



College of Education

DATA REPORT 2012

Special Education

This document contains aggregated candidate data collected at admission, clinical experience, and completion as well as program level on key quantitative variables. The intended uses of these data include identifying areas of strength, areas for improvement, indicators of progress, and as an aid for annual planning.

UNIVERSITY OF WEST GEORGIA

7/11/12



DATA REPORT 2012

SPECIAL EDUCATION

SECTION 1: PROGRAM DATA

List of Assessments

Please review the assessments listed below and submit corrections, additions, or deletions to the Assessment Office by the second Friday in September for fall term assessments.

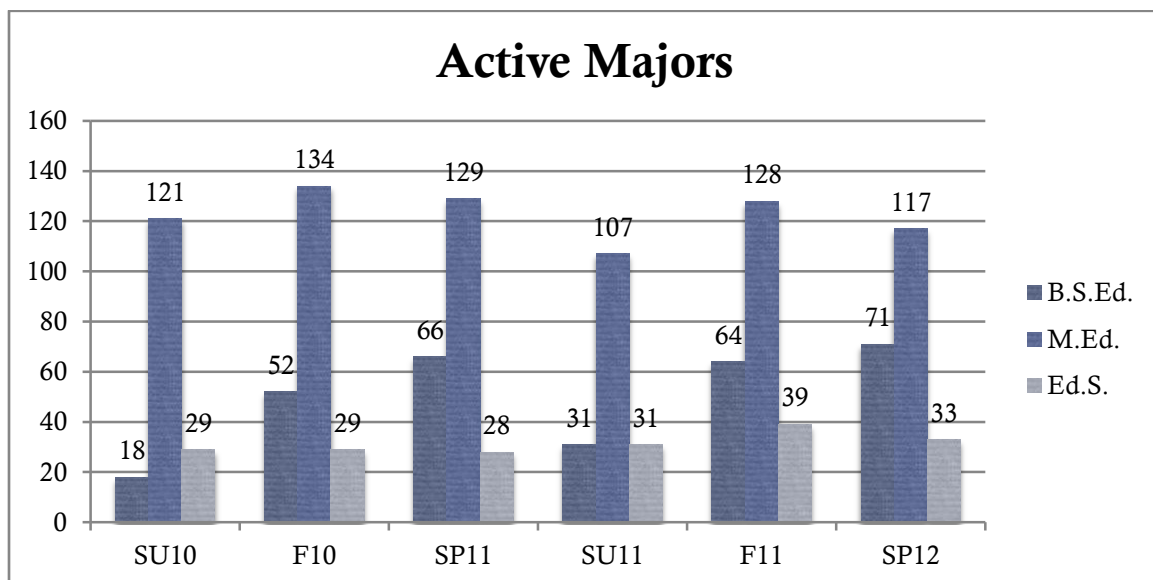
<u>Bachelor's</u>	<u>Master's</u>	<u>Specialist</u>
GPA	GPA	GPA
Basic Skills Testing	Certification	Degree
Specific Coursework	Basic Skills Testing	Certification
Annotated Resource File	Specific Coursework	Special Education Procedures Manual
Article Critique	Literature Review	High Impact Rubric
IEP Section	LD Module/Case Study	Journal Abstracts
Collaborative Teaching Project	Position Paper-Discussion/Reflection	Research Paper
Child Change Project	Curriculum-Based Assessment	Topic Reflections and Presentation
Resources Project	Child Change Project	Dispositions Assessment Instrument
TEFEE	TEFEE (Only for those with no T4 in SED)	Comps & Dispositions Assessment Instrument
USG Employer & Graduate Surveys	Comprehensive Exams	USG Employer & Graduate Surveys
Data Collection Project	USG Employer & Graduate Surveys	
Dispositions Assessment Instrument	Differentiated Unit Plan	
	Test Review	
	Ethics Code Paper	
	Child Profile Project/ Article Critique	

