



**PREPARING
EXEMPLARY
PRACTITIONERS** | FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

DATA BRIEF
COLLEGE
OF EDUCATION
THE UNIVERSITY OF WEST GEORGIA
2012-13
PREPARED BY
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Overview

This report includes summaries of data that may be used at various administrative levels within the College of Education to measure progress toward goals and to inform planning. The report is organized around the following questions:

1. What are the characteristics of candidates admitted to initial, advanced, and other school professional programs during AY 13?
2. To what extent do candidates demonstrate their ability to assess, plan, deliver, and evaluate instruction for all students?
3. What programs appear to be thriving? What programs appear to be stable? What programs appear to be underperforming or at risk for low demand?
4. What are candidate perceptions of unit operations?
5. How many candidates completed school-based field experiences during AY13 and what are the characteristics of the school populations in these placements?

Limitations

Results in some cases are limited by incomplete data. For example, candidates who began post-baccalaureate initial certification candidates and others pursuing graduate degrees before May 1, 2011 were exempted from participation, in the interest of fairness, in the technological support for the assessment system (Tk20). Additionally, some of the key assessments are new to College and therefore have limited data at the time of this writing. Such data should be triangulated with other assessment data rather than used as a “stand-alone” source for decision-making. Data were collected from a variety of sources, each of which will be identified in the relevant section. Data were summarized and compiled by Debra Cobia, Associate Dean in the College of Education; Stephanie Siegel, Program Specialist and Tk20 Unit Administrator; and, Kathy Jones, Certification Officer for Educator Preparation.

Section 1: Candidate and Graduate Characteristics

1. What are the characteristics of candidates admitted to initial, advanced, and other school professional programs during AY 13?

AY13 Total Admissions

Table 1
Graduate and Undergraduate Admissions AY13

| College | Undergraduate | Graduate |
|-------------------------|---------------|----------|
| Arts and Humanities | 37 | N/A |
| Education | 826 | 715 |
| Science and Mathematics | 23 | N/A |

Undergraduates

Figure 1
Undergraduate Admission by COE Department (N= 873)

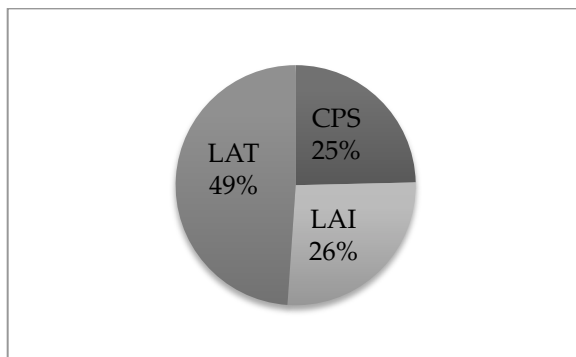


Figure 2
Undergraduate Race AY13

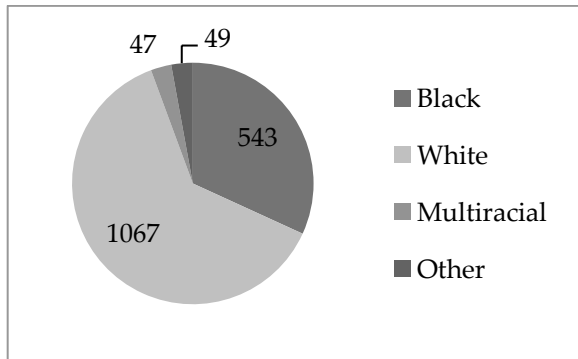


Figure 3
Undergraduate Gender (Active Majors) AY13

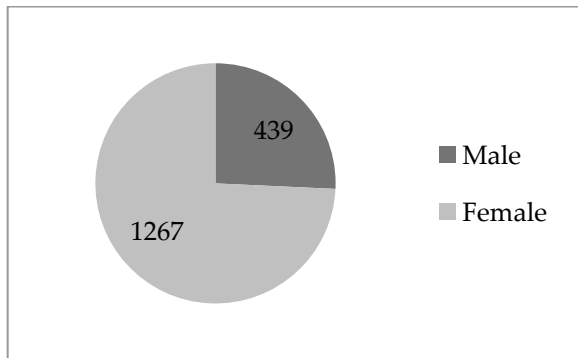


Figure 4
Average UWG GPA at Admission to Teacher Education (Undergraduate)

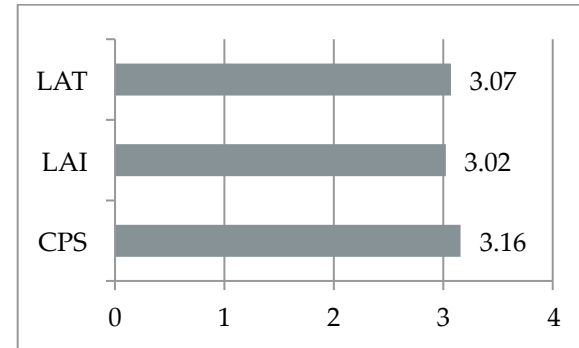


Table 2
Average High School GPA, Average ACT/SAT

| Department | High School GPA | ACT | SAT |
|------------|-----------------|-----|-----|
| CPS | 3.17 | 39 | 948 |
| LAI | 2.95 | 38 | 941 |
| LAT | 3.09 | 39 | 948 |

