%	
<b>Performance Standards 5 and 6: Assessment Strategies and Uses</b>						
	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>

5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	66.67%	33.33%	0%	3.33
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	33.33%	66.67%	0%	0%	2.67
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	16.67%	66.67%	16.67%	0%	3
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	16.67%	66.67%	16.67%	0%	3
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%	33.33%	66.67%	0%	0%	2.67
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	16.67%	16.67%	66.67%	0%	3.5
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	33.33%	66.67%	0%	0%	2.67
Total/Percentage	0%	21.43%	59.52%	19.05%	0%	
<b>Performance Standard 7: Positive Learning Environment</b>						
	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	83.33%	16.67%	0%	3.17
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	0%	83.33%	16.67%	0%	3.17
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	16.67%	83.33%	0%	3.83

7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	33.33%	66.67%	0%	3.67
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%	33.33%	66.67%	0%	3.67
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%	50%	50%	0%	3.5
7.7 Actively listens and pays attention to students' needs and responses.	0%	0%	50%	50%	0%	3.5
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	16.67%	83.33%	0%	3.83
Total/Percentage	0%	0%	45.83%	54.17%	0%	
<b>Performance Standard 8: Academically</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
8.1 Maximizes instructional time.	0%	0%	100%	0%	16.67%	3
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	16.67%	66.67%	16.67%	0%	3
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	66.67%	33.33%	0%	3.33
8.4 Provides transitions that minimize loss of instructional time.	0%	0%	83.33%	16.67%	0%	3.17
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	83.33%	16.67%	0%	3.17
8.6 Encourages students to explore new ideas and take academic risks.	0%	16.67%	66.67%	16.67%	0%	3
Total/Percentage	0%	5.71%	77.14%	17.14%	2.78%	
<b>Performance Standard 9: Professionalism</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>

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%	33.33%	66.67%	0%	3.67
9.2 Maintains professional demeanor and behavior.	0%	0%	33.33%	66.67%	0%	3.67
9.3 Respects and maintains confidentiality.	0%	0%	16.67%	83.33%	0%	3.83
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%	66.67%	33.33%	0%	3.33
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	0%	60%	40%	16.67%	3.4
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	50%	50%	0%	3.5
Total/Percentage	0%	0%	42.86%	57.14%	2.78%	
<b>Performance Standard 10: Communication</b>						
	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	0%	83.33%	16.67%	0%	3.17
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	16.67%	50%	33.33%	0%	3.17
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	83.33%	16.67%	0%	3.17
10.4 Adheres to school and district policies regarding communication of student information.	0%	0%	16.67%	83.33%	0%	3.83

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%	16.67%	83.33%	0%	3.83
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	0%	33.33%	66.67%	0%	3.67
10.7 Uses modes of communication that are appropriate for a given situation.	0%	0%	50%	50%	0%	3.5
<b>Total/Percentage</b>	<b>0%</b>	<b>2.38%</b>	<b>47.62%</b>	<b>50%</b>	<b>0%</b>	

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

## GACE Content Test Results

Table 7\*  
GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Biology-I	7	7	100
Biology-II	7	7	100
Chemistry-I	2	2	100
Chemistry-II	2	2	100
Science-I	5	5	100
Science-II	5	4	80

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 8\*  
Biology Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
70	75	SUBAREA 1: CELL STRUCTURE AND PROCESSES
64	72	0001 Understand cell structure and function.

69	75	0002 Understand the basic chemical components and reactions of cells.
75	77	0003 Understand the physiological processes of cells.
71	76	0004 Understand the processes of cell division, growth, and differentiation.
68	74	SUBAREA 2: HEREDITY AND EVOLUTION
78	82	0005 Understand the principles of heredity.
57	70	0006 Understand the molecular basis of genetics and genetic engineering.
76	71	0007 Understand principles of taxonomy and classification in biology.
63	71	0008 Understand the theory, evidence, and mechanisms of evolution.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 9\*  
Biology Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
70	70	SUBAREA 1: CHARACTERISTICS OF ORGANISMS
85	71	0009 Understand reproduction, development, and life cycles of living organisms.
69	78	0010 Understand the structures, organization, and functions of systems in organisms.
51	55	0011 Understand how organisms obtain, store, and use matter and energy.
76	73	0012 Understand the structure and function of the human body.
70	74	SUBAREA 2: ECOSYSTEMS
71	80	0013 Understand populations and communities.
69	67	0014 Understand the flow of matter and energy through ecosystems.
69	76	0015 Understand types and characteristics of ecosystems and biomes and factors affecting their change over time.