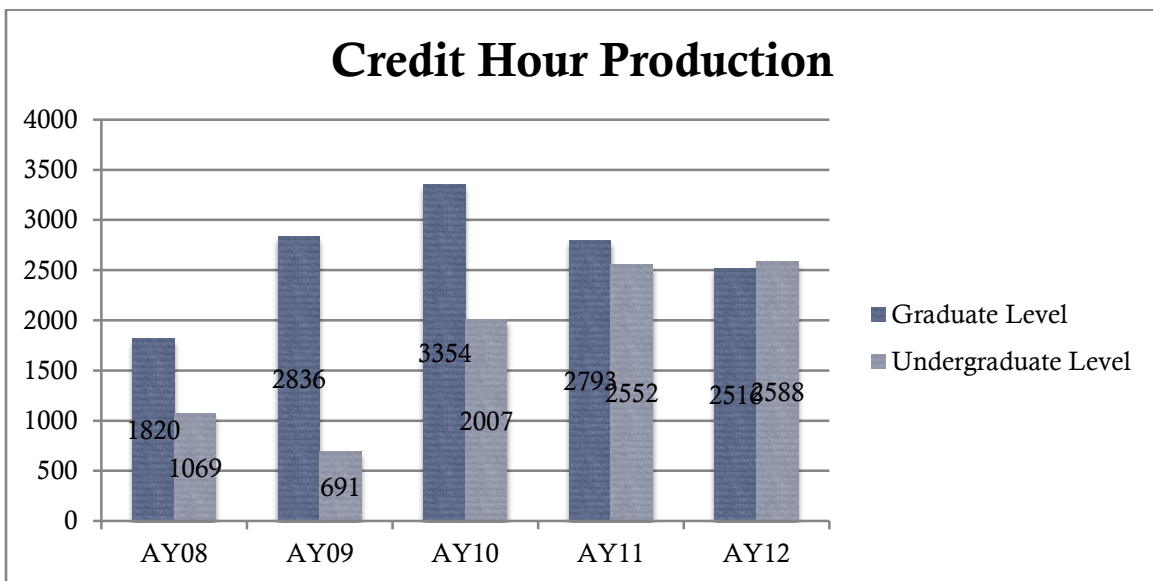
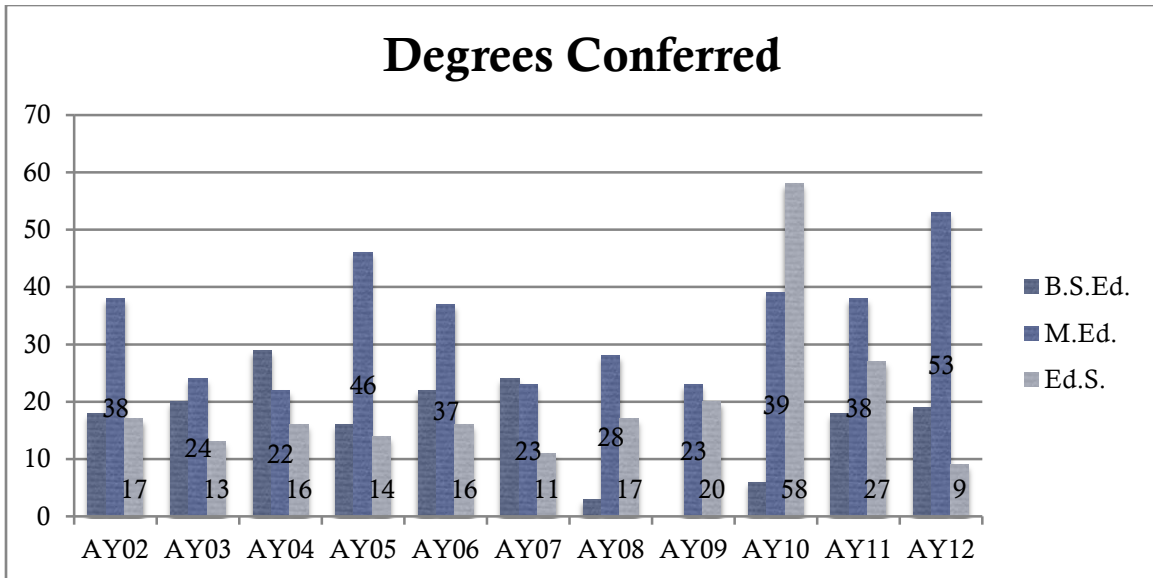
SMART Goals, 2011-2012

SMART Goals-SPED B.S.Ed.	How Assessed?	When?
Increase GACE performance on assessment objective (“understand procedures...”) by 5 percentage points	GACE	After class is taught Spring 2012 and those students take the GACE
Increase GACE performance on assessment objective (“understand types and characteristics”) by 5 percentage points	GACE	After class is taught Spring 2012 and those students take the GACE

SMART Goals-SPED M.Ed.	How Assessed?	When?
Develop rubrics (following new format) for 80% of key assessments in this program in classes taught in the fall	Direct observation	By end of January 2012

SMART Goals-SPED Ed.S.	How Assessed?	When?
Develop rubrics (following new format) for 100% of key assessment in this program in classes taught in the fall	Direct observation	By end of January 2012