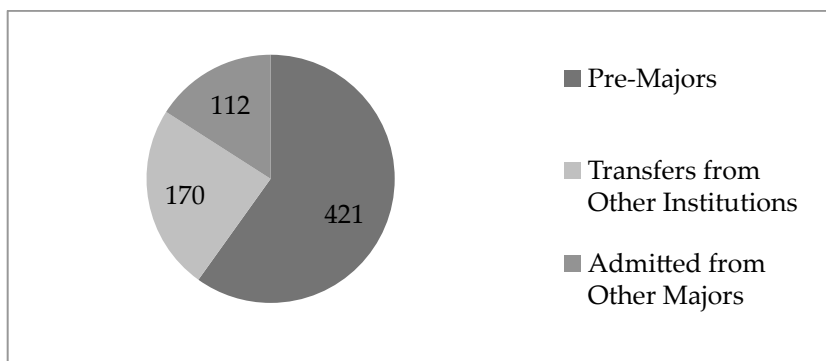
Table 3
 Percentage of Applicants Passing Basic Skills Tests at Three Attempts

| Test | 1st | N | 2nd | N | 3rd | N |
|---------|-----|-----|-----|----|-----|----|
| Reading | 87% | 291 | 69% | 39 | 58% | 12 |
| Math | 82% | 291 | 66% | 50 | 64% | 14 |
| Writing | 91% | 295 | 81% | 26 | 0 | 6 |

Table 4
 Geographic Distribution of Undergraduate Students Admitted to Teacher Education in AY13

| | |
|--------------------------------|----------------------|
| Number of States | 17 |
| % of students from each region | Northeast: 0.04% |
| | Southeast: 99% |
| | Midwest: 0.3% |
| | West: 0.2% |
| | International: 0.09% |
| | Unknown: 0.1% |
| % of students from Georgia | 97% |

Figure 5
Admissions Pathway



Note: Beginning with AY13, TE admissions are approved in TK20, allowing us to track time to graduation from this point forward.

Graduate Students

Figure 6
Graduate Admissions by COE Department (N= 715)

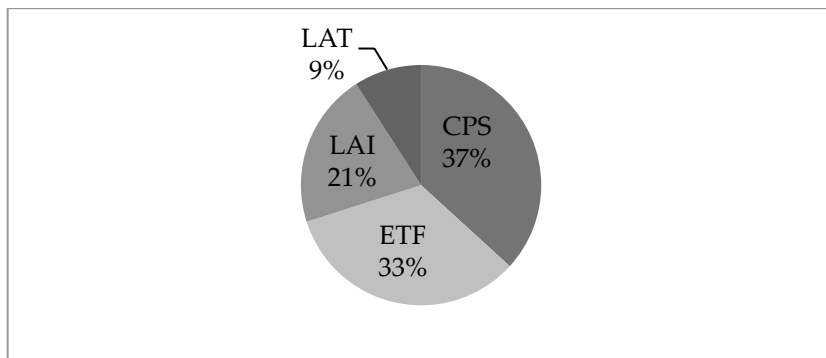
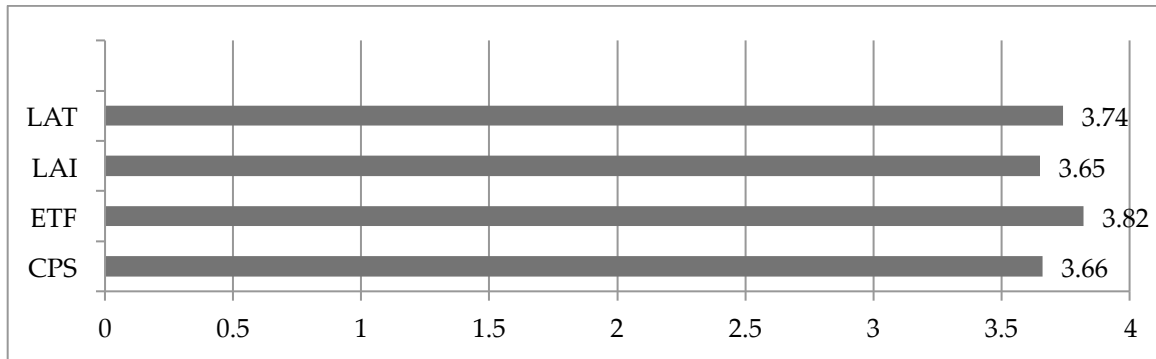


Figure 7
Average GPA of Enrolled Graduate Students*



*Admission GPA not currently recorded

Table 5
Admission by Type of Graduate Program (AY13)*

| Non-Degree/END | M.A.T. | M.Ed. | Ed.S. | Ed.D. | Total |
|----------------|--------|-------|-------|-------|-------|
| 95 | 45 | 269 | 272 | 34 | 715 |

- Banner Report 2740

Table 6
Admission by Major AY13

| Degree Program | M.Ed. | Ed.S. | Ed.D. | Non-Deg | M.A.T. | END | Total |
|---------------------------|-------|-------|-------|---------|--------|-----|-------|
| Early Childhood Education | 29 | 19 | 0 | 8 | 0 | | 56 |
| Educational Leadership | 0 | 48 | 0 | 17 | 0 | | 65 |
| Media | 55 | 126 | 0 | 30 | 0 | | 211 |
| Middle Grades Education | 1 | 0 | 0 | 5 | 0 | | 6 |

| Degree Program | M.Ed. | Ed.S. | Ed.D. | Non-Deg | M.A.T. | END | Total |
|---------------------------|-------|-------|-------|---------|--------|-----|-------|
| Professional Counseling | 92 | 10 | 7 | 5 | 0 | | 114 |
| Reading | 12 | 0 | 0 | 1 | 0 | 1 | 14 |
| School Improvement | 0 | 0 | 27 | 0 | 0 | | 27 |
| Secondary Education | 16 | 0 | 0 | 16 | 45 | | 77 |
| Special Education | 37 | 69 | 0 | 0 | 0 | | 106 |
| Speech-Language Pathology | 27 | 0 | 0 | 0 | 0 | | 27 |
| ESOL | | | | | | 3 | 3 |
| K-5 Mathematics | | | | | | 9 | 9 |
| TOTAL | | | | | | | 715 |

