# Education BS (Middle Level 4-8)

## G1 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.

**Goal Description:**

**Goal 1:** Teacher candidates in the Middle-Level program will demonstrate mastery of content knowledge.

Goal description: Middle-Level candidates will demonstrate mastery of content knowledge in their respective content areas: 4-8 Math, Science, Social Studies, English Language Arts and Reading, Core. Additionally, Middle-Level candidates in 4-8 ELAR and Core will demonstrate mastery of knowledge of the Science of Teaching Reading.

**Providing Department:** Education BS (Middle Level 4-8)

RELATED ITEMS/ELEMENTS - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RELATED ITEM LEVEL 1

### LO1 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge. Learning Objective Description:

Learning Objective 1: During the Field 2 semester, Middle-Level teacher candidates will pass their content area exams.

RELATED ITEM LEVEL 2

### Indicator 1 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.
### Indicator Description:

Indicator type: Exam

Candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take one or more of the Texas Examinations of Educator Standards (TExES). These examinations directly correspond to the state content competencies that have been identified for the certification desired. These content competencies are aligned with and based on the appropriate state standards for the Texas Essential Knowledge and Skills (TEKS) statements, which describe the state mandated curriculum for students. Each TExES examination is criterion-referenced and is designed to measure a candidate's level of content knowledge and skills appropriate for educators in the State of Texas.

Each test was collaboratively developed by the State Board of Educator Certification (SBEC), National Evaluation Systems, Inc. (NES), an independent corporation specializing in educational measurements, with additional participation by committees of Texas educators. Individual test items developed to measure the state competencies were reviewed and rated by the various committees of Texas educators to ensure appropriateness of content and difficulty, clarity, and accuracy. These committees also ensured that the test items matched the appropriate competencies and were free from potential ethnicity, gender, and regional biases. The committees also helped prepare scoring rubrics for written response items and training materials for those who would score the tests.

Separate standard-setting panels were convened to review statistical data about candidate scores from initial pilot studies of the tests during their development. Recommendations were forwarded to the SBEC, which made the final decisions about establishing passing scores. TExES examinations are centrally administered by SBEC and NES at pre-determined sites and on pre-established dates across Texas similar to many of the national achievement tests. This regime provides for a professional, equitable, and secure testing environment for candidates. Alternative testing arrangements are also permitted for those requiring special consideration. Sites are selected after a careful review of security and accessibility potential, and the quality of overall testing conditions. Tests are scoredcentrally.

### Criterion Description:

*Criterion*: 80% of middle level teacher candidates will pass their content TExES exams on the first attempt during their Field 2 semester. While the accountability system for the state examines scores for each completer cohort and used to provide for students to repeat the examination if they are not successful on the first attempt, the faculty decided to focus on the first-time pass rate instead of the overall pass rate for the academic year since this is the direction the state is moving.

**Findings Description:**

There were 48 4-8 teacher candidates (TCs) who took their content exams in the 23-24 academic year. As this was a transitional year moving content exams from Field 3/YCT1 to Field 2, there were two cohorts in the Spring of 2024 (one in Field 2 and one in Field 3/YCT1) who took their content tests.

Overall, 28 of 48 Middle Level TCs (58.3%) passed their content exam on the first attempt.

17 of 26 Math TCs (65.3%) passed the 4-8 Math TExES exam on the first attempt.

3 of 6 Science TCs (50%) passed the 4-8 Science TExES exam on the first attempt.

2 of 7 Social Studies TCs (29%) passed the 4-8 Social Studies TExES exam on the first attempt.

2 of 3 Core TCs (66.7%) passed the 4-8 Core Generalist TExES exam on the first attempt.

4 of 6 ELAR TCs (66.7%) passed the 4-8 ELAR TExES exam on the first attempt.

4-8 ELAR and Core TCs also take the STR exam. Of the 9 total students, 6 (66.7%) passed the STR exam on the first attempt.

### RELATED ITEM LEVEL 3

**Action 1 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.**

**Action Description:**

The program did not meet our goal of 80% of Middle Level TCs passing their content exams on their first attempt. The program would like to work with the EPAC committee to further strengthen the various departments' understanding of the scope and depth of the TExES content exams and seek out supports that can be established to help TCs prepare for their exam.

