



**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 2013; SPRING 2014

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Program Admissions/Production Information

Admissions and Active Majors*

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)	Current Active Majors 2013-2014
0	6	38	95

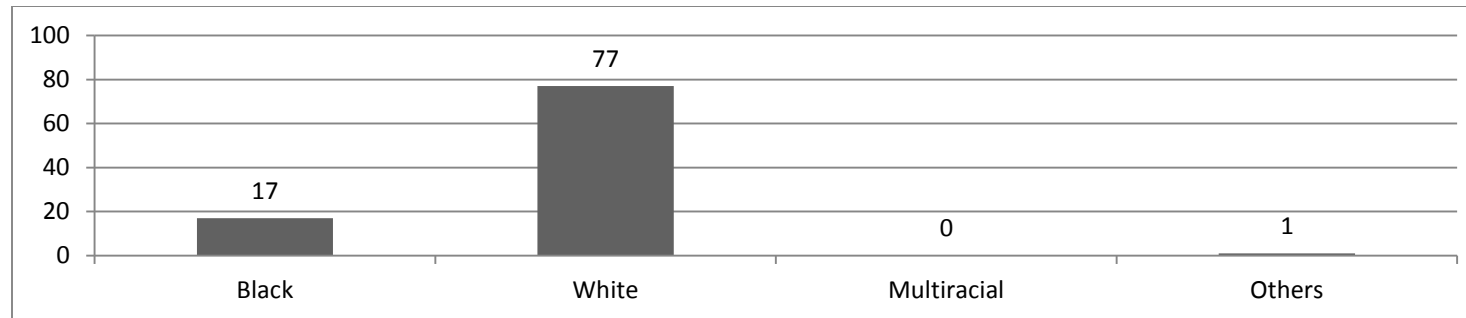
*Banner Report ED2505

Completers*

2011-2012	2012-2013	2013-2014
19	33	31

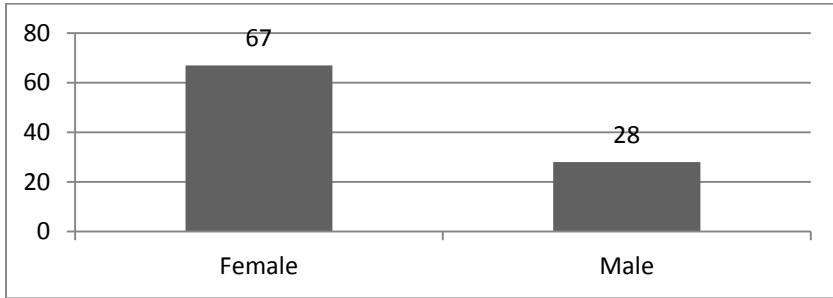
* Banner Report ED2465

Race-Active Majors (N=95)*



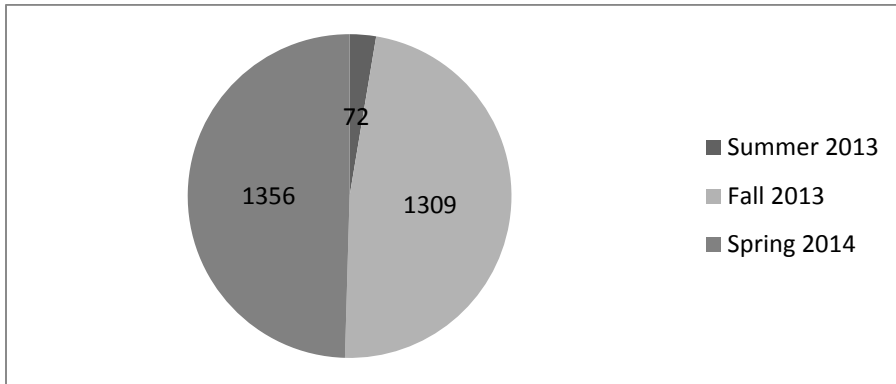
* Banner Report ED2505

Gender-Active Majors (N=95)*



*Banner Report 2505

Credit Hour Production- All SPED Undergraduate Courses (N=2737)*



* Banner Report ED2270

Average SAT Scores-Undergraduate Active Majors (N=49)*

Test	Score	Percentile Ranks
SAT-Verbal	500	51
SAT-Mathematics	487	42
Composite	987	47

