

## College of Education and Health Professions

### Educator Preparation Fact Book 2009-2010 Table of Contents for Part X Candidate Data by Unit and Program

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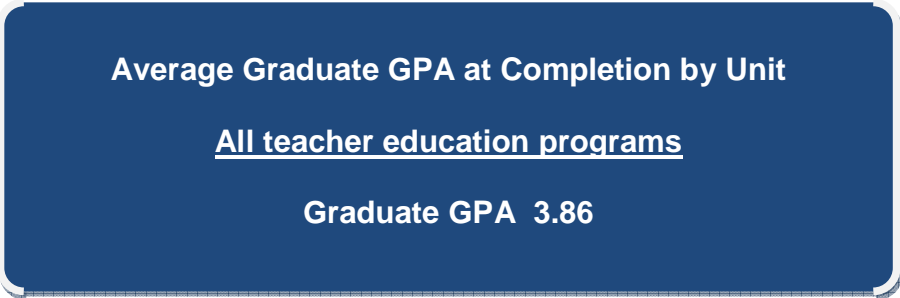
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Data Source for GPA: Preparation Approval Annual Report (PAAR) Data from Spring 2008 through Spring 2009 [*Includes only student formally admitted to Teacher Education*] Dr. Carl Wallman, Dr. Deborah Gober, Chair Teacher Education and Interim Associate Dean

**Average GPA at Completion by Unit**

Figure 12:



**Average GPA at Completion by Program**

Table 38

Program Name	Admission GPA
Graduate Advance Certification (EDS and MED)	
EDS	
Early Childhood	3.81
Educational Leadership	3.95
Middle Grades	3.66
English	3.79
Mathematics	3.94
Science	3.85
MED	
Early Childhood	3.90
Educational Leadership	3.98
Health and Physical Education	3.08
Middle Grades	3.69
Music	3.84
School Library Media	4.00
English	3.89
Mathematics	3.75
Social Science	3.77
SPED Behavioral Disorders	3.85
Special Education General Curriculum	3.82



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**GMAP Evaluation by Unit**

Table 39

Term	Results
Fall 2009	<p>The total number of graduate students evaluated on GMAP in Fall 2009 was 119.</p> <p>On each component, 116 or more students (97-100%) met or exceeded expectations or were not evaluated on that particular component (NI).</p>
Spring 2010	<p>The total number of graduate students evaluated on GMAP in Spring 2010 was 58.</p> <p>On each component, fifty-six or more students (97-100%) met or exceeded expectations or were not evaluated on that particular component (NI).</p>



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See the following pages for actual data.

**GMAP Evaluation Report (Unit)  
Fall 2009**

The total number of graduate students evaluated on GMAP in Fall 2009 was 119. On each component, 116 or more students (97-100%) met or exceeded expectations or were not evaluated on that particular component (NI).

