



**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

SPECIAL EDUCATION: B.S.ED.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

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Goals for Improvement: 2014-2015

Directions: Review progress toward 2014-2015 goals using the 2014-2015 data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2015-2016. Record your progress at https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send_form.

To record 2015-2016 goals, please click here:

https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPjPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Improve scores on GACE subareas 2.1 and 3.1 for candidates tested in 2015				Academic Success
Improve the overall usefulness and completion of B.S.Ed. program data				Operational Success

Percentage of Completed Rubrics in Tk20

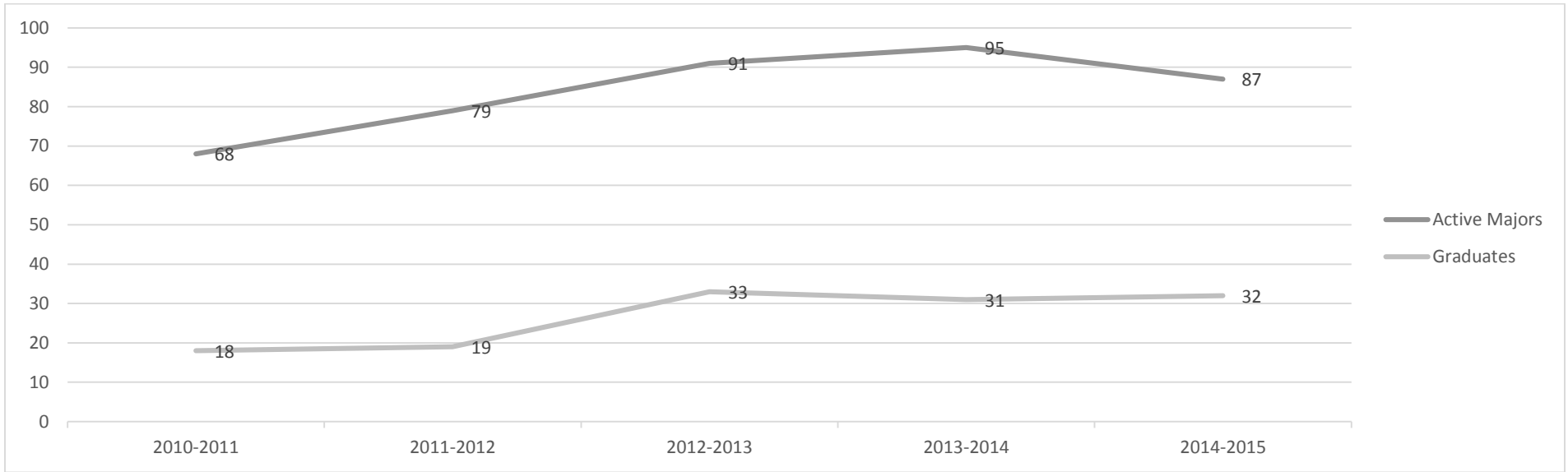
Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	181	143	79%

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty	Number of Rubrics Scored by Site Staff	Percent of Rubrics Scored by Site Staff
Field Experience Assessments	N/A	91	71%	218	67%