* Banner Report ED2505

Average ACT Scores-Undergraduate Active Majors (N=43)*

Test	Score	Percentile Ranks
ACT- Verbal	20	50
ACT- Mathematics	20	51
Composite	20	49

* Banner Report ED2505

Assessment Results: B.S.Ed. and Non-Degree

Learning Outcome Report*

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

Child Change Rubric (Inactive) assessed in SPED 4786		
SPED B.S.Ed.		
<ul style="list-style-type: none">➤ Outcome 11: Candidates demonstrate knowledge and skills related to effective instruction of learners with disabilities.➤ Outcome 5: Candidates demonstrate knowledge and skills related to providing appropriate Learning Environments and Social Interactions for learners with disabilities.		
Rubric Criteria	2011-2012 (N=13)	2012-2013 (N=1)
Background information (student/setting/	3.85	4
Goals	3.69	4
Intervention	3	4
Results	3.38	4
Analysis or Reflection on the Results	3.62	4
Mechanics, Grammar, Spelling	3.23	4

IEP Section Rubric assessed in SPED 4789		
SPED B.S.Ed. Revised 9.12.13		
➤ Outcome 5 (Revised 9.12.13): 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	2011-2012 (N=17)	2012-2013 (N=29)
Grades on Artifact (grading by course instructor)	3.29	3.11
Mechanics and Format	3.29	3.45
Language	3.12	3.17
Standards and Application of Artifact to Standards	3.41	3.24
Professional Application	3	3.07

Assessment Portfolio Rubric assessed in SPED 3702	
SPED B.S.Ed. Revised 9.12.13	
➤ Outcome 3 (Revised 9.12.13): 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).	
Rubric Criteria	2012-2013 (N=32)
Template completed thoroughly and accurately, consistently with guidelines	3.03
Use of resources: identified as required in assignment and use of own words	4
Presentation: estimated error rate in errors of mechanics and general neatness	3.88

Resources Project Rubric assessed in SPED 4712	
SPED B.S.Ed.	
➤ Outcome 2: Candidates demonstrate knowledge and skills related to Development and Characteristics of Learners.	
➤ Outcome 3: Candidates demonstrate knowledge and skills related to Individual Learning Differences of children with disabilities.	
➤ Outcome 6: Candidates demonstrate knowledge and skills related to understanding and enhancing Language skills of learners with disabilities.	
Rubric Criteria	2012-2013 (N=29)
Items Included	3.34
Item Labeling	3.9
References	2.69
Annotations	3.31

Presentation	3.38
Miscellaneous	3.76

Child Change Project Rubric (Inactive) assessed in SPED 4789 and SPED 3714	
SPED B.S.Ed.	
<ul style="list-style-type: none"> ➤ Outcome 10: Candidates demonstrate knowledge and skills related to Collaboration designed to enhance understanding of and services to learners with disabilities ➤ Outcome 4: Candidates demonstrate knowledge and skills related to Instructional Strategies for learners with disabilities. ➤ Outcome 5: Candidates demonstrate knowledge and skills related to providing appropriate Learning Environments and Social Interactions for learners with disabilities. ➤ Outcome 8: Candidates demonstrate knowledge and skills related to Assessment of learners with disabilities. 	
Rubric Criteria	2012-2013 (N=29)
Planning	3.38
Instructional Methods	2.79
Differentiation	2.86
Assessment	2.97

Lesson Plan Rubric assessed in SPED 3761 and SPED 4761	
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 4: Candidates use multiple methods of assessment and data sources in making educational decisions. (Assessment) (CEC Common Core and Individualized General Education Curricula specialization). 	
Rubric Criteria	2012-2013 (N=21)
Standard(s) & Element(s)	3.57
Essential Question(s)	3.85
Assessment/Evaluation (turn in with lesson)	3.33
Mechanics	3.67
Acceleration & Previewing (Key Vocabulary and Materials listed)	2.81
Activation Strategy (what do the students need to know by the end of the lesson or unit? Students are clearly going to be hooked into the lesson.)	3.05

