



**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 M.ED.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# 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](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/1q5UB5ZfzV3whBqYi3oCFPiPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYi3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Improve the instructional effectiveness of our advanced SPED candidates by fall 2015				Academic Success
Improve the overall usefulness and quality of M.Ed. program data				Operational Success

## Program Admissions/Production Information

---

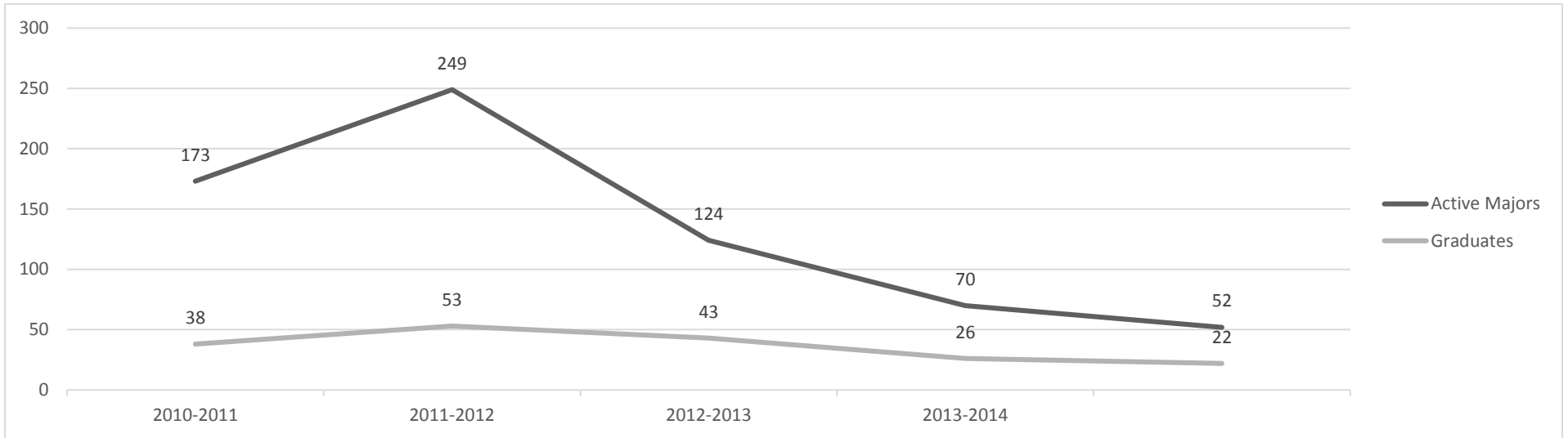
### Percentage of Completed Rubrics

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	10	5	50%

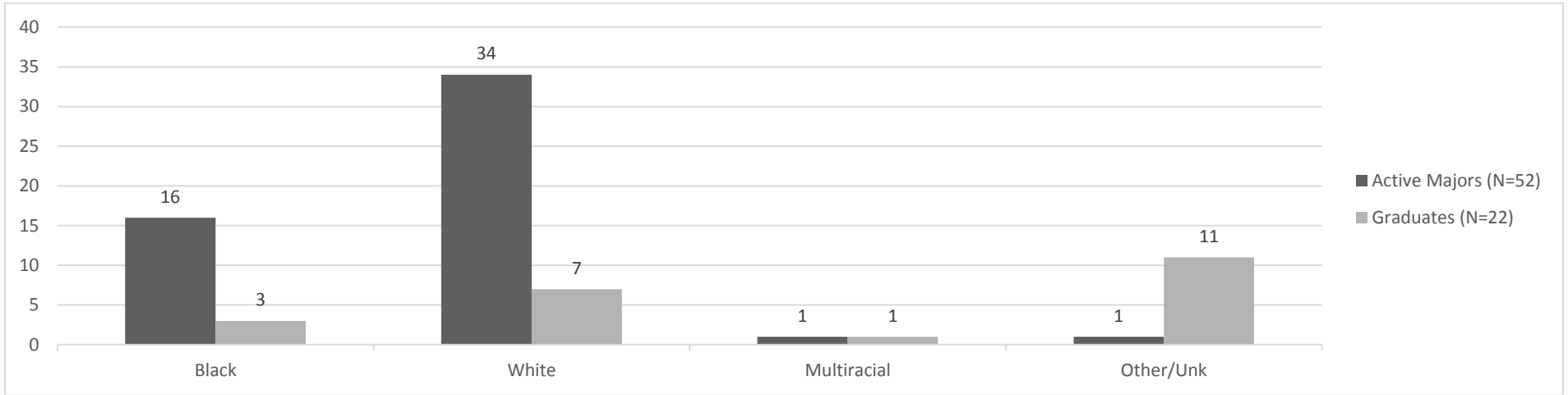
**Admissions and Active Majors**

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
16	11	7	52	TBA

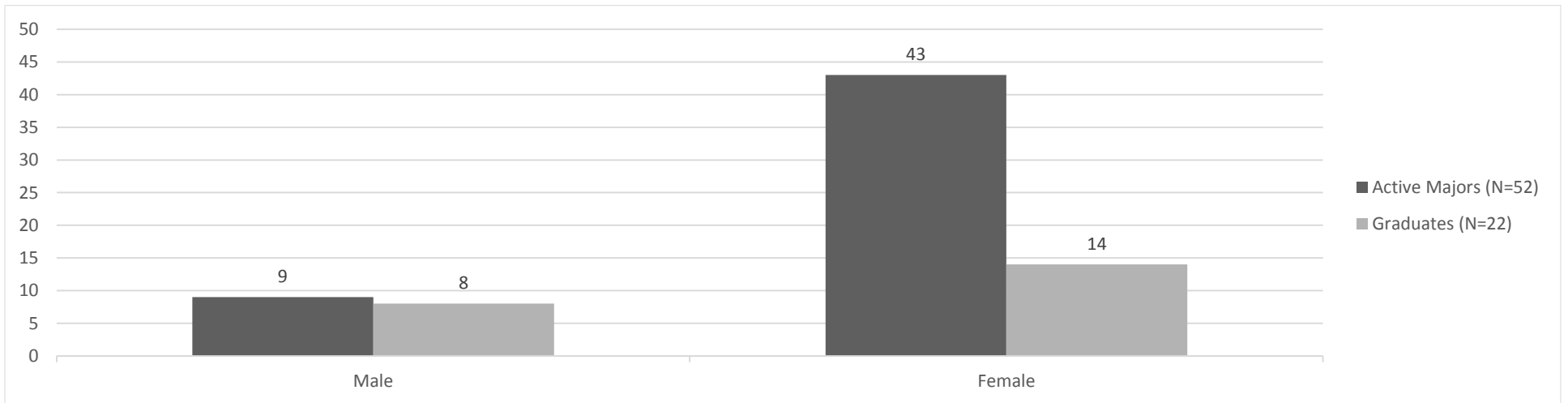
**Active Major & Graduate Trend Data**



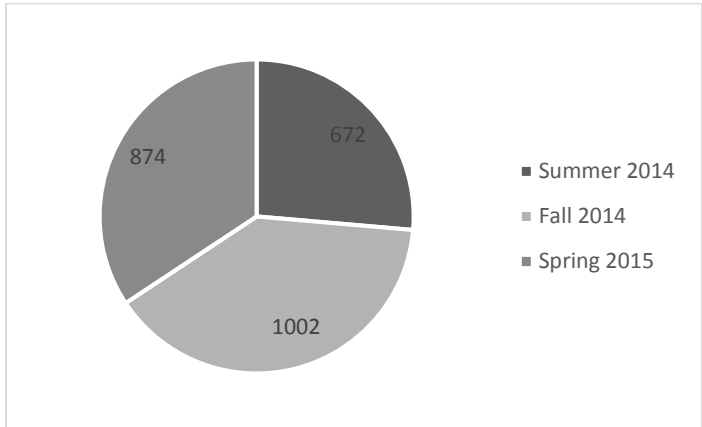
**Race: 2014-2015 Active Majors and Graduates**



**Gender: 2014-2015 Active Majors and Graduates**



**Credit Hour Production- All SPED Graduate Courses (N=2548)**



**Graduation Rates**

	<b>% Graduated in &lt;2 Years</b>	<b>% Graduated in 3-4 Years</b>	<b>% Graduated in =/&gt;5 Years</b>	<b>No Graduation Date: Still Active</b>	<b>No Graduation Date: No Longer Active</b>	<b>Graduated with other major</b>
<b>Fall 2010 Cohort (N=18)</b>	6%	61%	6%	0	22%	5% (SPED M.A.T.)
	<b>% Graduated in &lt;2 Years</b>	<b>% Graduated in 3-4 Years</b>	<b>% Graduated in =/&gt;5 Years</b>	<b>No Graduation Date: Still Active</b>	<b>No Graduation Date: No Longer Active</b>	<b>Graduated with other major</b>
<b>Fall 2012 Cohort (N=22)</b>	23%	23%	0	18%	36%	0
	<b>% Graduated in &lt;2 Years</b>	<b>% Graduated in 3-4 Years</b>	<b>% Graduated in =/&gt;5 Years</b>	<b>No Graduation Date: Still Active</b>	<b>No Graduation Date: No Longer Active</b>	<b>Graduated with other major</b>
<b>Fall 2013 Cohort (N=4)</b>	25%	25%	0	25%	25%	0

### Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other
Fall 2010	3	15	7	10	0	1
Fall 2012	5	17	10	12	0	0
Fall 2013	1	3	2	2	0	0

## Assessment Results

---

### Learning Outcomes Report

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

<b>Ethics Code Paper Rubric assessed in SPED 6721</b>	