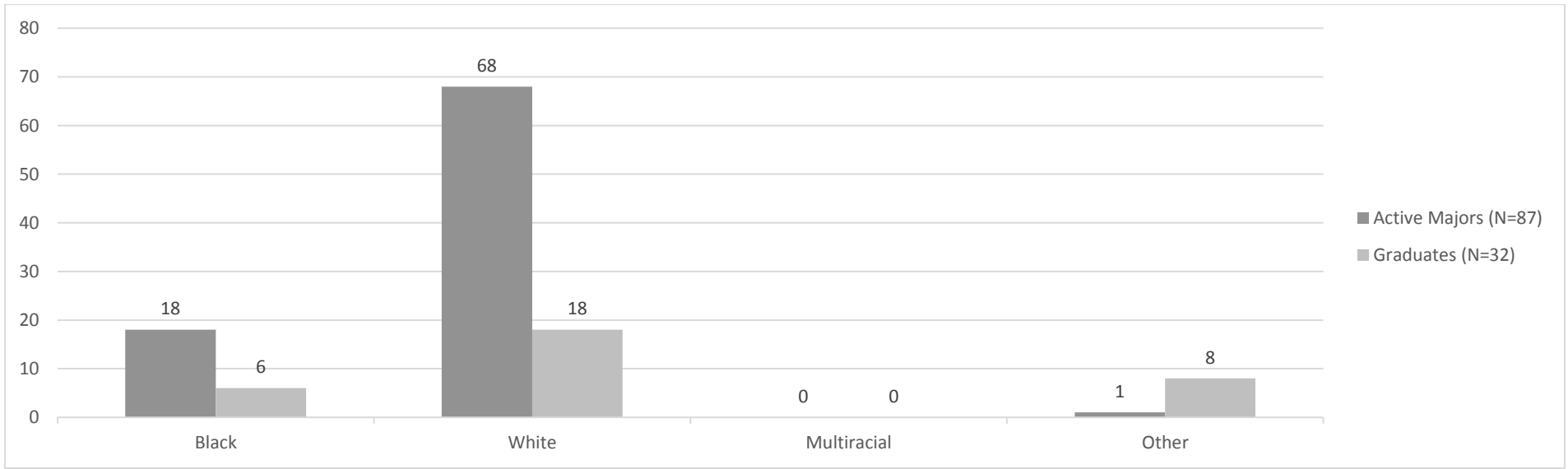
Admissions and Active Majors

Active Majors Admitted 3+ Years Ago (2011-2012 or prior)	Active Majors Admitted 2 Years Ago (2012-2013)	Active Majors Admitted 1 Year Ago (2013-2014)	Current Active Majors 2014-2015	2014-2015 Cohort Admission GPA
2	10	31	87	3.07 (F14: 3.20, SP15: 2.93)

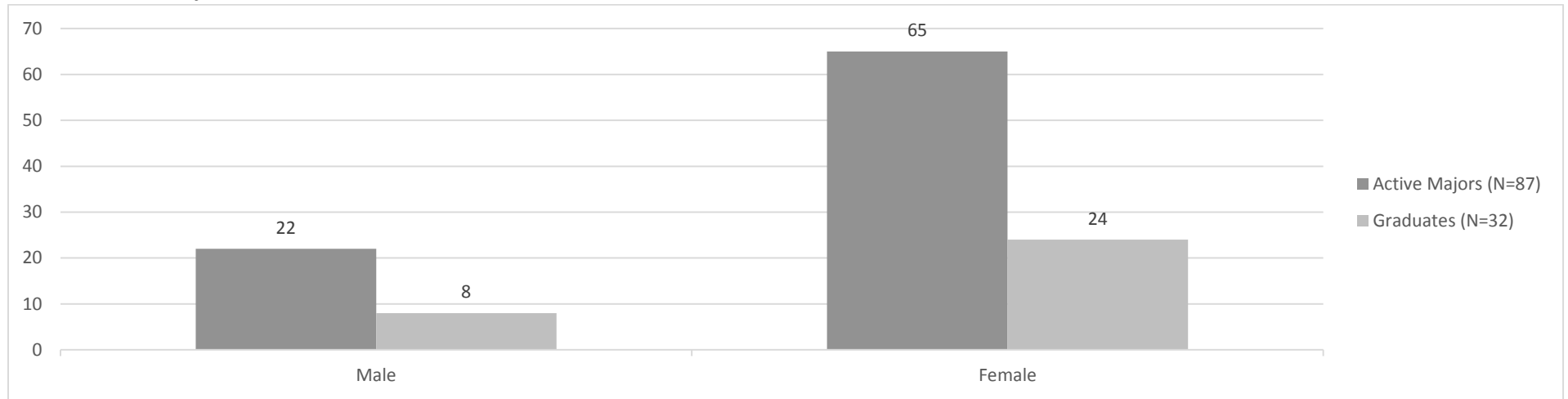
Active Major & Graduate Trend Data



Race- 2014-2015 Active Majors and Graduates



Gender- Active Majors and Graduates



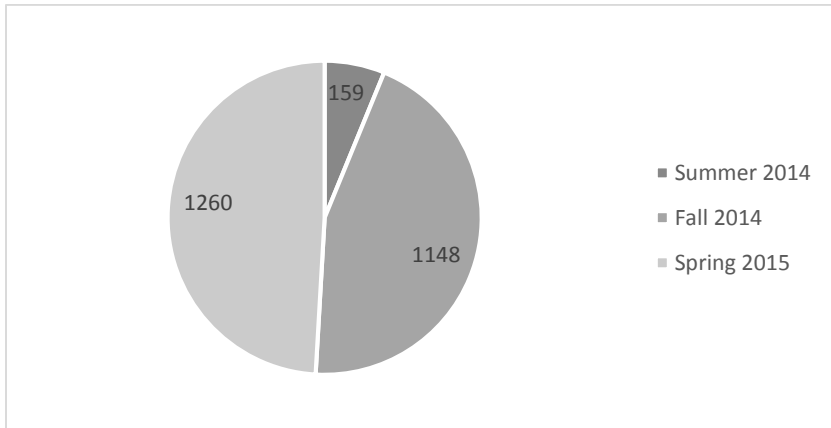
Progression to Graduation Data (Goal: 80% or more graduate in =/< 3 years from admission to TE)