Activities Planned & Student Actions	3.29
Extending and Refining (Activity that guides students to rethink or think beyond learned skill)	2.48
Summary/closure (Reflects evidence of student learning, evaluation, guided by Essential Question(s) ☑ All students participate	2.57
Adaptations for Exceptional Students	2.67

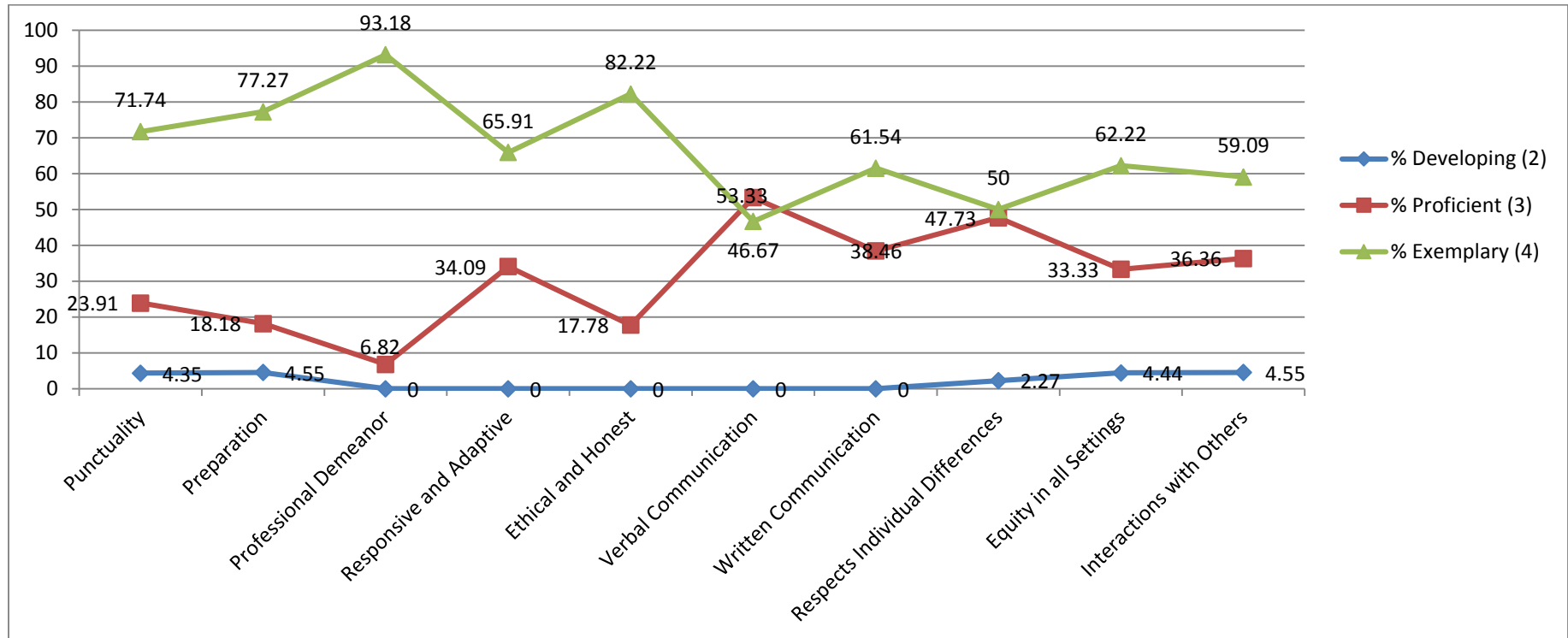
Communication Project Rubric assessed in SPED 4712	
SPED B.S.Ed. ➤ Outcome 1: Candidates demonstrate knowledge and skills related to the Foundations of special education.	
SPED B.S.Ed. Revised 9.12.13 ➤ Outcome 1: Candidates understand how exceptionalities can interact with development and learning and 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).	
Rubric Criteria	2013-2014 (N=32)
Items Included	3.44
Item Labeling	3.69
References	2.38
Annotations	3.62
Presentation	3.25
Miscellaneous	3.47