Figure 8
Currently Enrolled Graduate Students by Race

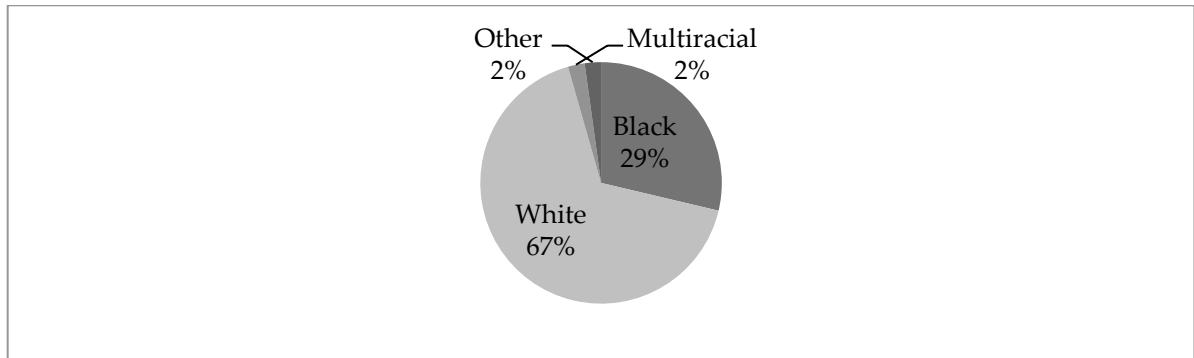


Figure 9
Currently Enrolled Graduate Students by Gender

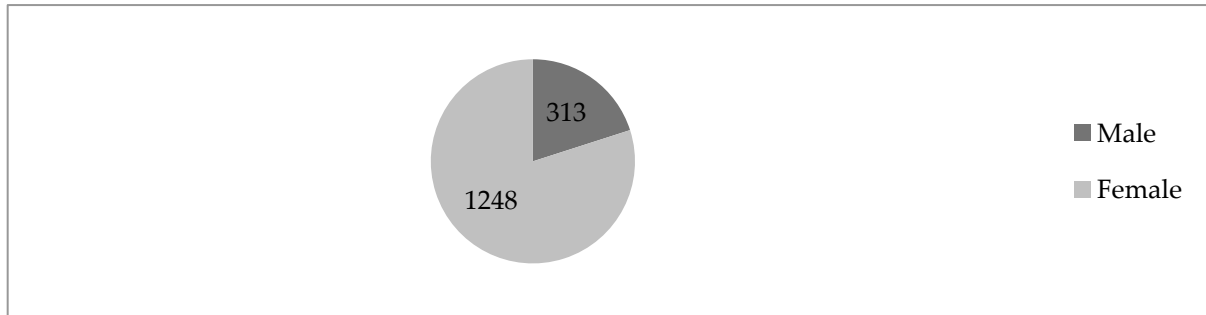


Table 7
Geographical Distribution

| | |
|---|----------------------|
| Number of States | 21 |
| Percentage of students from each region | Northeast: 0.3% |
| | Southeast: 98% |
| | Northwest: 0.1% |
| | Midwest: 0.7% |
| | West: 0.1% |
| | International: 0.06% |
| | Unknown: 0.2% |
| Percentage of students from Georgia | 95% |

Employment Data

How many graduates work in Georgia?

Teachers (N=258)
 Leaders (N=51)
 Other school professionals (48)
 Paraprofessionals (5)
 Other (6)

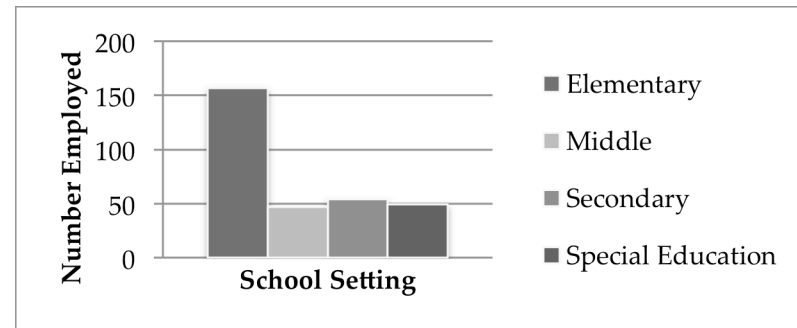
Where do graduates work?

29 districts

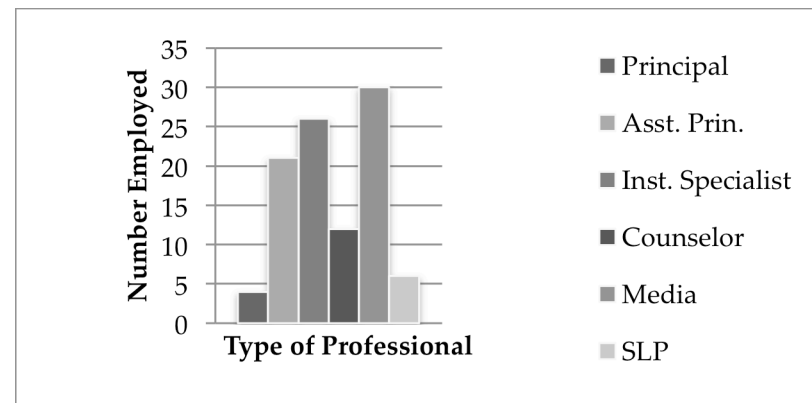
68% of graduates were employed locally

Coweta (N=54)
 Carroll (N=38)
 Douglas (N=37)
 Cobb (N=25)
 Fulton (N=23)
 APS (17)
 Clayton (14)
 Gwinnett (12)
 Floyd (11)
 Cherokee (10)
 Bartow (10)

AY11 Completers Employed in GA AY12: Teachers



AY11 Completers Employed in GA AY12: Other Professionals



Employer and Alumni Perceptions of Teacher Preparation at UWG

Data Sources

Eduventures Survey of Graduates Su2012

In the summer of 2012, UWG COE participated in a national survey conducted by Eduventures. The survey uses INTASC and ISLLC standards to develop questions. Forty-eight graduates participated, a response rate of 10%.