Program	% Graduated in 2 Years	% Graduated in 3 Years	% Graduated in 4 Years	% Graduated in 5 Years	% Graduated in 6 Years	Not Yet Graduated: Still Enrolled	Not Yet Graduated: No Longer Active	Graduated with Different Major
Fall 2008 Cohort (N=6)	33	0	17	17	0	0	33	.005
Program	% Graduated in 2 Years	% Graduated in 3 Years	% Graduated in 4 Years	Not Yet Graduated: Still Enrolled	Not Yet Graduated: No Longer Active	Graduated with Different Major		
Fall 2010 Cohort (N=26)	58	23	0	4	8	7		
Program	% Graduated in 2 Years	% Graduated in 3 Years	Not Yet Graduated: Still Enrolled	Not Yet Graduated: No Longer Active	Graduated with Different Major			
Fall 2012 Cohort (N=40)	85	8	5	0	2			
Program	% Graduated in 2 Years or less	% Graduated in 3 Years	Not Yet Graduated: Still Enrolled	Not Yet Graduated: No Longer Active	Graduated with Different Major			
Fall 2013 Cohort (N=25)	88	0	8	4	1			

Admission Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Fall 2008	1	5	1	3	0	2
Fall 2010	5	21	4	18	0	3
Fall 2012	11	29	3	21	0	16
Fall 2013			6	12	0	7

Credit Hour Production- All SPED Undergraduate Courses



COE Goal: Eighty percent of UWG completers of initial preparation programs employed in GA will achieve professional level certificates.

****Data not available until 2017-2018****

Certification: (COE Goal: 80% of candidates meet or exceed state means on GACE content, edTPA, and final ethics exam)

Test/Assessment	GA Mean	UWG Mean	GA Pass Rate	UWG Pass Rate
GACE Early Childhood Test I	251.97	258.12	91% (N=1598)	100% (N=34)
GACE Early Childhood Test II	252.56	257.88	92% (N=1570)	100% (N=34)
edTPA		2.21		
Final Ethics Exam				

Value-added measures from the state for Teacher Preparation Program Effectiveness Measure (TPPEM)

****Full implementation 2015-2016****

TPPEM

	Percent of Influence	Results	Action Plan Needed For Improvement	Strategy
TEM or LEM Scores of Graduates	50%			
Induction Success Rate (Retention) *TEM ONLY	10%			
Content Knowledge (GACE, edTPA)	30%			
Program Performance (Completion Rates, Retention Rates, Yield, Inductee Survey, Employer Survey)	10%			

Assessment Results

Learning Outcome Report

Mean scores are reported for each assessment used for each specified criterion. All rubrics are rated on a 4-point scale.

Social Child Change Project Rubric assessed in SPED 3714
<p>SPED B.S.Ed. Revised 9.12.13</p> <ul style="list-style-type: none"> ➤ Outcome 1: Candidates understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences or individuals with exceptionalities. (Learner Development and Individual Differences) (CEC Common Core and Individualized General Education Curricula specialization). ➤ Outcome 2: Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (Learning Environments) (CEC Common Core and Individualized General Education Curricula specialization). ➤ Outcome 4: Candidates use multiple methods of assessment and data sources in making educational decisions. (Assessment) (CEC Common Core and Individualized General Education Curricula specialization). ➤ Outcome 5: Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (CEC Common Core and Individualized General Education Curricula specialization)

Rubric Criteria	2014-2015 (N=39)
Target Child	3.67
Setting	3.51
Target Behavior	3.49
Data Collection	3.56
Intervention	3.28
References	2.71
Results	3.51
Reflection	3.05

Ethics Exercise Rubric assessed in SPED 4709	
SPED B.S.Ed. Revised 9.12.13	
<ul style="list-style-type: none"> ➤ Outcome 6: Candidates use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (Professional and Ethical Practice(CEC Common Core and Individualized General Education Curricula specialization). 	
Rubric Criteria	2014-2015 (N=34)
Part One	2.65
Part Two	2.71
Part Three	2.59