<b>Proposition 1: Commitment to students and learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NI</b>
a. Recognizes individual differences in students and adjusts teaching	0	0	49 (41%)	48 (40%)	22 (18%)	0
b. Treats all students equitably	0	0	34 (29%)	41 (34%)	28 (24%)	16 (13%)
c. Designs lesson to match student abilities and foster interest	0	0	46 (38%)	47 (39%)	24 (20%)	2 (2%)
d. Provides evidence of teaching to develop multiple domains	0	1 (1%)	49 (41%)	40 (34%)	25 (21%)	4 (3%)
e. Understands how students develop and learn	0	0	50 (42%)	42 (35%)	26 (22%)	1 (1%)
<b>Proposition 2: Knowledge of subjects and how to teach them</b>						
a. Demonstrates depth of knowledge of subject matter	0	1 (1%)	56 (47%)	30 (25%)	31 (26%)	1 (1%)
b. Presents lesson & content so that students learn in a variety of ways	0	0	48 (40%)	37 (31%)	34 (29%)	0
c. Links content, when appropriate, to other disciplines	0	1 (1%)	52 (43%)	40 (34%)	23 (19%)	3 (3%)
<b>Proposition 3: Managing and monitoring student learning</b>						
a. Clearly articulates goals for students	0	1 (1%)	55 (46%)	32 (27%)	30 (25%)	1 (1%)
b. Uses multiple methods/strategies to meet goals	0	0	46 (39%)	42 (35%)	29 (24%)	2 (2%)
c. Motivates students to be engaged in learning	0	0	45 (38%)	43 (36%)	30 (25%)	1 (1%)
d. Creates an effective learning environment	0	0	46 (38%)	46 (38%)	25 (21%)	2 (2%)
e. Regularly assesses student progress	0	0	47 (39%)	44 (37%)	25 (21%)	3 (3%)
<b>Proposition 4: Thinking systematically about practice</b>						
a. Reflects on practice and makes difficult choices	0	1 (1%)	45 (38%)	38 (32%)	23 (19%)	12 (10%)
b. Seeks the advice of others to improve practice	0	0	42 (35%)	38 (32%)	32 (27%)	7 (6%)
c. Uses research and scholarship to improve practice	0	0	48 (40%)	37 (31%)	23 (19%)	11 (9%)
<b>Proposition 5: Membership in learning communities</b>						
a. Collaborates with other professionals	0	0	19 (16%)	38 (32%)	31 (26%)	31 (26%)
b. Collaborates with parents	0	3 (3%)	4 (3%)	9 (8%)	14 (12%)	89 (75%)
c. Uses community resources	0	1 (1%)	19 (16%)	32 (27%)	15 (12%)	52 (44%)

**GMAP Evaluation Report (Unit)  
Spring 2010**

The total number of graduate students evaluated on GMAP in Spring 2010 was 58. On each component, fifty-six or more students (97-100%) met or exceeded expectations or were not evaluated on that particular component (NI).

<b>Proposition 1: Commitment to students and learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NI</b>
a. Recognizes individual differences in students and adjusts teaching	0	0	32 (55%)	20 (35%)	6 (10%)	0
b: Treats all students equitably	0	0	28 (48%)	19 (33%)	11 (19%)	0
c: Designs lesson to match student abilities and foster interest	0	1 (2%)	30 (52%)	18 (31%)	9 (15%)	0
d: Provides evidence of teaching to develop multiple domains	0	0	28 (48%)	24 (41%)	6 (10%)	0
e: Understands how students develop and learn	0	1 (2%)	30 (52%)	18 (31%)	9 (15%)	0
<b>Proposition 2: Knowledge of subjects and how to teach them</b>						
a: Demonstrates depth of knowledge of subject matter	0	1 (2%)	28 (48%)	16 (28%)	13 (22%)	0
b: Presents lesson & content so that students learn in a variety of ways	0	1 (2%)	28 (48%)	18 (31%)	11 (19%)	0
c: Links content, when appropriate, to other disciplines	0	1 (2%)	30 (52%)	19 (33%)	8 (14%)	0
<b>Proposition 3: Managing and monitoring student learning</b>						
a. Clearly articulates goals for students	0	1 (2%)	32 (55%)	16 (28%)	9 (15%)	0
b. Uses multiple methods/strategies to meet goals	0	1 (2%)	29 (50%)	17 (29%)	11 (19%)	0
c: Motivates students to be engaged in learning	0	1 (2%)	25 (43%)	20 (35%)	12 (21%)	0
d: Creates an effective learning environment	0	1 (2%)	23 (40%)	23 (40%)	11 (19%)	0
e: Regularly assesses student progress	0	2 (3%)	27 (47%)	15 (26%)	14 (24%)	0
<b>Proposition 4: Thinking systematically about practice</b>						
a. Reflects on practice and makes difficult choices	0	0	32 (55%)	18 (31%)	7 (12%)	1 (2%)
b. Seeks the advice of others to improve practice	0	0	25 (43%)	21 (36%)	12 (21%)	0
c. Uses research and scholarship to improve practice	0	0	29 (50%)	15 (26%)	14 (24%)	0
<b>Proposition 5: Membership in learning communities</b>						
a: Collaborates with other professionals	0	0	19 (33%)	14 (24%)	17 (29%)	8 (14%)
b: Collaborates with parents	0	0	21 (36%)	5 (9%)	10 (17%)	22 (38%)
c: Uses community resources	0	2 (3%)	18 (31%)	13 (22%)	7 (12%)	18 (31%)

