



**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

UTEACH

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*

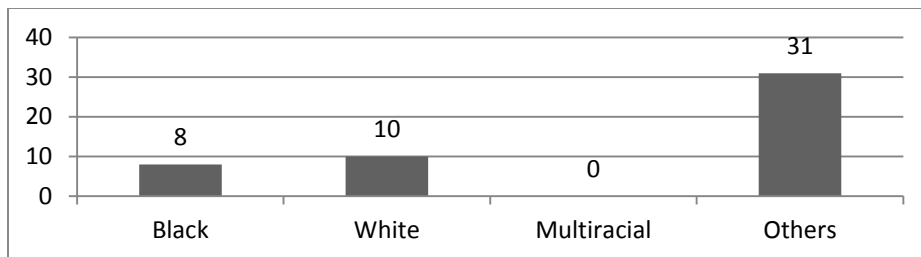
Active Majors Admitted 2 Years Ago (2011-2012)	Active Majors Admitted 1 Year Ago (2012-2013)	Active Majors Admitted 2013-2014	Current Active Majors 2013-2014
*Please note, UTeach courses officially began in spring 2012.	6	43	49

*Banner Report ED2505

Completers*

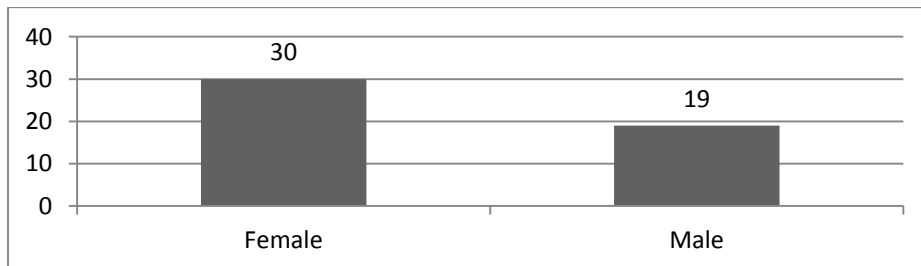
There have been no completers from UTeach. The first graduates are expected in fall 2014.

Race-Active Majors (N=49)*



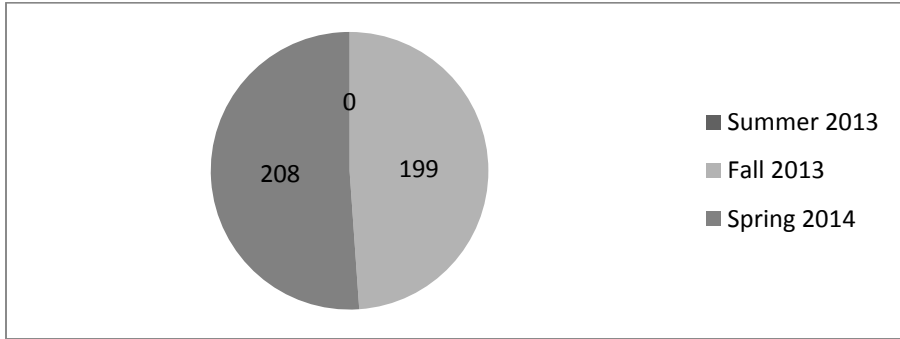
* Banner Report ED2505

Gender-Active Majors (N=49)*



*Banner Report 2505

Credit Hour Production (N=407)*



* Banner Report ED2270

Average SAT Scores-Undergraduate Active Majors (N=36)*

Test	Score	Percentile Ranks
SAT-Verbal	Not Recorded for UTCH	N/A
SAT-Mathematics	528	55
Composite	N/A	N/A

* Banner Report ED2505

Average ACT Scores-Undergraduate Active Majors (N=15)*

Test	Score	Percentile Ranks
ACT- Verbal	Not Recorded for UTCH	N/A
ACT- Mathematics	21	55
Composite	N/A	N/A

* Banner Report ED2505

Assessment Results

Learning Outcomes Report

UTCH 3001 Final Project Rubric	
<ul style="list-style-type: none"> ➤ Outcome 2: Child development and learning theory: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. ➤ Outcome 3: Learning styles/diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. ➤ Outcome 4: Instructional strategies/problem solving: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. ➤ Outcome 5: Motivation and behavior: The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. ➤ Outcome 6: Communication/knowledge: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. ➤ Outcome 8: Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. ➤ Outcome 9: Professional growth/reflection: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. 	
Rubric Criteria	2013-2014 (N=20)
Presentation and Format of Written Paper	3.35
Lesson Plan	4
Pre/Post Learning Data	3.55
Use of Literature for Analysis	2.90
Lesson Enactment (Teach)	3.80
Practical Applications for Teaching	3.20

UTCH 3002 Two Day Lesson Plans Rubric	
<ul style="list-style-type: none"> ➤ Outcome 1: Making content meaningful: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students. ➤ Outcome 2: Child development and learning theory: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. 	