Station Teaching Lesson Plan Rubric assessed in SPED 4713	
SPED B.S.Ed. Revised 9.12.13	
<ul style="list-style-type: none"> ➤ Outcome 3: Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. (Curricular Content Knowledge). (CEC Common Core and Individualized General Education Curricula specialization). ➤ Outcome 7: Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (Collaboration) (CEC Common Core and Individualized General Education Curricula specialization). 	
Rubric Criteria	2014-2015 (N=32)
Student Learning Objectives	3.0
Language Demands	2.59
Assessment and Evaluation Plan	2.81
Lesson Introduction	3.44
Station Teaching Description	3.0
Instructional Strategies	2.41

Learning Tasks (Guided Practice)	2.58
Lesson Closure	3.38
Instructional Supports	2.78
Materials and Technology	4.0
Team Member Evaluation	3.78

Academic Child Change Project Rubric assessed in SPED 4761	
SPED B.S.Ed. Revised 9.12.13	
<ul style="list-style-type: none"> ➤ Outcome 1: Candidates understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences or individuals with exceptionalities. (Learner Development and Individual Differences) (CEC Common Core and Individualized General Education Curricula specialization). ➤ Outcome 2: Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (Learning Environments) (CEC Common Core and Individualized General Education Curricula specialization). ➤ Outcome 4: Candidates use multiple methods of assessment and data sources in making educational decisions. (Assessment) (CEC Common Core and Individualized General Education Curricula specialization). ➤ Outcome 5: Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (CEC Common Core and Individualized General Education Curricula specialization) 	
Rubric Criteria	2014-2015 (N=30)
Target Child	3.73
Setting	3.80
Target Behavior	3.17
Data Collection	3.20
Intervention	3.30
References	3.23
Results	3.37
Reflection	3.43

Dispositions Rubric

In most cases, SPED interns were rated either proficient (3) or exemplary (4) by both cooperating teachers (CT) and university supervisors (US). There were no dispositions items for which 25% or more of the students were rated less than proficient. If you would like to know the names of the few individual students who were rated below “proficient” please request a separate report through COEdata@westga.edu.

Intern Keys

Of the 43 candidates assessed in pre-internship (SPED 3752) for fall 2014, 56% were rated by cooperating teachers as proficient or exemplary in all categories. Of the 13 total candidates assessed in internship (SPED 4286) for spring 2015, 85% were rated as proficient or exemplary by cooperating teachers in all categories. If you would like to see the student level reports for individuals who were rated below proficient in any category, please request a custom report from coedata@westga.edu.

GACE Content Test Results

In most cases, UWG scores were slightly higher than the Georgia scores. However, a few objectives had less than 70% correct:

Test I

Subarea III: Objective 1 (67.23% correct)

Test II

Subarea IV: Objective 1 (68.43% correct)

Subarea V: Objective I (65.67% correct)

Special Education Test I Results

Average Percent Correct-Georgia	Average Percent Correct-UWG	Subarea and Objective
72.72	75.30	SUBAREA II. PLANNING THE LEARNING ENVIRONMENT AND SOCIAL INTERACTIONS
70.42	72.83	1. Understands And Applies Knowledge Of Curriculum Development And Lesson Planning
74.64	77.67	2. Understands And Applies Knowledge Of How To Organize, Manage, And Monitor The Learning Environment
65.50	67.23	SUBAREA III. INSTRUCTION
65.50	67.23	1. Understands And Applies Knowledge Of Effective Teaching Strategies And Techniques And Uses Of Technology

Special Education Test II Results

Average Percent Correct-Statewide	Average Percent Correct-UWG	Subarea and Objective
68.54	74.41	SUBAREA I. DEVELOPMENT AND CHARACTERISTICS OF LEARNERS
68.54	74.41	1. Understands Human Development And Applies Knowledge To Needs Of And Influences On Learners With Disabilities
68.31	68.43	SUBAREA IV. ASSESSMENT
68.31	68.43	1. Understands Definitions And Types Of Assessments And Applies Knowledge To Interpretation And Uses Of Data
66.43	70.24	SUBAREA V. FOUNDATIONS AND PROFESSIONAL RESPONSIBILITIES
62.79	65.67	1. Understands Legal Definitions And Requirements And Uses Knowledge Of The Law To Ensure Rights Of Stakeholders
70.43	75.67	2. Understands The Professional Roles Of Teachers And Others And Develops Ways To Collaborate And Communicate