

Columbus State University  
College of Education and Health Professions  
Educator Preparation Fact Book

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Candidate Enrollment Data by Unit and Program**

**Advance Degree Transition Points –Gate 6: Exit from Advanced Degree Program  
GPA, GMAP, Dispositions, and Exit Exam**

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GPA –Grade Point Average

GMAP –Graduate Model of Accomplished Practice

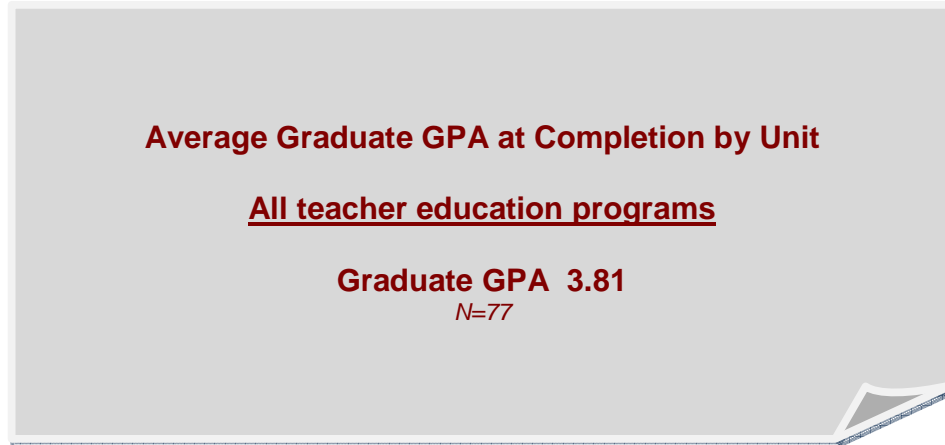
ISIS –*Integrated Student Information System*

COEHP –College of Education and Health Professions

SPED – Special Education

ECE – Early Childhood Education

Average GPA at Completion by Unit  
Figure 12



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**Average GPA at Completion by Program**

**Table 38**

Program Name	Exit GPA	Headcount
Graduate Advance Certification (M.Ed. and Ed.S.)		
M.Ed.		
Accomplished Teaching	4.00	2
Art	3.92	2
Early Childhood	3.86	28
Health and Physical Education	3.62	4
Middle Grades	3.85	6
Music	3.79	5
English	3.89	4
Science	3.24	3
Social Science	3.75	3
Special Education General Curriculum	3.85	7
Ed.S.		
Early Childhood	3.89	6
Middle Grades	3.70	3
English	3.86	2
Science	3.48	2

*N=77*

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**GMAP Evaluation by Unit**

Table 39

Term	Results
Fall 2010	<p>The total number of graduate students evaluated on GMAP in Fall 2010 was 70.</p> <p>On each component, 68 or more students (<b>97-100%</b>) met or exceeded expectations or were not evaluated on that particular component (NI).</p>
Spring 2011	<p>The total number of graduate students evaluated on GMAP in Spring 2011 was 16.</p> <p>On each component, 16 students (<b>100%</b>) 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.

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 Observation Report of Graduate Student  
 Fall 2010

The total number of graduate students evaluated on GMAP in Fall 2010 was 70. On each component, 68 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	2	22	26	20	0
b: Treats all students equitably	0	0	22	22	26	0
c: Designs lesson to match student abilities and foster interest	0	1	19	31	19	0
d: Provides evidence of teaching to develop multiple domains	0	1	22	33	13	1
e: Understands how students develop and learn	0	0	22	31	16	1
<b>Proposition 2: Knowledge of subjects and how to teach them</b>						
a: Demonstrates depth of knowledge of subject matter	0	0	25	27	18	0
b: Presents lesson & content so that students learn in a variety of ways	0	0	21	26	23	0
c: Links content, when appropriate, to other disciplines	0	0	23	30	16	1
<b>Proposition 3: Managing and monitoring student learning</b>						
a. Clearly articulates goals for students	0	1	25	30	14	0
b. Uses multiple methods/strategies to meet goals	0	0	21	26	22	1
c: Motivates students to be engaged in learning	0	0	20	23	27	0
d: Creates an effective learning environment	0	0	23	25	22	0
e: Regularly assesses student progress	0	0	26	24	18	2
<b>Proposition 4: Thinking systematically about practice</b>						
a. Reflects on practice and makes difficult choices	0	0	21	27	17	5
b. Seeks the advice of others to improve practice	0	0	21	28	20	1
c. Uses research and scholarship to improve practice	0	0	25	24	16	5
<b>Proposition 5: Membership in learning communities</b>						
a: Collaborates with other professionals	0	0	17	19	23	11
b: Collaborates with parents	0	0	4	8	8	50
c: Uses community resources	1	0	4	15	5	45

