

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.
- Anticipates possible 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.

RELATED ITEM LEVEL 3

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)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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.