

2024-2025 Program Assessment



Mary Frances Early
College of Education
UNIVERSITY OF GEORGIA
1785

Major - Special Education



#18 Special Education

Intern Keys Data

Mentor Total Score

30.84

UGA Supervisor Total Score

30.44

*Scores are out of 40
Passing Score: 22

Exit Survey

My program taught me reflective practice skills.

	Yes	Somewhat	No
BSED	92.59% (25)	7.41% (2)	0% (0)
MAT	100% (6)	0% (0)	0% (0)

I am prepared to use critical thinking and problem-solving skills in my practice.

BSED	100% (27)	0% (0)	0% (0)
MAT	100% (6)	0% (0)	0% (0)

My program has prepared me to be a competent professional.

BSED	96.30% (26)	3.70% (1)	0% (0)
MAT	83.33% (5)	16.67% (1)	0% (0)

My program helped me understand ethical responsibilities for my profession, including modeling safe, legal, and ethical use of health, patient, client or student information.

BSED	88.89% (24)	11.11% (3)	0% (0)
MAT	83.33% (5)	16.67% (1)	0% (0)

The program built a collaborative learning environment.

BSED	92.59% (25)	7.41% (2)	0% (0)
MAT	83.33% (5)	16.67% (1)	0% (0)

The overall quality of my program would prompt me to recommend it to someone else.

BSED	88.89% (24)	7.41% (2)	3.70% (1)
MAT	100% (6)	0% (0)	0% (0)

I can recognize reading difficulties that require a referral.

BSED	92.59% (25)	7.41% (2)	0% (0)
MAT	100% (6)	0% (0)	0% (0)

I am prepared to make referrals to specialists when a student struggles with reading.

BSED	92.59% (25)	7.41% (2)	0% (0)
MAT	100% (6)	0% (0)	0% (0)

I can identify how environmental and social factors can contribute to literacy development.

BSED	96.30% (26)	3.70% (1)	0% (0)
MAT	100% (6)	0% (0)	0% (0)

My program prepared me to teach reading.

BSED	92.59% (25)	7.41% (2)	0% (0)
MAT	100% (6)	0% (0)	0% (0)

In my program, I learned language processes required for proficient reading and writing: Phonological, orthographic, semantic, syntactic, and discourse.

BSED	96.30% (26)	3.70% (1)	0% (0)
MAT	100% (6)	0% (0)	0% (0)

I am prepared to design and deliver reading instruction.

BSED	92.59% (25)	7.41% (2)	0% (0)
MAT	100% (6)	0% (0)	0% (0)

Strongly Agree Agree Disagree Strongly Disagree

Faculty members modeled, facilitated and integrated effective use of current and emerging digital tools (e.g., online learning platforms, voting clickers, digital white boards, document cameras, GALILEO and other databases, etc.) to support research and learning.

BSED	80% (20)	16% (4)	0% (0)	0% (0)
MAT	33.33% (2)	50% (3)	0% (0)	16.67% (1)

My program helped me gain practical knowledge in a variety of digital technologies as a student in the College of Education.

BSED	80% (20)	16% (4)	0% (0)	0% (0)
MAT	33.33% (2)	50% (3)	0% (0)	16.67% (1)

My program integrated current information and communication technologies.

BSED	80% (20)	12% (3)	4% (1)	0% (0)
MAT	50% (3)	33.33% (2)	0% (0)	16.67% (1)

My program utilized current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

BSED	80% (20)	16% (4)	0% (0)	0% (0)
MAT	33.33% (2)	50% (3)	0% (0)	16.67% (1)

My program prepared me to collaborate with people in virtual environments (e.g., online learning platforms, video conferencing, digital document sharing).

BSED	80% (20)	12% (3)	4% (1)	0% (0)
MAT	33.33% (2)	50% (3)	0% (0)	16.67% (1)

My program prepared me to use technology in my planning for, instruction of, and assessment of students or clients.

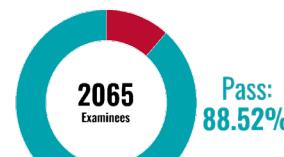
BSED	80% (20)	12% (3)	4% (1)	0% (0)
MAT	66.67% (4)	16.67% (1)	0% (0)	16.67% (1)

I am able to model safe, legal, and ethical use of technology.

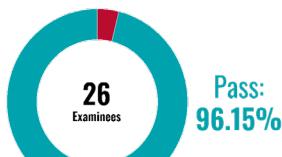
BSED	84% (21)	12% (3)	0% (0)	0% (0)
MAT	66.67% (4)	16.67% (1)	0% (0)	16.67% (1)

Georgia Assessment for the Certification of Educators (GACE)

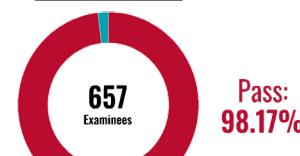
581 Special Ed General Curriculum: Statewide



581 Special Ed General Curriculum: Program



583 Special Ed Adapted Curriculum: Statewide



583 Special Ed Adapted Curriculum: Program



Quotes from Disposition Assessment

[The candidate] goes above and beyond to collaborate with educational stakeholders in an effort to support and maximize student instruction. She attends weekly collaborative meetings outside of her required 15-hours of practicum work in an effort to grow in her professional knowledge and to build collegial relationships with related service providers.

[The candidate] meets the definition of exemplary dedication to ensuring learner growth by assuming responsibility for the learning process by engaging with a wide range of stakeholders. She achieved this in her first lesson plan for her practicum course, and continues to pursue opportunities to collaborate and engage with all instructional stakeholders who support students throughout the school day.