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Graduate Model of Accomplished Practice  
Observation Report of Graduate Student  
Spring 2011

The total number of graduate students evaluated on GMAP in Spring 2010 was 16. On each component, 16 or more students (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	0	5	11	0
b. Treats all students equitably	0	0	0	4	12	0
c. Designs lesson to match student abilities and foster interest	0	0	0	4	12	0
d. Provides evidence of teaching to develop multiple domains	0	0	0	6	10	0
e. Understands how students develop and learn	0	0	1	3	12	0
<b>Proposition 2: Knowledge of subjects and how to teach them</b>						
a. Demonstrates depth of knowledge of subject matter	0	0	0	6	10	0
b. Presents lesson & content so that students learn in a variety of ways	0	0	0	5	11	0
c. Links content, when appropriate, to other disciplines	0	0	1	6	9	0
<b>Proposition 3: Managing and monitoring student learning</b>						
a. Clearly articulates goals for students	0	0	0	4	12	0
b. Uses multiple methods/strategies to meet goals	0	0	1	3	12	0
c. Motivates students to be engaged in learning	0	0	1	4	11	0
d. Creates an effective learning environment	0	0	1	4	11	0
e. Regularly assesses student progress	0	0	1	2	12	1
<b>Proposition 4: Thinking systematically about practice</b>						
a. Reflects on practice and makes difficult choices	0	0	1	2	13	0
b. Seeks the advice of others to improve practice	0	0	1	2	13	0
c. Uses research and scholarship to improve practice	0	0	0	4	11	1
<b>Proposition 5: Membership in learning communities</b>						
a. Collaborates with other professionals	0	0	0	4	10	2
b. Collaborates with parents	0	0	0	2	7	7
c. Uses community resources	0	0	0	5	9	2

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**GMAP Evaluation by Program**

Table 40

Program Name	GMAP Final Evaluation Prior to Student Teaching by Program
GMAP data by program are available on the <i>Integrated Student Information System (ISIS)</i> .	ISIS Report Menu: COEHP Database

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Educator Preparation Programs  
Assessment  
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Gate 6: Exit from Advanced Degree  
Program

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Graduate Dispositions by Unit

Table 41

Term	Results
Fall 2010	The total number of graduate students evaluated on dispositions in Fall 2010 was 72. All students (100%) met or exceeded expectations in all areas
Spring 2011	The total number of graduate students evaluated on dispositions in Spring 2011 was 21. Twenty-one students (100%) met or exceeded expectations in all areas.

See the following pages for actual data.



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Graduate Disposition Report (Unit)  
Fall 2010

The total number of graduate students evaluated on dispositions in Fall 2010 was 72. All students (100%) met or exceeded expectations in all areas.

<b>DISPOSITION</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exemplary</b>	<b>N/A</b>
Displays maturity when seeking solutions to problems and implementing suggestions (Professionalism)	0	35	37	0
Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)	0	35	37	0
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)	0	29	43	0
Reflects sound judgment and appropriate self-control, especially in relating to and safe-guarding students (Professionalism, Teaching)	0	30	32	10
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)	0	35	37	0
Demonstrates the belief that all students can learn (Professionalism, Teaching)	0	31	39	2
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Professionalism, Scholarship)	0	37	35	0
Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)	0	38	30	4
Demonstrates a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, Scholarship)	0	40	32	0
Engages in reflections and self assessment and demonstrates a commitment to lifelong learning (Professionalism, Teaching, Scholarship)	0	41	30	1

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Graduate Disposition Report (Unit)  
Spring 2011

The total number of graduate students evaluated on dispositions in Spring 2011 was 21. 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	3	18	0
Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)	0	3	18	0
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)	0	2	19	0
Reflects sound judgment and appropriate self-control, especially in relating to and safeguarding students (Professionalism, Teaching)	0	3	18	0
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)	0	3	18	0
Demonstrates the belief that all students can learn (Professionalism, Teaching)	0	3	18	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	5	16	0
Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)	0	5	15	1
Demonstrates a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, Scholarship)	0	4	16	1
Engages in reflections and self assessment and demonstrates a commitment to lifelong learning (Professionalism, Teaching, Scholarship)	0	4	17	0

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Disposition Evaluation by Program  
Table 42

Program Name	Disposition Final Evaluation Prior to Student Teaching by Program
Graduate disposition data by program are available on the <i>Integrated Student Information System</i> (ISIS).	ISIS Report Menu: COEHP Database

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Exit Exam Pass Rate –Early Childhood Education, Health and Physical Education, Special Education  
Table 42

Program Name	Graduate Exit Exam Pass Rates
Early Childhood Education	100% Summer 2010 100% Fall 2010 85% Spring 2011
Health and Physical Education	100%
School Counseling	100%
Special Education	_____

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Data source: Drs. Greer, Martin, Gillam, and Conklin