➤ 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.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=5)</b>
Mechanics and Format	3.40
Language	3.00
Content	3.40
Standards	3.80

**Academic Child Change Rubric assessed in SPED 6793**

- Outcome 1: Candidates understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities
- 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 interactions, and self-determination.
- Outcome 3: Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- Outcome 4: Candidates use multiple methods of assessment and data-sources in making educational decisions.
- Outcome 5: Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- 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.
- 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.

Rubric Criteria	2014-2015 (N=0)
Target Child	**5 students have turned in assignments, but none has been assessed**
Setting	
Target Behavior	
Data Collection	
Intervention	
References	
Results	
Reflection	

**Intern Keys-Final assessed in SPED 6793 Field Experience Binder**

- Outcome 1: Candidates understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities
- 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 interactions, and self-determination.
- Outcome 3: Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- Outcome 4: Candidates use multiple methods of assessment and data-sources in making educational decisions.
- Outcome 5: Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- 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.
- 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.

Section	2014-2015 Cooperating Teacher Mean	2014-2015 University Supervisor Mean
Performance Standard 1: Professional Knowledge	3.26	**Of 7 students who received field binders, none has been scored by faculty on IK. Is IK needed for faculty, or CTs only? **
Performance Standard 2: Instructional Planning	3.27	
Performance Standard 3: Instructional Strategies	3.25	
Performance Standard 4: Differentiated Instruction	3.25	
Performance Standard 5: Assessment Strategies	3.34	
Performance Standard 6: Assessment Uses	3.19	
Performance Standard 7: Positive Learning Environment	3.49	
Performance Standard 8: Academically Challenging Environment	3.29	
Performance Standard 9: Professionalism	3.59	
Performance Standard 10: Communication	3.38	