### RELATED ITEM LEVEL 1

**LO2 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.**

**Learning Objective Description:**

Learning Objective 2: During their final semester, Middle-Level teacher candidates will demonstrate a score of "proficient" on 2.2 Content Knowledge on their final T-TESS.

### RELATED ITEM LEVEL 2

**Indicator 2 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.**

**Indicator Description:**

*Indicator*: Final T-TESS observation

Indicator type: Rubric on Tk20

Middle-level teacher candidates will complete their final Texas Teacher Evaluation and Support System (T-TESS) observation during their final semester of residency or student teaching and score proficient on 2.2 Content Knowledge.

Proficiency in 2.2 Content Knowledge is provided by the Texas Education Agency (TEA) is as follows:

- Conveys accurate content knowledge in multiple contexts.
- Integrates learning objectives with other disciplines.
- Anticipatespossible student misunderstandings.
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based).
- Accurately reflects how the lesson fits within the structure of the discipline and the state standards

**Criterion Description:**

Criterion: 85% of middle level teacher candidates will score proficient on 2.2 Content Knowledge on their final T-TESS observation.

**Findings Description:**

In the 23-24 academic year, there were a total of 38 Middle Level Teacher Candidates (TCs) who completed T-TESS #4.

31(82%) scored "Proficient" on 2.2 Content Knowledge on their T-TESS #4.

**Action 2 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.**

**Action Description:**

At 82%, the program did not meet our goal of 85% of Middle Grades TCs scoring Proficient o their T-TESS #4, Content Knowledge and Expertise. Again, working with the EPAC committee to strengthen understanding of the scope and depth of the various content exams will help TCs be more prepared for the classroom.

# G2 Develop pedagogy and Professional Responsibilities.

**Goal Description:**

Teacher candidates in the Middle-Level Program will develop pedagogy and professional responsibilities.

**Providing Department:** Education BS (Middle Level 4-8)

**LO1 Develop pedagogy and Professional Responsibilities.**

**Learning Objective Description:**

During their final semester, Middle-Level teacher candidates will demonstrate mastery of assessment, instructional planning, and instruction based on student learning needs.

**Indicator 1 Develop pedagogy and Professional Responsibilities.**

**Indicator Description:**

Indicator type: Rubric on Tk20

Impact on Student Learning Assessment

The Impact on Student Learning Assignment is a performance assessment designed to demonstrate evidence of Sam Houston State University 4-8 teacher candidates' ability to measure their instructional impact on student learning. This assignment uses the Association for Childhood Education International Elementary Education (ACEI) Standards, particularly, Standard 4.0-Assessment for Instruction as a foundation for this assignment. According to the standard, teacher candidates will plan instruction, assess instruction and use data from the assessment to plan further instruction that address the students' academic, social and physical development. Thus, in the assignment teacher candidates will assess their students, plan and teach a series of lessons, and collect data at the end of the instruction to determine the impact of their instruction. This assignment occurs in the final residency/student teaching semester. The assignment is evaluated on a 4-point rubric. The rubric focuses on lesson plans, assessment, analysis of data/reflection and written communication.

Information on Scoring Procedures: Each candidate's assignment is scored by their course instructors. The scorer evaluates each section and assigns a score of four (exceeds expectation), three (meets expectation), two (approaching expectation) or one (does not meet expectation). The overall scores on the assignment are sent to the teacher candidates.

## Criterion Description:

Criterion: At least 90% of middle level teacher candidates will pass the Impact on Student Learning assessment with a 9 or greater on the first submission.

## Findings Description:

For the 23-24 academic year, 100% (38 of 38 TCs) passed the Impact on Student Learning assessment with a 9 or greater on their 1st submission in their final semester of clinical teaching.

### RELATED ITEM LEVEL 3

### Action 1 Develop pedagogy and Professional Responsibilities.
### Action Description:

The program met this objective. Future actions include adjusting the score on the first attempt to 13 or greater (81%+) in future indicators.

### RELATED ITEM LEVEL 1

## LO2 Develop pedagogy and Professional Responsibilities.
## Learning Objective Description:

During their final semester, Middle Level teacher candidates will successfully complete the TCAR (Teacher Candidate Assessment of Readiness) portfolio assessment on the first submission.