* Tk20 Report: West Georgia COE Standards Report

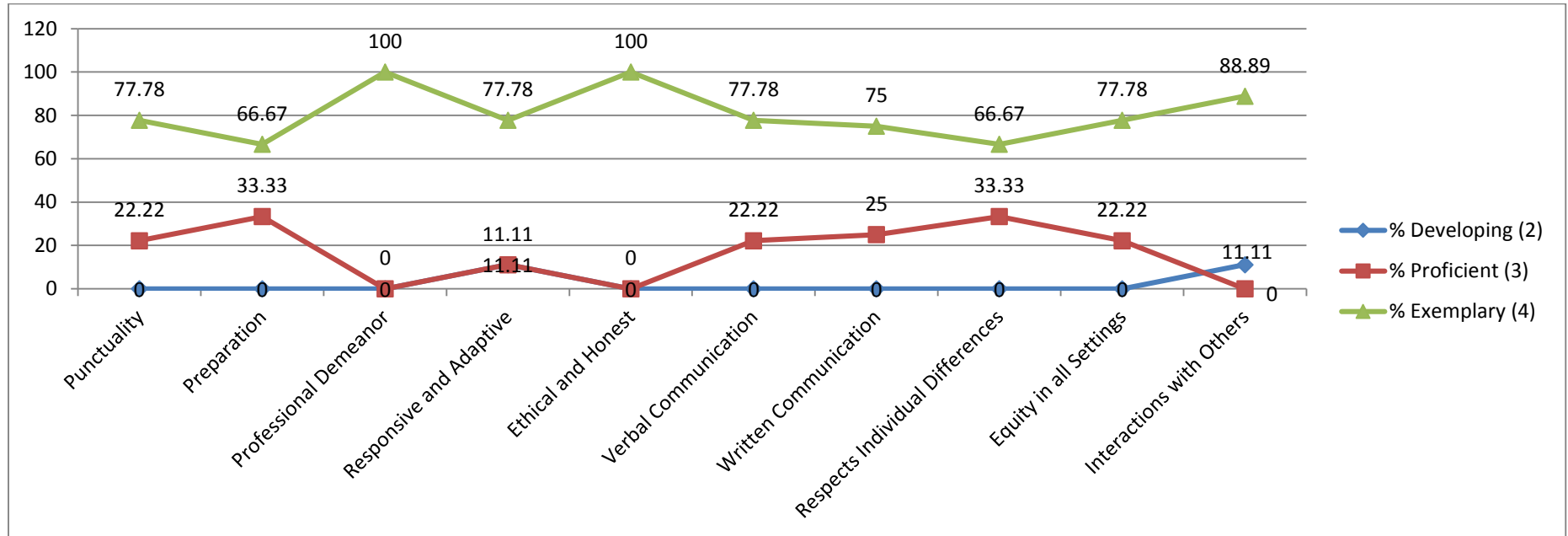
Dispositions Rubric

Cooperating Teacher Results Only; No University Supervisor results found

Fall 2013, Block III (N=46)



Spring 2014, Block IV (N=9)



Intern Keys-Spring 2014

Cooperating Teacher results only—no US results found. No fall 2013 results found for either role.

Performance Standard 1: Professional Knowledge	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements.	1	3.7%	20	74.07%	6	22.22%	3.19
1.2 Facilitates students' use of higher-level thinking skills in instruction.	2	7.41%	20	74.07%	5	18.52%	3.11
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences	2	7.41%	17	62.96%	8	29.63%	3.22

and applications.							
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	1	3.7%	22	81.48%	4	14.81%	3.11
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	1	3.85%	22	84.62%	3	11.54%	3.08
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0	0%	14	53.85%	12	46.15%	3.46
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0	0%	19	70.37%	8	29.63%	3.3
Performance Standard 2: Instructional Planning	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean
2.1 Analyzes and uses student learning data to inform planning	2	8%	14	56%	9	36%	3.28
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).	1	3.7%	20	74.07%	6	22.22%	3.19
2.3 Plans instruction effectively for content mastery, pacing, and transitions.	2	7.41%	17	62.96%	8	29.63%	3.22
2.4 Plans for instruction to meet the needs of all students.	1	3.7%	15	55.56%	11	40.74%	3.37
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	1	3.7%	17	62.96%	9	33.33%	3.3
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.	1	3.7%	17	62.96%	9	33.33%	3.3
Performance Standard 3: Instructional Strategies	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean
3.1 Engages students in active learning and maintains interest.	0	0%	15	55.56%	12	44.44%	3.44
3.2 Builds upon students' existing knowledge	2	7.69%	15	57.69%	9	34.62%	3.27