SECTION II: CANDIDATE DATA

Admission GPA 2011-2012 (Transition Point 1)

Bachelor's	3.09
Master's	*Not yet available
Specialist	*Not yet available

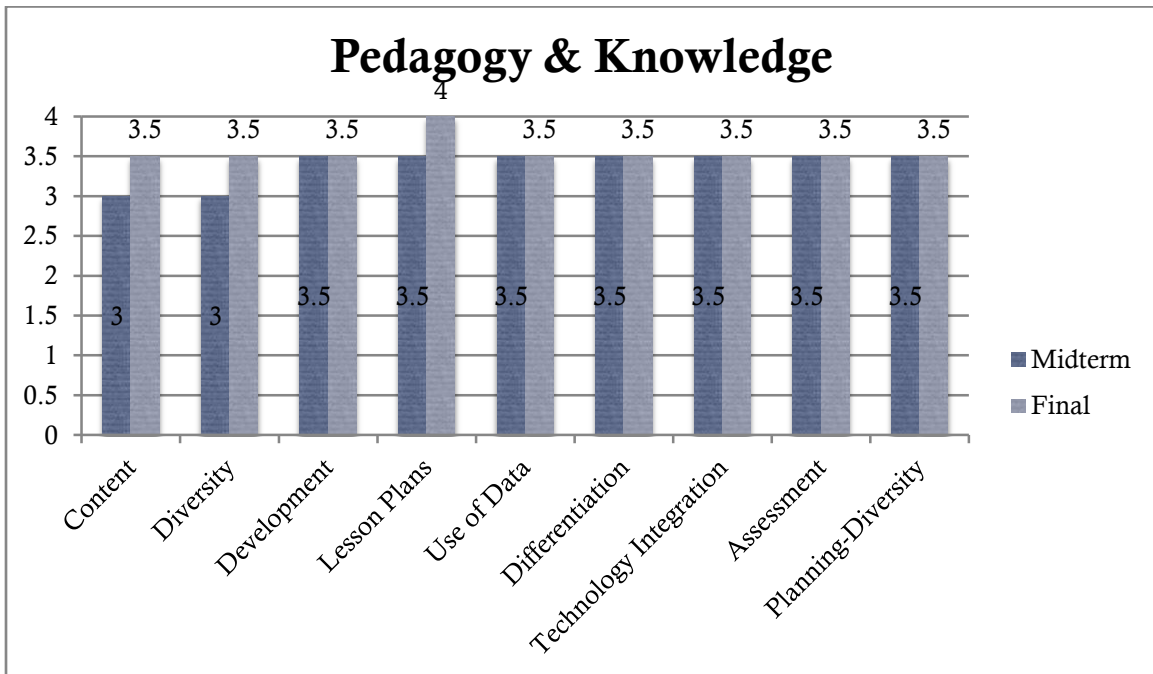
Exit GPA 2011-2012 (Transition Point 4)

Bachelor's	3.35
Master's	3.63
Specialist	3.88

CLINICAL EXPERIENCES

TEFEE Results, Spring 2012 (Transition Point 4)

	Required Professional Behaviors	Professional Behaviors & Dispositions	Pedagogy & Knowledge	Management
Midterm	3.92	3.50	3.39	3.50
Final	3.58	3.60	3.56	3.50



*Each student teaching experience, or internship, is 14-15 weeks in length depending on the semester. All other non-internship field experiences vary in length by program.

Internship Completion Rates

Semester	Number Started	Number Completed	Percent Finished
Fall 2010	N/A	N/A	N/A
Spring 2011	18	18	100%
Fall 2011	N/A	N/A	N/A
Spring 2012	20	20	100%

FOLLOW-UP: GACE CONTENT (TRANSITION POINT 5)

The results reported here are for GACE Content Tests General and Adapted Curriculum. Results reported are from all takers who identified themselves as seniors at The University of West Georgia for the most recent five years.