**GMAP Evaluation by Program**

Table 40

Program Name	GMAP Final Evaluation Prior to Student Teaching by Program
At this time the GMAP data by program are not available.	N/A



Educator Preparation Programs Assessment  
–Advance Degree Transition Points

Gate 6: Exit from Advanced Degree Program



### Graduate Dispositions by Unit

Table 41

Term	Results
Fall 2009	The total number of graduate students evaluated on dispositions in Fall 2009 was 77. All students (100%) met or exceeded expectations in all areas
Spring 2010	The total number of graduate students evaluated on dispositions in Spring 2010 was 55. Fifty-four students (98%) met or exceeded expectations in all areas.

See the following pages for actual data.





**Graduate Dispositions Evaluation Report (Unit)  
Fall 2009**

The total number of graduate students evaluated on dispositions in Fall 2009 was 77. All students (100%) met or exceeded expectations in all areas.

DISPOSITION	Below Expectations	Meets Expectations	Exemplary	N/A
Displays maturity when seeking solutions to problems and implementing suggestions (Professionalism)	0	30 (39%)	44 (57%)	3 (4%)
Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)	0	35 (45%)	40 (52%)	2 (3%)
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)	0	26 (34%)	49 (63%)	2 (3%)
Reflects sound judgment and appropriate self-control, especially in relating to and safe-guarding students (Professionalism, Teaching)	0	28 (36%)	46 (60%)	3 (4%)
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)	0	26 (34%)	49 (63%)	2 (3%)
Demonstrates the belief that all students can learn (Professionalism, Teaching)	0	21 (27%)	54 (70%)	2 (3%)
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Professionalism, Scholarship)	0	23 (30%)	52 (67%)	2 (3%)
Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)	0	21 (27%)	23 (30%)	33 (43%)
Demonstrates a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, Scholarship)	0	34 (44%)	40 (52%)	3 (4%)
Engages in reflections and self assessment and demonstrates a commitment to life long learning (Professionalism, Teaching, Scholarship)	0	40 (52%)	35 (45%)	2 (3%)

**Graduate Dispositions Evaluation Report (Unit)  
Spring 2010**

The total number of graduate students evaluated on dispositions in Spring 2010 was 55. Fifty-four students (98%) met or exceeded expectations in all areas.

DISPOSITION	Below Expectations	Meets Expectations	Exemplary	N/A
Displays maturity when seeking solutions to problems and implementing suggestions (Professionalism)	0	30 (55%)	25 (45%)	0
Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)	0	23 (42%)	32 (58%)	0
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)	0	26 (47%)	29 (53%)	0
Reflects sound judgment and appropriate self-control, especially in relating to and safe-guarding students (Professionalism, Teaching)	0	28 (51%)	27 (49%)	0
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)	0	25 (45%)	30 (55%)	0
Demonstrates the belief that all students can learn (Professionalism, Teaching)	0	21 (38%)	34 (62%)	0
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Professionalism, Scholarship)	0	21 (38%)	34 (62%)	0
Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)	1 (2%)	32 (58%)	19 (35%)	3 (5%)
Demonstrates a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, Scholarship)	0	24 (44%)	31 (56%)	0
Engages in reflections and self assessment and demonstrates a commitment to life long learning (Professionalism, Teaching, Scholarship)	0	21 (38%)	34 (62%)	0

**Disposition Evaluation by Program**

Table 42

Program Name	Disposition Final Evaluation Prior to Student Teaching by Program
At this time the GMAP data by program are not available.	N/A



Educator Preparation Programs Assessment  
–Advance Degree Transition Points

Gate 6: Exit from Advanced Degree Program



**Exit Exam Pass Rate –Early Childhood Education, Health and Physical Education, Special Education**

Table 43

Program Name	Graduate Exit Exam Pass Rates
Early Childhood Education	94% Summer 2009 15/16 100% Fall 2009 15/15 80% Spring 2010
Special Education	No Information
Health and Physical Education	100%

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Educator Preparation Programs Assessment  
–Advance Degree Transition Points

Gate 6: Exit from Advanced Degree Program

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Data source: Drs. Greer, Conklin, and Martin