### RELATED ITEM LEVEL 2

### Indicator 2 Develop pedagogy and Professional Responsibilities.
### Indicator Description:

Indicator type: Rubric on Tk20

*Indicator*: Teacher Candidate Assessment of Readiness (TCAR)

Middle Level candidates will complete The Teacher Candidate Assessment of Readiness (TCAR) during their final semester of residency. Candidates select artifacts that demonstrate their proficiency of the indicators in each domain along with a written justification for selection of the artifacts. Additionally, a student created video is included as an artifact for Domain 2.

TCAR aligns with Domains 1-4 of the Texas Teacher Evaluation and Support System (T-TESS) and allows for students to display their best examples of their knowledge and skills in the areas:

**Domain 1: Planning**

1.1. Standards and Alignment (aligns with InTASC Standard 7)

1.2. Data and Assessment (aligns with InTASC Standard 6)

1.3. Knowledge of Students (aligns with InTASC Standard 1)

1.4. Activities (aligns with InTASC Standard 8)

**Domain 2: Instruction**

2.1. Achieving Expectations (aligns with InTASC Standard 2)

2.2. Content Knowledge and Expertise (aligns with InTASC Standard 4)

2.3. Communication

2.4. Differentiation (aligns with InTASC Standard 2)

2.5. Monitor and Adjust (aligns with InTASC Standard 6)

**Domain 3: Classroom Environment, Routines, and Procedures**

3.1. Classroom Environment, Routines and Procedures (aligns with InTASC Standard 3)

3.2.  Managing Student Behavior (aligns with InTASC Standard 3)

3.3. Classroom Culture (aligns with InTASC Standard 3)

**Domain 4: Professional Practices and Responsibilities**

4.1. Professional Demeanor and Ethics (aligns with InTASC Standards 9 & 10)

4.2. Goal Setting (aligns with InTASC Standards 9 & 10)

**InTASC Standards**

**The Learner and Learning**

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content**

- Standard #4:  Content Knowledge. 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 the discipline accessible and meaningful for learners to assure mastery of the content.

- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Criterion Description:

Criterion: During the final semester of residency/student teaching, at least 90% of candidates will achieve a passing score on their first submission of TCAR.

**Findings Description:**

In the 23-24 academic year, there were 38 Middle Grades teacher candidates (TCs) who completed the TCAR.

37 (97.3%) received a passing score on their first submission of TCAR.

**Action 2 Develop pedagogy and Professional Responsibilities.**

**Action Description:**

At 97.3% (37 of 38 TCs), the program surpassed our objective of 90% of Middle Level TCs passing thier TCAR on the 1st attempt. As TCAR is the culminating performance assessment used by the SHSU EPP, the program will keep our objective as 90%.

# Update to Previous Cycle's Plan for Continuous Improvement Item

**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

**Closing Summary**

In the previous cycle, we decided to continue including a goal for Pedagogy and Professional Responsibilities (PPR) in our plan through the Impact on Student Learning Assessment and the TCAR Portfolio. We will continue in the 2023-2024 academic year for longitudinal data and to inform program decision. We decide NOT to include a performance objective to address program growth as this was not appropriate to an academic unit.

We look forward to data informing both of our goals following implementation of the new middle level course/field sequencing and content exam requirements in Field 2. Calibration among scorers for the 4th T-TESS observation (site coordinators) and the TCAR Portfolio (adding 4-8 faculty members as second scorers) will improve the accuracy of the two assessments in relation to the goals.

**Update of Progress to the Previous Cycle's PCI:**

The program will continue including a goal for Pedagogy and Professional Responsibilities (PPR) in the 2024-2025 academic year using the Impact on Student Learning Assessment and the TCAR portfolio to add to longitudinal data.

It is unclear whether calibration among scorers (Site Coordinators) for the 4th T-TESS observation took place. Additionally, Middle Level Faculty did not act as second scorers for 4-8 TCs, thus the accuracy of the two assessments in relation to the learning objectives can not be verified.

# New Plan for Continuous Improvement Item

**Closing Summary:**

Actions for 2024-2025 include:

The program would like to work with the EPAC committee to further strengthen the various departments' understanding of the scope and depth of the TExES content exams and seek out supports that can be established to help TCs prepare for their exam and the classroom.

Adjust the score on the first attempt from 9 to 13 or greater (81%+) on the TCAR Portfolio to better reflect the range of points available on the rubric.

Seek out implementation of calibration among Site Coordinators for scoring of T-TESS and TCAR as well as including a second scorer on TCAR for 4-8 TCs to further improve accuracy of data.