and skills.							
3.3 Reinforces learning goals consistently throughout the lesson.	1	3.7%	18	66.67%	8	29.63%	3.26
3.4 Uses a variety of research-based instructional strategies and resources.	1	3.7%	19	70.37%	7	25.93%	3.22
3.5 Effectively uses appropriate instructional technology to enhance student learning.	1	3.7%	17	62.96%	9	33.33%	3.3
3.6 Communicates and presents material clearly, and checks for understanding.	0	0%	19	70.37%	8	29.63%	3.3
3.7 Develops higher-order thinking through questioning and problem-solving activities.	2	7.69%	19	73.08%	5	19.23%	3.12
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.	0	0%	19	70.37%	8	29.63%	3.3
Performance Standard 4: Differentiated Instruction	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	1	3.85%	14	53.85%	11	42.31%	3.38
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	1	3.85%	18	69.23%	7	26.92%	3.23
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0	0%	17	62.96%	10	37.04%	3.37
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.	1	4.35%	16	69.57%	6	26.09%	3.22
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.	1	3.7%	21	77.78%	5	18.52%	3.15
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.	1	3.7%	16	59.26%	10	37.04%	3.33
Performance Standard 5: Assessment Strategies	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean

5.1 Aligns student assessment with the established curriculum and benchmarks.	1	4.35%	18	78.26%	4	17.39%	3.13
5.2 Involves students in setting learning goals and monitoring their own progress.	1	4.17%	15	62.5%	8	33.33%	3.29
5.3 Varies and modifies assessments to determine individual student needs and progress.	0	0%	17	68%	8	32%	3.32
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.	1	4.17%	17	70.83%	6	25%	3.21
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.	1	3.85%	21	80.77%	4	15.38%	3.12
5.6 Uses assessment techniques that are appropriate for the developmental level of students.	1	3.7%	17	62.96%	9	33.33%	3.3
5.7 Collaborates with others to develop common assessments, when appropriate.	0	0%	16	64%	9	36%	3.36
Performance Standard 6: Assessment Uses	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	1	4%	16	64%	8	32%	3.28
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	1	3.85%	20	76.92%	5	19.23%	3.15
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	1	3.7%	17	62.96%	9	33.33%	3.3
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.	1	3.85%	18	69.23%	7	26.92%	3.23
6.5 Shares accurate results of student progress with students, parents, and key school personnel.	2	8.33%	16	66.67%	6	25%	3.17

6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.	1	3.7%	15	55.56%	11	40.74%	3.37
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	1	4.35%	16	69.57%	6	26.09%	3.22
Performance Standard 7: Positive Learning Environment	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0	0%	17	62.96%	10	37.04%	3.37
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0	0%	16	59.26%	11	40.74%	3.41
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0	0%	7	25.93%	20	74.07%	3.74
7.4 Promotes a climate of trust and teamwork within the classroom.	0	0%	13	48.15%	14	51.85%	3.52
7.5 Promotes respect for and understanding of students' diversity, including but not limited to race, color, religion, sex, national origin, or disability.	0	0%	9	33.33%	18	66.67%	3.67
7.6 Actively listens and pays attention to students' needs and responses.	0	0%	11	40.74%	16	59.26%	3.59
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.	0	0%	10	40%	15	60%	3.6
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	1	3.85%	14	53.85%	11	42.31%	3.38
Performance Standard 8: Academically Challenging Environment	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean
8.1 Maximizes instructional time.	3	11.11%	17	62.96%	7	25.93%	3.15
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0	0%	16	59.26%	11	40.74%	3.41
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	1	3.7%	17	62.96%	9	33.33%	3.3