USG Survey of Graduates and Employers Sp2013

The USG invited 442 first and second year teachers to participate in a survey about how well their educational experiences at UWG prepared them for their teacher role. Seventeen percent of those invited completed surveys. A total of 242 principals were invited to participate, with a response rate of 30% (N=70).

Key Findings: Eduventures

- ⊗ Approximately 90% of graduates describe themselves as **prepared or well prepared** for their roles
- ⊗ Strengths include **professionalism and ethics**
- ⊗ Candidates rated **on-campus learning** as superior or equal to distance learning
- ⊗ Fifty-five percent of graduates completed an **early field experience**; 61% had two or more different classroom placements
- ⊗ **Location and availability of program** were top factors influencing enrollment
- ⊗ Weaknesses in preparation include working with students to **meet IEP goals** and using **technology in assessment practice**

Key Findings: USG

- ⊗ Graduates and their employers identify **content knowledge** and **pedagogical knowledge** as areas of strength
- ⊗ Between 90-100% of alumni and employers agreed or strongly agreed that UWG teachers are well prepared on the majority of survey items
- ⊗ Identified by 12-15% of respondents as areas needing improvement:
 - Working and communicating with, planning instruction for, and creating learning environments for **diverse** learners
 - Playing a leadership role in the school community
 - Both groups of teachers said they did not understand and implement laws related to the rights and responsibilities of students and families

Relevance

Eduventures 2012 Survey of Georgia Teachers, Principals, and Superintendents

Eight member institutions in Georgia participated in a survey to determine ascertain, in part, continued relevance of programs. Eight hundred eighty-seven teachers, 249 principals, and 58 superintendents in Georgia completed the survey.

- ⊙ 22% of respondents expect to enroll in a program in the next 5 years
- ⊙ Teachers are most interested in Ed.S. degrees and curriculum/instruction programs
- ⊙ Administrators are most interested in doctoral degrees in district leadership and educational system administration
- ⊙ One-third of administrators want summer institutes or online modules
- ⊙ Most respondents prefer a blended program, with flexibility and cost particularly important
- ⊙ Three out of four administrators, especially principals, are interested in partnering with an IHE
- ⊙ Leaders in urban areas are more interested in partnerships than rural or suburban systems
- ⊙ Personal professional development needs were identified by subgroup (see table below)

Table 8
Professional Development Priorities

| Priority | Teachers | Principals | Superintendents |
|----------|---|---|---|
| #1 | Integrating technology in the classroom | Engaging families in student learning | Affecting school/district change |
| #2 | Classroom management | Creating positive school climates | Engaging families in student learning |
| #3 | Instruction for a diverse classroom | Integrating technology in the classroom | Integrating technology in the classroom |

Section Two: Performance Data

2. To what extent to candidates demonstrate their ability to assess, plan, deliver, and evaluate instruction for all students?

Undergraduate or Initial Certification

GACE

The GACE Content Exam is comprised of both selected and constructed response items. The table below includes results of first attempts from AY2012. Data were obtained from the GACE Results Analyzer. These data differ somewhat from the official GACE report submitted to the institution by Pearson in that those results include only the first “pass” scores for an examinee who may have taken the exam multiple times. The tests highlighted are those for which 20% or more of the test takers failed their first attempt.

Table 9

GACE Content Exam: 1st Attempt (AY12)*

| Test | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score-UWG | Mean Total Scaled Score-State |
|---------------------------|----------|--------|------------|--------|------------|-----------------------------|-------------------------------|
| Biology Test I | 22 | 16 | 6 | 72 | 27 | 232.7 | 231.0 |
| Biology Test II | 21 | 16 | 5 | 76 | 23 | 230.2 | 234.0 |
| Business Educ Test II | 22 | 20 | 2 | 90 | 9 | 240.7 | 240.4 |
| Business Education Test I | 27 | 19 | 8 | 70 | 29 | 232.5 | 230.4 |
| Early Child Educ Test I | 216 | 171 | 45 | 79 | 20 | 230.4 | 227.8 |
| Early Child Educ Test II | 208 | 183 | 25 | 87 | 12 | 239.7 | 234.5 |
| Educ Leadership Test I | 16 | 16 | 0 | 100 | 0 | 251.4 | 245.8 |
| Educ Leadership Test II | 15 | 15 | 0 | 100 | 0 | 256.4 | 244.3 |
| English Test I | 16 | 13 | 3 | 81 | 18 | 234.2 | 231.9 |
| English Test II | 18 | 15 | 3 | 83 | 16 | 234.1 | 225.9 |
| Health and P.E. Test I | 24 | 22 | 2 | 91 | 8 | 237.2 | 237.4 |
| Health and P.E. Test II | 22 | 22 | 0 | 100 | 0 | 245.5 | 236.4 |
| History Test I | 38 | 33 | 5 | 86 | 13 | 241.5 | 235.2 |
| History Test II | 38 | 33 | 5 | 86 | 13 | 242.1 | 235.9 |
| Mathematics Test I | 23 | 18 | 5 | 78 | 21 | 237.0 | 233.2 |