71	76	SUBAREA 3: CHARACTERISTICS OF SCIENCE
69	78	0016 Understand the characteristics of scientific knowledge and the process of scientific inquiry.
68	70	0017 Understand scientific tools, instruments, materials, and safety practices.
75	79	0018 Understand the skills and procedures for analyzing and communicating scientific data.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 10\*  
Chemistry Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
83	83	SUBAREA 1: ATOMIC STRUCTURE & PROPERTIES OF MATTER
75	84	0001 Understand the various models of atomic structure, the principles of quantum theory, and the properties and interactions of subatomic particles.
82	88	0002 Understand the organization of the Periodic Table.
80	84	0003 Understand the physical and chemical properties and changes of matter.
80	83	0004 Understand the factors that affect the solubility of a substance and the properties of solutions.
90	82	0005 Understand chemical formulas and the nomenclature of ionic and covalent compounds.
91	79	0006 Understand the processes of nuclear transformations.
80	78	SUBAREA 2: CHEMICAL BONDING AND ENERGY
83	71	0007 Understand the different types of chemical bonds, the formation of these bonds, and the effect bond type has on the properties of substances.
92	84	0008 Understand the different types of intermolecular forces and the effects they have on the properties of substances.

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
60	74	0009 Understand the kinetic molecular theory and the gas laws.
80	81	0010 Understand the laws of thermodynamics and the flow of heat in physical and chemical processes.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 11\*  
Chemistry Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
91	78	SUBAREA 1: CHEMICAL REACTIONS
91	69	0011 Understand the basic types and characteristics of chemical reactions.
100	82	0012 Understand factors that affect reaction rates and methods for measuring reaction rates.
91	71	0013 Understand the concept of chemical equilibrium.
67	57	0014 Understand the theories, principles, and applications of acid-base chemistry.
90	93	0015 Understand the mole concept and its relationship to chemical formulas.
100	92	0016 Understand molar relationships and stoichiometry.
86	86	SUBAREA 2: CHARACTERISTICS OF SCIENCE
78	73	0017 Understand the characteristics of scientific knowledge and the process of scientific inquiry.
75	93	0018 Understand scientific tools, instruments, materials, and safety practices.
100	97	0019 Understand the skills and procedures for analyzing and communicating scientific data.
92	80	0020 Understand the unifying concepts of science and technology.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 12\*  
Science Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
70	66	SUBAREA 1: EARTH SCIENCE
58	57	0001 Understand current scientific views of the universe.
65	70	0002 Understand the characteristics and distribution of water and its role in earth processes.
76	57	0003 Understand characteristics of the atmosphere and climate and weather.
76	76	0004 Understand characteristics of the earth and processes that have shaped its surface.
76	66	0005 Understand the earth's natural resources.
68	68	SUBAREA 2: LIFE SCIENCE
62	64	0006 Understand the diversity of living organisms and their classification.
60	70	0007 Understand the structure and function of living systems.
69	66	0008 Understand the principles and processes of the inheritance of biological traits.
73	69	0009 Understand the dependence of organisms on one another and understand the flow of energy and matter in ecosystems.
73	71	0010 Understand the theory of evolution and the role of natural selection.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 13\*  
Science Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
59	66	SUBAREA 1: PHYSICAL SCIENCE
72	77	0011 Understand the nature of matter and its classification.
69	73	0012 Understand changes in matter.
46	66	0013 Understand principles and concepts related to

		energy.
46	55	0014 Understand the relationships among force, mass, and the motion of objects.
79	71	0015 Understand the properties of waves, sound, and light.
42	55	0016 Understand electricity and magnetism.
74	75	SUBAREA 2: CHARACTERISTICS OF SCIENCE
68	69	0017 Understand the characteristics of scientific knowledge and the process of scientific inquiry.
76	83	0018 Understand scientific tools, instruments, materials, and safety practices.
79	76	0019 Understand scientific communication and the skills and procedures for analyzing data.
71	75	0020 Understand the unifying concepts of science and technology.

\* GACE Annual Program Provider Summary Report, 2011-2012