8.4 Provides transitions that minimize loss of instructional time.	3	11.11%	17	62.96%	7	25.93%	3.15
8.5 Communicates high, but reasonable, expectations for student learning.	1	3.7%	15	55.56%	11	40.74%	3.37
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	1	3.7%	16	59.26%	10	37.04%	3.33
8.7 Encourages students to explore new ideas and take academic risks.	1	3.7%	16	59.26%	10	37.04%	3.33
Performance Standard 9: Professionalism	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% 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%	12	44.44%	15	55.56%	3.56
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).	2	7.41%	6	22.22%	19	70.37%	3.63
9.3 Respects and maintains confidentiality.	0	0%	8	29.63%	19	70.37%	3.7
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%	18	66.67%	9	33.33%	3.33
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.	0	0%	10	47.62%	11	52.38%	3.52
9.6 Demonstrates flexibility in adapting to school change.	0	0%	12	44.44%	15	55.56%	3.56
9.7 Engages in activities outside the classroom intended for school and student enhancement	0	0%	15	62.5%	9	37.5%	3.38
9.8 Maintains appropriate interactions with students, parents, faculty, and staff.	0	0%	11	40.74%	16	59.26%	3.59
9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and	0	0%	10	38.46%	16	61.54%	3.62

impact on student learning.							
Performance Standard 10: Communication	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	Mean
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	1	3.7%	15	55.56%	11	40.74%	3.37
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.	1	7.14%	8	57.14%	5	35.71%	3.29
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.	1	3.85%	18	69.23%	7	26.92%	3.2
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.	1	3.7%	15	55.56%	11	40.74%	3.37
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	1	3.7%	15	55.56%	11	40.74%	3.37
10.6 Adheres to school and district policies regarding communication of student information.	0	0%	13	48.15%	14	51.85%	3.52
10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.	0	0%	17	65.38%	9	34.62%	3.35
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).	1	4%	14	56%	10	40%	3.36
10.9 Uses modes of communication that are appropriate for a given situation.	0	0%	19	70.37%	8	29.63%	3.3

10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.	0	0%	15	57.69%	11	42.31%	3.42
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GACE Content Test Results

GACE Pass Rates*

Test	Number Tested	Number Passed	Percent Passed
Special Education-I	14	14	100%
Special Education-II	14	14	100%

* GACE Annual Program Provider Summary Report, 2011-2012

Special Education Test I Results*

Average Percent Correct-Statewide	Average Percent Correct-UWG	Subarea and Objective
76.22	72.20	SUBAREA II. PLANNING THE LEARNING ENVIRONMENT AND SOCIAL INTERACTIONS
73.47	68.42	1. Understands And Applies Knowledge Of Curriculum Development And Lesson Planning
78.91	75.89	2. Understands And Applies Knowledge Of How To Organize, Manage, And Monitor The Learning Environment
69.56	64.01	SUBAREA III. INSTRUCTION
69.56	64.01	1. Understands And Applies Knowledge Of Effective Teaching Strategies And Techniques And Uses Of Technology

* Test Level Summary Statistics - Expanded

Special Education Test II Results*

Average Percent Correct-Statewide	Average Percent Correct-UWG	Subarea and Objective
80.11	77.16	SUBAREA I. DEVELOPMENT AND CHARACTERISTICS OF LEARNERS
80.11	77.16	1. Understands Human Development And Applies Knowledge To Needs Of And Influences On Learners With Disabilities
74.81	72.22	SUBAREA IV. ASSESSMENT
74.81	72.22	1. Understands Definitions And Types Of Assessments And Applies Knowledge To Interpretation And Uses Of Data
70.83	69.55	SUBAREA V. FOUNDATIONS AND PROFESSIONAL RESPONSIBILITIES
68.17	69.55	1. Understands Legal Definitions And Requirements And Uses Knowledge Of The Law To Ensure Rights Of Stakeholders
73.94	69.46	2. Understands The Professional Roles Of Teachers And Others And Develops Ways To Collaborate And Communicate

* Test Level Summary Statistics - Expanded