- Outcome 3: Learning styles/diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Outcome 4: Instructional strategies/problem solving: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Outcome 5: Motivation and behavior: The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Outcome 6: Communication/knowledge: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Outcome 7: Planning for instruction: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Rubric Criteria	2013-2014 (N=11)
Standard(s)	3.73
Safety Guidelines	4
Learning Objectives	3.82
Assessment	3.36
Evaluation of Assessment	3.73
Teacher Actions	3.55
Student Actions	3.55
Student Processing of Lesson	3.55
Constructivist Approach	3.55
Inquiry	3.55
Closure	3.55
Differentiation*	2.73
Extensions	3.09

UTCH 3003 Summative Project-Based Instruction Two Week Unit Rubric

- Outcome 1: Making content meaningful: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Outcome 2: Child development and learning theory: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Outcome 3: Learning styles/diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Outcome 4: Instructional strategies/problem solving: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Outcome 5: Motivation and behavior: The teacher uses an understanding individual and group motivation and behavior to create a learning

environment that encourages positive social interaction, active engagements in learning, and self-motivation.

- Outcome 6: Communication/knowledge: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Outcome 7: Planning for instruction: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Outcome 8: Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Outcome 9: Professional growth/reflection: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Outcome 10: Interpersonal relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Rubric Criteria	2013-2014 (N=7)
Introduction	2.71
Project Concept Map	2.86
Project Calendar/Timeline	2.57
Project Anchor Event	2.71
Lesson Plans	2.57
Assessment Analyses	2.71

BIOL 3825 Research Methods Inquiry 4 Rubric

- Outcome 1: Making content meaningful=The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Rubric Criteria	2013-2014 (N=4)
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	4
Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	2.5
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	2.75
Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	2.5
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	2.75
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	2.25
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	2
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	0
Literature: Makes use of research literature to answer questions outside scope of project as needed.	3

Writing: Clearly written with correct grammar and spelling.	2.75
Abstract: Clearly explains purpose of project and summarizes main conclusions.	3.25
Literature: Provides citation for all sources employed in study and explains their significance	3
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	3

GEOL 3825 Research Methods Inquiry 4 Rubric	
➤ Outcome 1: Making content meaningful=The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.	
Rubric Criteria	2013-2014 (N=1)
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	4
Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	3
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	2
Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	2
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	3
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	3
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	3
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	No Response
Literature: Makes use of research literature to answer questions outside scope of project as needed.	3
Writing: Clearly written with correct grammar and spelling.	4
Abstract: Clearly explains purpose of project and summarizes main conclusions.	3
Literature: Provides citation for all sources employed in study and explains their significance	4
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	4

MATH 3825 Research Methods Inquiry 4 Rubric	
➤ Outcome 1: Making content meaningful=The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.	
Rubric Criteria	2013-2014 (N=6)
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	4

Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	2.83
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	3.4
Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	3.17
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	2.83
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	2.83
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	3.17
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	2.67
Literature: Makes use of research literature to answer questions outside scope of project as needed.	3.5
Writing: Clearly written with correct grammar and spelling.	3.17
Abstract: Clearly explains purpose of project and summarizes main conclusions.	3
Literature: Provides citation for all sources employed in study and explains their significance	3.33
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	3.33

PHYS 3825 Research Methods Inquiry 4 Rubric	
➤ Outcome 1: Making content meaningful=The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.	
Rubric Criteria	2013-2014 (N=1)
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	4
Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	4
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	3
Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	4
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	2
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	4
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	4
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	3
Literature: Makes use of research literature to answer questions outside scope of project as needed.	4
Writing: Clearly written with correct grammar and spelling.	4
Abstract: Clearly explains purpose of project and summarizes main conclusions.	3

Literature: Provides citation for all sources employed in study and explains their significance	4
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	4

STEM 3815 Final Lesson Plan	
➤ Outcome 1: Making content meaningful=The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.	
Rubric Criteria	2013-2014
Written Lesson Plan	<i>This rubric/assignment has been sent to 2 courses (one in fall 2013, one in spring 2014), but no assessments have been completed in Tk20. A total of 28 students received the coursework, and 19 students have turned in work.</i>
Oral Presentation	

CHEM 3825 Research Methods Inquiry 4 Rubric	
➤ Outcome 1: Making content meaningful=The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.	
Rubric Criteria	2013-2014
Safety and Ethics: Inquiry is conducted in accord with safe laboratory practice, and treats human subject(s) in an ethical manner.	This rubric/assignment was sent to one course in spring 2014. Tk20 shows that no students were enrolled in the course.
Motivation and time: Student is engaged by question and progress could reasonably be expected in time allotted.	
Error: Possible sources of random and systematic error have been identified, and actions have been taken to reduce them.	
Error: Effects of random error are reduced to acceptable level through appropriate number of samples.	
Variables: Experiment is carefully designed to vary control, measure response, and keep other variables constant.	
Graphs: Displays data in graphical form, including histograms or functional relations as appropriate.	
Statistics: Computes means and standard errors for measured variables. Makes appropriate use of statistics.	
Modeling: Constructs simple predictive relations, ranging from tests with simple functions to recursion relations or differential equations, analyzes their consequences in programs such as Excel, and compares with data.	
Literature: Makes use of research literature to answer questions outside scope of project as needed.	
Writing: Clearly written with correct grammar and spelling.	
Abstract: Clearly explains purpose of project and summarizes main conclusions.	

Literature: Provides citation for all sources employed in study and explains their significance	
Conclusions: Consequences of study are clearly communicated, neither generalizing too much, nor omitting important findings.	