

# Education BA/BS (Elementary EC-6)

## Program Quality And Effectiveness

### Goal Description:

The candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) certification exam.

**Providing Department:** Education BA/BS (Elementary EC-6)

**Progress:** Ongoing

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

#### RELATED ITEM LEVEL 1

**Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective Instruction For All Learners.**

#### Learning Objective Description:

Candidates will be able to plan, implement, assess, and modify effective instruction through a variety of lesson plans and in person observations by faculty.

#### RELATED ITEM LEVEL 2

#### Impact on Student Learning Assignment

#### Indicator Description:

The Impact on Student Learning Assignment is a performance assessment designed to demonstrate evidence of Sam Houston State University EC-6 student teachers' 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 be able to 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 student teaching semester. The assignment will be evaluated on a 4 point rubric. The rubric will focus on lesson plans, assessment, analysis of data/reflection and written communication.

#### Criterion Description:

At least 95% of candidates during the 2019-2020 academic year will achieve a score 9 or greater on the Impact on Student Learning Assignment.

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.

#### Findings Description:

At least 95% of teacher candidates scored a 9 or better on this final assignment in thier Capstone course.

### RELATED ITEM LEVEL 3

#### **Impact on Student Learning Assignment**

##### **Action Description:**

Teacher candidates develop a unit of study in which they plan 3-5 lessons based on instructional needs, standards, and assessment data. They implement their lessons, post assess student learning, and reflect on the process.

### RELATED ITEM LEVEL 2

#### **Pass Rates On The Capstone Portfolio**

##### **Indicator Description:**

The Capstone portfolio is a performance assessment designed to demonstrate evidence of Sam Houston State University EC-6 teacher candidates' ability to demonstrate their knowledge and understanding about the field of teaching. The Capstone Portfolio uses the Interstate Teacher Assessment and Support Consortium (InTASC) Standards created by the Council of Chief State School Officers. The standards are organized into 4 Domains: Learners and Learning Environments, Content Knowledge, Instructional Strategies, and Professional Development. The teacher candidates are required to write narratives for each domain and provide evidence of the understanding and knowledge of the given standards. The Capstone Portfolio occurs in the content methods semester. The teacher candidates are scored on 4 point rubric derived from the InTASC standards. In addition to the 4 Domains, there is a written communication score on the rubric. Teacher candidates need to earn a 12 to pass the Capstone Portfolio. Teacher candidates that score a 1 in any of the Domains will redo that specific Domain.

##### **Criterion Description:**

At least 95% of candidates during the 2019-2020 academic year will achieve a score of 12 or greater on the Capstone Portfolio. Information on Scoring Procedures: Each candidate's Capstone Portfolio is blindly scored and a 10 percent of the Capstone Portfolio are randomly double scored by trained scorers. Each scorer evaluates and assigns a score of four(exceeds expectation), three(meets expectation), two(approaching expectation) or one(does not meet expectation) for each Domain and written communication. However, if the two scorers do not agree by more than one point, then the Capstone Portfolio is scored for a third time. The overall scores on the Capstone Portfolio are sent to the teacher candidates.

##### **Findings Description:**

Overall passing rates of teacher candidates achieving a 12 or greater on the Capstone is 95% with minimum numbers needing to submit for a second round review of one or more sections.

### RELATED ITEM LEVEL 3

#### **Capstone Portfolio Action**

##### **Action Description:**

Candidates will score a 2 or better for each section of the Capstone portfolio with a passing rate of 95% in the first round.

### RELATED ITEM LEVEL 1

#### **The Candidates Will Demonstrate Mastery Of The State Mandated Standards For The Pedagogy And Professional Responsibilities (PPR) Certification Exam.**

##### **Learning Objective Description:**

The candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) Certification Exam. There are four general teaching and professional standards candidates need to demonstrate. Each of these is also referred as "Domain".

1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (34% of exam items)
2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (13% of exam items)
3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (33% of exam items)
4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (20% of exam items)

Under each standard, at least 40 knowledge and skills are identified. The state teacher examination assesses candidates' competencies in meeting these standards.

#### RELATED ITEM LEVEL 2

#### **Pass Rates On PPR Certification Exams**

##### **Indicator Description:**

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 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 scored centrally.

##### **Criterion Description:**

First time pass rates on all levels of the Pedagogy and Professional Responsibilities (PPR) Examination will exceed 90%. The set criterion was decided based on the fact that the PPR has been revised to include early childhood (EC) to high school (Gr. 12) and was perceived slightly more difficulty than the previous version. While the accountability system for the state examines scores for each completer cohort and provides 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 2019-20 academic year.

Attached Files

 [PPR\\_Standards.EC-12.Manual](#)

### **Findings Description:**

First time passing rates on the PPR are above 90%.

#### **RELATED ITEM LEVEL 3**

### **Certify Teacher Action**

#### **Action Description:**

All teacher candidates are required to take the practice certify teacher TExES exams throughout their courses. When achieving an 80% or better they are approved to take the state exam.

## **TExES Exams for All Candidates**

### **Goal Description:**

Teacher candidates will take the TExES content exams by the end of their first semester of yearlong residency with a passing rate of 90% for all candidates.

Candidates will take all TExES exams in their final semester of yearlong residency and with a passing rate of 90%.

**Providing Department:** Education BA/BS (Elementary EC-6)

**Progress:** Ongoing

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

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

#### **Closing Summary**

Teacher candidates will be required to take practice TExES exams for all state exams at various points in specified semester and when earning 80% will take the state certification exams to be fully certified upon graduation. Modules have been created to provide content support for teacher candidate success.

Faculty will calibrate on impact on student learning projects to increase rigor and depth of understanding for students.

Faculty will analyze areas of needed support for capstone portfolios indicators and artifact select to demonstrate mastery of each indicator.

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

All teacher candidates are required to take the practice exams throughout their coursework and earn 80% to be approved to take the state exams. They must pass the state content exams during their first semester of yearlong residency.

Faculty reviewed the rubric for scoring the impact on student learning assignment to provide depth and increase rigor for students. Teach candidates use the student achievement chart to compare pre and post asesment data.

Capstone portfolio sessions were held to prepare students to complete their portfolios. Scorers were trained and calibration of scoring was completed by faculty prior to scoring candidate portfolios.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

Review of scores on content exams will be completed to determine areas in which more emphasis is needed to support passing rates the first time the test is taken. Program areas will review for content specific support.

Test taking strategy sessions will be held throughout the semester to support students with their exams.

Study materials are made available to support students who do not pass. Referrals to various support programs are made on a continual basis for increased student success.