PASS RATES**Adapted Curriculum**

Program Year	TEST 1		# Pass - UWG.	Pass Rate - GA	# Takers - GA	# Pass - GA
	Pass Rate - UWG.	# Takers - UWG.				
2007-2008	-	4	Low N	100%	32	32
2008-2009	-	0	Low N	96%	47	45
2009-2010	-	2	Low N	97%	34	33
2010-2011	-	8	Low N	93%	46	43
Program YTD	-	4	Low N	100%	42	42

Program Year	TEST 2		# Pass - UWG.	Pass Rate - GA	# Takers - GA	# Pass - GA
	Pass Rate - UWG.	# Takers - UWG.				
2007-2008	-	3	Low N	96%	27	26
2008-2009	-	0	Low N	96%	47	45
2009-2010	-	2	Low N	100%	34	34
2010-2011	-	8	Low N	91%	43	39
Program YTD	-	4	Low N	84%	45	38

General Curriculum

Program Year	TEST 1					
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.	Pass Rate - GA	# Takers - GA	# Pass - GA
2007-2008	-	4	Low N	98%	200	196
2008-2009	-	3	Low N	96%	193	185
2009-2010	100%	17	17	97%	242	235
2010-2011	85%	26	22	95%	283	268
Program YTD	89%	19	17	85%	241	206

Program Year	TEST 2					
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.	Pass Rate - GA	# Takers - GA	# Pass - GA
2007-2008	-	2	Low N	97%	188	182
2008-2009	-	3	Low N	96%	194	187
2009-2010	94%	16	15	97%	233	225
2010-2011	88%	24	21	94%	265	250
Program YTD	83%	23	19	86%	212	182

OBJECTIVES SUMMARY 2007-YTD SENIORS

Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
SpEd Adapt Curric Test I	1	M/C	Understand characteristics, causes, and prevention of significant developmental disabilities.	18	62%	201	67%
SpEd Adapt Curric Test I	1	M/C	Understand human development.	18	80%	201	80%
SpEd Adapt Curric Test I	1	M/C	Understand the educational implications of various factors that affect learning and development in students with significant developmental disabilities.	18	79%	201	85%
SpEd Adapt Curric Test I	1	M/C	Understand the effects of significant developmental disabilities on students' social development and development of functional living skills (e.g., independent living, recreation and leisure skills, other	18	72%	201	83%

			adaptive behaviors).				
SpEd Adapt Curric Test I	2	M/C	Understand how to interpret and communicate assessment results and evaluate and monitor student progress.	18	61%	201	68%
SpEd Adapt Curric Test I	2	M/C	Understand procedures for determining eligibility for special education and related services for students with significant developmental disabilities.	18	71%	201	75%
SpEd Adapt Curric Test I	2	M/C	Understand procedures for developing, implementing, evaluating, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans.	18	84%	201	78%
SpEd Adapt Curric Test I	2	M/C	Understand types and characteristics of assessment instruments and methods.	18	63%	201	75%
SpEd Adapt Curric Test I	2	M/C	Understand uses of instructional technologies and assistive technologies to support the communication and learning of students with significant developmental disabilities.	18	81%	201	77%
Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
SpEd Adapt Curric Test II	1	M/C	Understand how to plan and implement instruction in a safe, supportive, and inclusive classroom environment that promotes the learning and development of students with significant developmental disabilities.	17	68%	196	74%
SpEd Adapt Curric Test II	1	M/C	Understand strategies and techniques for promoting the development of communication and literacy skills in students with significant developmental disabilities.	17	61%	196	70%
SpEd Adapt Curric Test II	1	M/C	Understand strategies and techniques for promoting the development of independent functional living skills in students with significant developmental disabilities.	17	67%	196	71%
SpEd Adapt Curric Test II	1	M/C	Understand strategies and techniques for promoting the development of social and self-determination skills in students with significant developmental disabilities.	17	70%	196	77%
SpEd Adapt Curric Test II	1	M/C	Understand the development and implementation of effective behavior-management and intervention strategies.	17	68%	196	79%
SpEd Adapt Curric Test II	2	M/C	Understand how to collaborate with others to support students' transitions.	17	73%	196	74%

SpEd Adapt Curric Test II	2	M/C	Understand how to communicate and collaborate with colleagues, administrators, service providers, and community agencies to help students with significant developmental disabilities achieve desired learning outcomes.	17	86%	196	89%
SpEd Adapt Curric Test II	2	M/C	Understand how to communicate and collaborate with students and their families to help achieve desired learning outcomes.	17	77%	196	80%
SpEd Adapt Curric Test II	2	M/C	Understand the historical and social foundations of special education, key issues and trends, roles and responsibilities, and legal and ethical issues.	17	73%	196	74%
Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
SpEd Gen Curric Test I	1	M/C	Understand factors affecting learning and development of students with disabilities.	69	75%	1159	77%
SpEd Gen Curric Test I	1	M/C	Understand human development.	69	66%	1159	66%
SpEd Gen Curric Test I	1	M/C	Understand the various characteristics and needs of students with disabilities.	69	70%	1159	73%
SpEd Gen Curric Test I	2	M/C	Understand how to interpret and communicate assessment results.	69	75%	1159	78%
SpEd Gen Curric Test I	2	M/C	Understand procedures for conducting assessment activities to address the individual needs of students with disabilities.	69	58%	1159	65%
SpEd Gen Curric Test I	2		Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans.	69	72%	1159	74%
SpEd Gen Curric Test I	2		Understand types and characteristics of various assessments.	69	71%	1159	74%
SpEd Gen Curric Test I	2		Understand uses of instructional and assistive technologies to support the communication and learning of students with disabilities.	69	70%	1159	73%
Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA

SpEd Gen Curric Test II	1	M/C	Understand principles and methods of planning and delivering instruction for students with disabilities.	66	63%	1125	67%
SpEd Gen Curric Test II	1	M/C	Understand strategies and techniques for promoting the development of communication, social, and life skills of students with disabilities.	66	59%	1125	70%
SpEd Gen Curric Test II	1	M/C	Understand strategies for managing the learning environment to create a safe, supportive, and inclusive classroom climate that promotes the development and learning of students with disabilities.	66	67%	1125	71%
SpEd Gen Curric Test II	1	M/C	Understand the development and implementation of effective behavior management and behavior intervention strategies for students with disabilities.	66	65%	1125	68%
SpEd Gen Curric Test II	2	M/C	Understand how to communicate and collaborate with colleagues, administrators, service providers, and community agencies to help students with disabilities achieve desired learning outcomes.	66	68%	1125	72%
SpEd Gen Curric Test II	2	M/C	Understand how to communicate and collaborate with students with disabilities and their families to help students achieve desired learning outcomes.	66	70%	1125	75%
SpEd Gen Curric Test II	2	M/C	Understand the historical, social, and legal foundations of the field of special education.	66	75%	1125	73%
SpEd Gen Curric Test II	2	M/C	Understand the professional, ethical, and legal roles and responsibilities of the special educator.	66	74%	1125	75%

Special Education Learning Outcome Report AY12

Please review the assessment outcomes of candidates for each learning outcome specified by your program. Identify areas of strength and those targeted for improvement. Specify goals and strategies for improvement on the Data-Driven Program Improvement Form in Tk20.

SPECIAL EDUCATION CHILD CHANGE PROJECT

<p>OUTCOME 5: CANDIDATES DEMONSTRATE KNOWLEDGE AND SKILLS RELATED TO PROVIDING APPROPRIATE LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS FOR LEARNERS WITH DISABILITIES.</p>	<p>OUTCOME 7: CANDIDATES DEMONSTRATE KNOWLEDGE AND SKILLS RELATED TO INSTRUCTIONAL PLANNING FOR LEARNERS WITH DISABILITIES.</p>	<p>OUTCOME 8: CANDIDATES DEMONSTRATE KNOWLEDGE AND SKILLS RELATED TO ASSESSMENT OF LEARNERS WITH DISABILITIES.</p>	<p>OUTCOME 11: CANDIDATES DEMONSTRATE KNOWLEDGE AND SKILLS RELATED TO EFFECTIVE INSTRUCTION OF LEARNERS WITH DISABILITIES.</p>	<p>OUTCOME 12: CANDIDATES DEMONSTRATE APPROPRIATE PROFESSIONAL DISPOSITIONS.</p>
---	--	---	---	---

ASSESSMENT TEMPLATE: SPED B.S.Ed. Child Change Rubric-- UNDERGRADUATE 4786												
	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Response	% No Response	Total Response	Average
Background information (student/setting/	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Goals	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Intervention	0	0%	1	100%	0	0%	0	0%	0	0%	1	2
Results	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Analysis or Reflection on the Results	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Mechanics, Grammar, Spelling	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Total/Percentage	0	0%	1	16.67%	5	83.33%	0	0%	0	0%	6	

SPECIAL EDUCATION CASE STUDY ASSIGNMENT

OUTCOME 2: CANDIDATES DEMONSTRATE KNOWLEDGE AND SKILLS RELATED TO DEVELOPMENT AND CHARACTERISTICS OF LEARNERS.

Rubric	# 1	% 1	# 2	% 2	# 3	% 3	# 4	4%	# No Response	% No Response	Total Response	Average
Description of Child	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Description of the Student's Characteristics that Impact the Problem	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Description of the Environmental Factors that Impact the Problem	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Analysis of the Problem	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Summary and Conclusions	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Goals	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Recommendations	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Interview Guide	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Mechanics, APA format, people 1st language, etc.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Quality	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Total/Percentage	0	0%	0	0%	4	40%	6	60%	0	0%	10	