

Education BS (Middle Level 4-8)

Pedagogy And Professional Responsibilities

Goal Description:

Candidates in the Middle Level Program will demonstrate mastery of the Pedagogy and Professional Responsibilities knowledge and skills for classroom teachers.

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

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Pass Rates On PPR Certification Exam

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 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 scored centrally.

Criterion Description:

First time pass rates on all levels of the Pedagogy and Professional Responsibilities (PPR) examinations will exceed 85%. 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.

Findings Description:

Of the 30 middle level students who took the PPR exam, 29 (97%) passed on the first attempt exceeding our goal of 85%.

RELATED ITEM LEVEL 3

Pass Rates on PPR Certification Exam

Action Description:

Although much progress was made this year, the Middle Level Program will continue to align curriculum in all CIME courses to PPR-type competencies with the understanding that TCAR or edTPA could replace PPR as performance assessment.

Teacher Quality

Goal Description:

Middle Level candidates will master areas associated with teacher quality and effectiveness in the following areas:

The Learner and Learning

Content

Instructional Practice

Professional Responsibility

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

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.

RELATED ITEM LEVEL 2

Pass Rates on the Content Exam

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 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.

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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 content examinations will exceed 80%. 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:

Rather than looking at the overall pass rate for all content exams, data were separated into specific content exams for both old and new curriculum. On the 4-8 ELAR, 4-8 ELAR/Social Studies, and 4-8 Science content exams, we exceeded our goal of 80% pass rate on the first attempt. On the 4-8 Math, 4-8 Math/Science, 4-8 Social Studies, and 4-8 Core exams, we did not meet our goal of 80% pass rate on the first attempt. On the Science of Teaching Reading (STR) exam, 4-8 ELAR exceeded the goal of 80% on the first attempt, while 4-8 Core did not meet 80%.

Old curriculum:

4-8 ELAR/Social Studies 4/5 students (80%) passed on their first attempt.

4-8 Math/Science 0/2 students (0%) passed on their first attempt.

New curriculum:

4-8 ELAR 10/11 students (91%) passed on their first attempt.

4-8 Math 19/33 students (58%) passed on their first attempt.

4-8 Science 4/5 students (80%) passed on their first attempt.

4-8 Social Studies 3/5 students (60%) passed on their first attempt.

4-8 Core 2/7 students (29%) passed on their first attempt.

Science of Teaching Reading (STR):

4-8 ELAR 8/9 students (89%) passed on their first attempt.

4-8 Core 4/6 students (67%) passed on their first attempt.

RELATED ITEM LEVEL 3

Pass Rates on the Content Exam

Action Description:

Working with the Mathematics, History, Science, and Reading department/programs, instructors developed the Teacher Certification Test Prep organization in Blackboard. This organization contains modules in each content area that align with Teacher Standards and contain study and review resources.

Students are also required to take benchmark content tests via Certify Teacher or 240 Tutoring at three points during their field courses and must pass their respective content exam(s) to move forward to student teaching.

Additionally, 4-8 Core students are not currently taking READ 3380, Emergent & Beginning Literacy, which is a foundational course upon which further instruction on STR in Literacy Methods is built. Faculty in the Middle Level Program will look at the 4-8 Core degree plan to see if changes can be implemented to allow these candidates to take READ 3380 similar to 4-8 Core.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

The plan to align curriculum more completely to Capstone competencies by emphasizing activities and assignments related to each is in progress, but has not yet been fully achieved. This will be a point of focus for the 2021-2022 AY.

Update of Progress to the Previous Cycle's PCI:

Given that 97% of 4-8 teacher candidates passed the Capstone Portfolio with an overall score of 12 and at least a 2 in each domain, the curriculum alignment in the program appears to have been successful.

New Plan for Continuous Improvement Item

Closing Summary:

Alignment of curriculum in the middle grades program will continue, however the Capstone Portfolio has been phased out and is being replaced by the T-CAR assessment. T-CAR aligns with the T-TESS domains and includes a video component and will serve as a performance assessment. Currently, the SBOE is still including the PPR test as a teaching certification requirement, but whether to continue including a goal for PPR in the 2022-2023 academic year will be decided. Also under consideration is the inclusion of a performance objective to address program growth.