| | | | | | | | |
|---------------------------|-----|----|----|-----|----|-------|-------|
| Mathematics Test II | 21 | 15 | 6 | 71 | 28 | 225.8 | 231.2 |
| Media Specialist Test I | 48 | 44 | 4 | 91 | 8 | 243.8 | 242.0 |
| Media Specialist Test II | 44 | 43 | 1 | 97 | 2 | 248.2 | 243.7 |
| Middle Grades Lang Arts | 22 | 21 | 1 | 95 | 4 | 243.8 | 238.4 |
| Middle Grades Mathematics | 37 | 22 | 15 | 59 | 40 | 223.6 | 224.0 |
| Middle Grades Reading | 11 | 8 | 3 | 72 | 27 | 230.5 | 241.5 |
| Middle Grades Science | 33 | 28 | 5 | 84 | 15 | 235.9 | 237.1 |
| Middle Grades Social Sci | 33 | 31 | 2 | 93 | 6 | 242.4 | 235.9 |
| Music Test I | 11 | 11 | 0 | 100 | 0 | 257.8 | 256.4 |
| Music Test II | 11 | 11 | 0 | 100 | 0 | 248.5 | 249.0 |
| Political Science Test I | 17 | 16 | 1 | 94 | 6 | 247.1 | 240.0 |
| Political Science Test II | 18 | 15 | 3 | 83 | 16 | 246.8 | 241.8 |
| School Counseling Test I | 22 | 22 | 0 | 100 | 0 | 252.1 | 239.0 |
| School Counseling Test II | 26 | 25 | 1 | 96 | 3 | 241.2 | 233.8 |
| Science Test I | 14 | 11 | 3 | 78 | 21 | 226.3 | 227.4 |
| Science Test II | 16 | 13 | 3 | 81 | 18 | 229.1 | 228.5 |
| Spec Ed Math and Science | 33 | 23 | 10 | 69 | 30 | 229.5 | 227.5 |
| Spec Ed Read/Eng/Soc Stud | 34 | 29 | 5 | 85 | 14 | 235.0 | 230.3 |
| SpEd Adapt Curric Test I | 12 | 12 | 0 | 100 | 0 | 241.1 | 241.8 |
| SpEd Adapt Curric Test II | 10 | 10 | 0 | 100 | 0 | 234.7 | 235.6 |
| SpEd Gen Curric Test I | 98 | 91 | 7 | 92 | 7 | 238.6 | 237.3 |
| SpEd Gen Curric Test II | 102 | 90 | 12 | 88 | 11 | 234.9 | 233.8 |

*Low N (<10) not included in this report

Unit Performance Assessments

The COE Assessment Plan includes a number of instruments administered across educator preparation programs to measure proficiencies that are expected of all candidates. Assessment plans for individual programs include discipline specific assessments. Results are disaggregated and reported at the program level in annual program reports. Results reported here are for all candidates who were assessed using each instrument.

Dispositions

The dispositions rubric used at the undergraduate/initial cert levels for teacher candidates was developed by a faculty committee and first used in the spring of 2012. Leadership, School Counseling, Speech Language Pathology, and School Library Media have adapted this measure to reflect the expectations of their respective disciplines within the dispositional categories. Both cooperating teachers and supervising faculty complete the dispositions rubric. All candidates pursuing initial certification are rated before they exit field experience. AY13 results indicate that cooperating teachers and faculty agree that UWG candidates are proficient or exemplary across the 10 areas measured.

| Disposition/Professional Behavior | Mean (Faculty) | Mean (Cooperating Teacher) |
|--|----------------|----------------------------|
| Professionalism: Punctuality | 3.69 | 3.67 |
| Professionalism: Preparation | 3.7 | 3.76 |
| Professionalism: Professional Demeanor | 3.84 | 3.88 |
| Professionalism: Responsive and Adaptive | 3.71 | 3.76 |
| Professionalism: Ethical and Honest | 3.79 | 3.84 |
| Communication: Verbal Communication | 3.6 | 3.65 |
| Communication: Written Communication | 3.6 | 3.77 |
| Belief that all can Learn: Respects Individual Differences | 3.6 | 3.69 |
| Fairness: Equity in all Settings | 3.63 | 3.7 |
| Collaboration: Interactions with Others | 3.65 | 3.7 |

Intern Keys

Intern Keys is used at mid-term and final points during initial certification candidates' internship experience. This instrument is an adaptation of the Teacher Keys used in Georgia public schools to evaluate teacher performance. The instrument has been "cross-walked" with the InTASC Standards. There are 10 "standards" and each of these has between three and eight performance indicators on which candidates are rated. For AY13,

Table 10
COE Intern Keys: Patterns and Themes

| University Supervisors | Site Supervisors |
|-------------------------------|--|
| Mid-term Highlights (Faculty) | Mid-Term Highlights (Cooperating Teachers) |

| University Supervisors | Site Supervisors |
|--|---|
| Candidates create positive learning environments (M ratings ranged from 3.1-3.24) | Candidates were rated proficient (M range of 3.21-3.36) in instructional strategies |
| Candidates communicate at proficient level (M ratings ranged from 3.1-3.34) | Candidates create positive learning environments (M range of 3.26-3.58) |
| Candidates demonstrate professionalism (M ratings ranged from 2.96-3.34) | Candidates demonstrate professionalism (M range of 3.45-3.64) |
| | Candidates communicate at proficient level (M range of 3.3-3.56) |
| Mid-Term Lowlights (Faculty) | Mid-Term Lowlights (Cooperating Teachers) |
| Candidates (39.93%) were rated “developing” in planning for differentiated instruction | Candidate weaknesses were noted in assessment strategies and use with candidates “developing” in use of diagnostic assessment data to plan learning goals, differentiate instruction, and document learning (26.91%); systematic analysis and use of data to measure progress, design interventions, and inform instructional decisions (25.57%); and teach students to self-assess and use metacognitive strategies in support of learning (27.77%) |
| Candidates (41.13%) were rated “developing” in differentiating to meet individual developmental needs | Candidate weaknesses were noted in differentiation with between 20 and 23% rated as “developing” in related categories |
| Candidates (35.54%) were rated “developing” in providing remediation, enrichment, acceleration to aid facilitate student understanding | Candidate weaknesses were noted in facilitating students use of higher level thinking skills in instruction with 21.33% of candidates rated as developing. |
| Candidates were rated “developing” (M ratings ranged from 2.62-2.93) in all 7 competencies related to assessment strategies and uses | |
| Final Highlights (Faculty) | Final Highlights (Cooperating Teachers) |
| Candidates were “proficient” across all indicators in 6 of 10 standards (e.g. professional knowledge, instructional strategies, positive learning environment, academically challenging environment, professionalism, and communication) | The mean rating for candidates across all 10 categories of performance was 3+ (proficient) |
| Final Lowlights (Faculty) | Final Lowlights (Cooperating Teachers) |
| Candidate weaknesses were noted in differentiation with | Candidate weaknesses were noted in differentiation with between |

| University Supervisors | Site Supervisors |
|--|---|
| between 16.76 and 28.98% rated as “developing” in all related categories | 10 and 14.5% rated as “developing” in all related categories |
| Candidate weaknesses were noted in assessment strategies and use with candidates “developing” in use of diagnostic assessment data to plan learning goals, differentiate instruction, and document learning (17.5%); systematic analysis and use of data to measure progress, design interventions, and inform instructional decisions (18.63%); and teach students to self-assess and use metacognitive strategies in support of learning (23.01%) | Candidate weaknesses were noted in assessment strategies and use with candidates “developing” in use of diagnostic assessment data to plan learning goals, differentiate instruction, and document learning (12.61%); systematic analysis and use of data to measure progress, design interventions, and inform instructional decisions (15.51%); and teach students to self-assess and use metacognitive strategies in support of learning (18.22%) |

Impact on Learning

The Impact on Learning assessment is conducted during the internship experience to measure candidates’ ability to use assessment data to plan, deliver, evaluate, and revise their instructional content and pedagogy based on the performance of students in their classrooms.

Table 11
Impact on Student Learning Assessment AY13

| | Unacceptable | | Developing | | Proficient | | Exemplary | | Mean |
|-----------------------|--------------|---|------------|----|------------|----|-----------|-----|------|
| | % | # | % | # | % | # | % | # | |
| Planning | 0% | 0 | 4.31% | 9 | 27.75% | 58 | 67.94% | 142 | 3.64 |
| Instructional Methods | 0.48% | 1 | 3.35% | 7 | 29.67% | 62 | 66.51% | 139 | 3.62 |
| Differentiation | 0.48% | 1 | 7.69% | 16 | 38.46% | 80 | 53.37% | 111 | 3.45 |
| Assessment | 0.48% | 1 | 3.83% | 8 | 33.97% | 71 | 61.72% | 129 | 3.57 |

N=209

Advanced and Other School Professional Preparation

Advanced Teacher Candidates' Dispositions

Special Education: 100% of candidates were rated as exemplary on all dispositions measured (N=1)

Secondary Education: Mean ratings for SEED candidates (N=4) ranged from 2.8-4.0. One candidate had a cumulative mean of <3

Impact on Learning

Special Education: 100% of candidates were rated as exemplary on all categories (N=1)

Secondary Education: Mean ratings for SEED candidates ranged from 2.5-4.0. One candidate had a cumulative mean of <3 (N=4)

Diversity Assignment

Special Education: 100% of candidates were rated as exemplary on all categories (N=1)

Secondary Education: Mean ratings for SEED candidates ranged from 2.75-4.0 (N=4). One candidate had a cumulative mean of <3.

Other School Professionals Candidates' Dispositions

Counseling: 97.14% of candidates were rated as exemplary on all dispositions measured (N=7)

Educational Leadership: Mean ratings for EDLE candidates ranged from 3.0-3.33. Of six candidates assessed, five were rated proficient in all categories. One candidate scored exemplary in three of ten categories.

School Library Media: Mean ratings for SLM candidates ranged from 3.02-3.33, proficient in all categories (N=88). However, 16 of the 88 candidates had a cumulative mean of <3.

Speech Language Pathology: 100% of candidates were rated as proficient or exemplary on all dispositions measured (N=1).

Impact on Learning

Counseling: Mean ratings for CEPD candidates ranged from 2.75-4.0 (N=19). Two of nineteen candidates had a cumulative mean of <3. Of nineteen candidates who could have been scored on this rubric, seven were not rated.

School Library Media: Mean ratings for SLM candidates (N=35) ranged from 2.33-4.0. Of the 35 candidates assessed, one received a cumulative score of <3.

Diversity Assignment

Counseling: Mean ratings for CEPD candidates ranged from 3.0-4.0. Of the 19 candidates who could have been assessed, seven were not rated.

Section Three: Program Performance Data (See Program Vitality Report)

Guiding Questions

- 3. What programs appear to be thriving? What programs appear to be stable? What programs appear to be underperforming or at risk for low demand?**

The COE has had an overall change in credit hour production of 13.5% since AY11. Graduate CHP has increased by 28.5% and undergraduate CHP by 3.85%.



Changes in Credit Hour Production

Additional information about program vitality is found in the [Program Vitality Report](#). Further, individual program reports published August 1 of each academic year include indicators of vitality, including enrollment and graduation rates.

Section Four: Unit Operations

4. What are candidates' perceptions of unit operations?

Interns (N=347) in all undergraduate programs were asked to complete a survey of unit operations during AY13. The response rate was 16% (N=55).

48 Candidates from COE

5 Candidates from Arts and Humanities

2 Candidates from Science and Mathematics

Figure 9

Intern Ratings of the Quality of Their Performance Assessments by Faculty

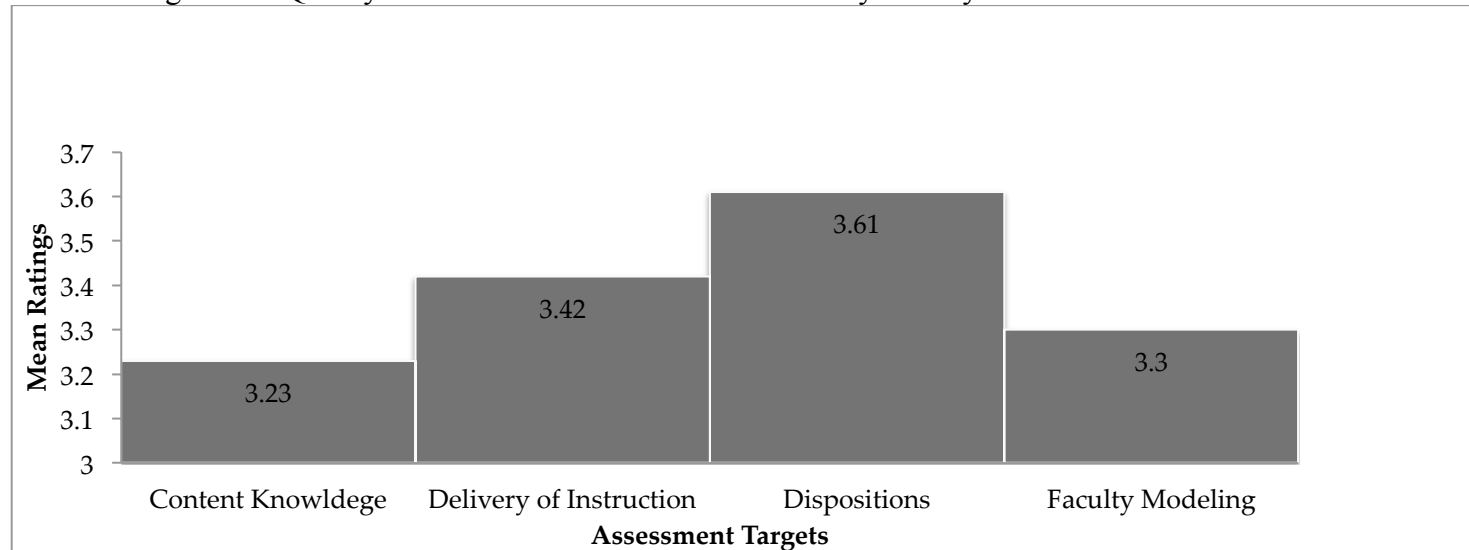


Figure 10
Intern Ratings the Quality of Their Advisement Experiences

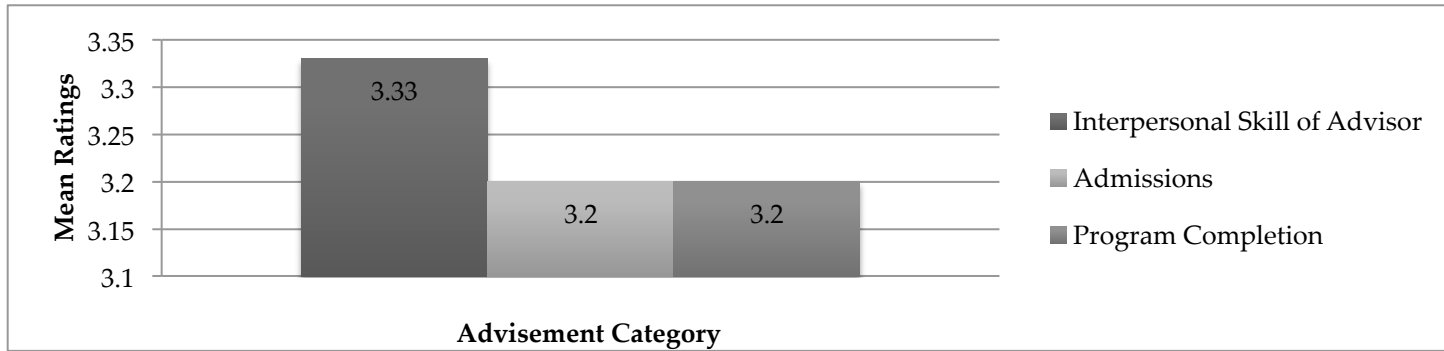


Figure 11
Learning Opportunity Ratings

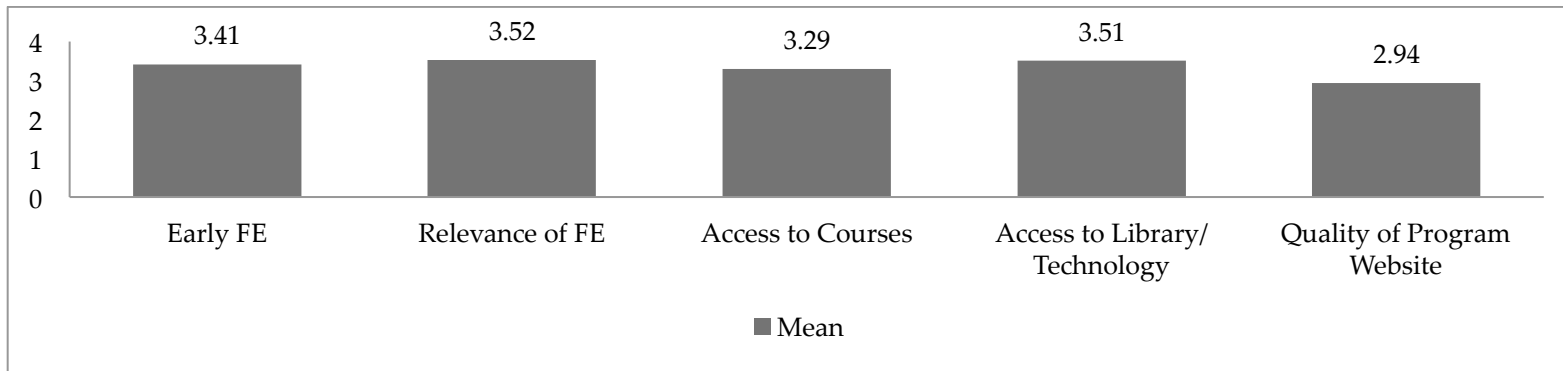
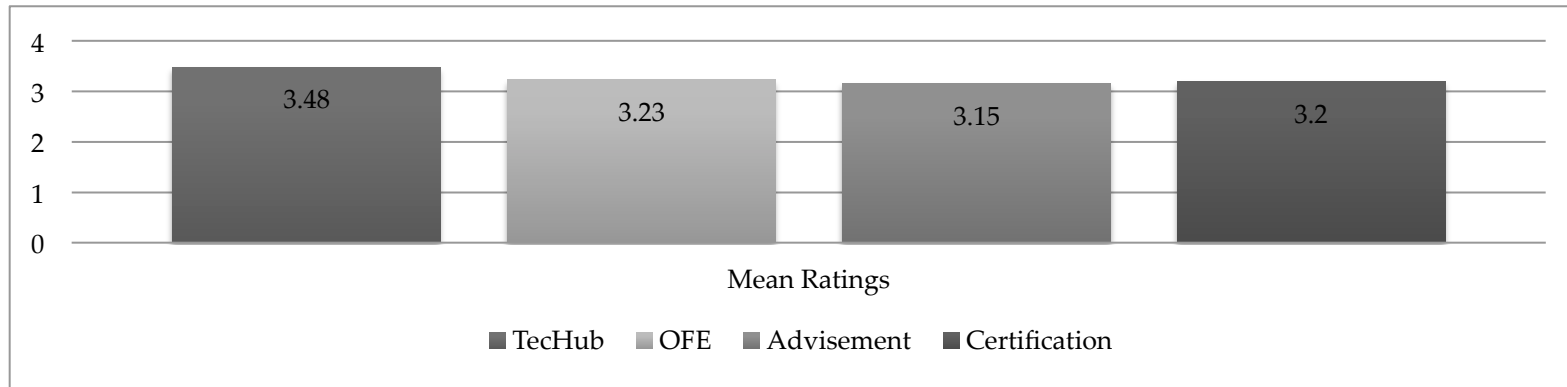


Figure 12
Intern Ratings of Student Services



Professional Partner Evaluation of University Supervision

The Field Experiences Committee introduced a new evaluation tool completed by cooperating teachers to describe their experiences with university supervisors in 10 areas. During AY13 placements, a total of 208 teachers completed the survey. Proficient and exemplary responses were the norm.

Table 12
Cooperating Teacher Evaluations of University Supervisor

| | % Unacceptable | % Developing | % Proficient | % Exemplary |
|---|----------------|--------------|--------------|-------------|
| 1. The university supervisor discussed roles, procedures, assessment, and other pertinent information. | 1.45% | 4.83% | 15.94% | 77.78% |
| 2. The length of time the university supervisor spent observing and conferencing with the teacher candidate/intern was appropriate. | 0.97% | 2.9% | 20.29% | 75.85% |
| 3. The university supervisor was readily available to the teacher candidate/intern for guidance and assistance. | 0.98% | 3.9% | 17.56% | 77.56% |
| 4. The university supervisor facilitated communication between the teacher candidate/intern and the cooperating teacher as needed. | 0.97% | 5.31% | 15.46% | 78.26% |
| 5. The university supervisor responded to questions in a timely and thorough manner. | 0.98% | 4.41% | 14.22% | 80.39% |
| 6. The university supervisor was knowledgeable about effective teaching practices. | 0% | 1.46% | 16.99% | 81.55% |
| 7. The university supervisor provided a fair and accurate evaluation of the observed lessons. | 0% | 1.95% | 16.59% | 81.46% |
| 8. The university supervisor consulted the cooperating teacher regarding the progress of the teacher candidate/intern. | 1.47% | 4.9% | 15.69% | 77.94% |
| 9. The university supervisor collaborated with the teacher candidate/intern and the cooperating teacher on the midterm and final evaluations. | 1.97% | 7.88% | 19.21% | 70.94% |
| 10. The university supervisor provided a nurturing, positive experience from which future candidates/interns would benefit. | 0% | 2.44% | 17.07% | 80.49% |

5. How many candidates completed school-based field experiences during AY13 and what are the characteristics of the school populations in these placements (School code and/or school data form)?

A total of 1486 candidates were placed in school-based field experiences for AY13. The distribution across levels was 1024 elementary, 220 middle, and 242 in high schools

The diversity of sites (N=152), based on student characteristics reported by the Georgia DOE:

- Ⓢ Economically disadvantaged students are represented in all Georgia schools.
- Ⓢ English Language Learners are represented in about one-fourth of placements.
- Ⓢ One hundred percent of schools include students with disabilities. They make up less than 25% of the total school population.
- Ⓢ One hundred percent of schools include students categorized as minority. Forty-five percent of sites are comprised of 26-50% minority students.

Table 14

AYP Status of Placement Schools by Level

| School Level | AYP-Yes | AYP-No |
|--------------|----------|----------|
| Elementary | 72 (91%) | 7 (9%) |
| Middle | 31 (89%) | 4 (11%) |
| High | 14 (38%) | 23 (62%) |

Recommendations

Admissions: Program coordinators role in admissions

- Respond to requests from applicants/denials