

Secondary Education (SED)

Prepare Candidates for Effective Planning

Goal Description:

The program will prepare candidates with effective unit planning strategies appropriate for teachers in secondary and all-level content areas.

Providing Department: Secondary Education (SED)

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Unit Plan Assignment

Learning Objective Description:

90% of candidates will achieve a total mean score of 2.0 or better on the Unit Plan Assignment.

RELATED ITEM LEVEL 2

Unit Plan Assignment

Indicator Description:

When students are enrolled in CISE 4364 and CISE 4379, normally the first semester senior year, the students complete a comprehensive unit plan assignment.

The unit plans are evaluated in the following categories: title, summary, rationale, questions, vocabulary, learning activities, materials and technology analysis, accommodations and modifications, outcome products, and assessments. The unit plan assignment allows our candidates to demonstrate their understanding of establishing a lesson framework; designing a supportive learning environment; incorporating instructional strategies; and implementing evaluation strategies.

A rubric is used to score each of the components in the unit plan. A total mean score of 2.0 (Acceptable). The purpose of this assessment is to provide opportunities for the candidates to demonstrate their ability to plan, implement, assess, and modify instruction for diverse groups of learners and to develop and teach a unit that involves fundamental concepts in the candidate's content area.

Criterion Description:

90% of candidates will achieve a total mean score of 2.0 or better on the unit plan. The unit plan is in place and ready to use. Teacher candidates will be given the opportunity to redo and resubmit a lesson plan that scores a 1 (Unacceptable). The unit plan will be in an appropriate format to measure a variety of learning outcomes. The content of the items in this assessment relate directly to the planning, implementation, and assessment of instruction that teachers encounter when teaching.

Using data from Findings, instructors will focus instruction more specifically on the requirements for the quality completion of the four parts of the Lesson Plan: Establishing the Lesson Framework, Designing Supportive Learning Environments, Instructional Strategies, and Evaluation Strategies. In addition, more emphasis will be placed on the instruction for Evaluation Strategies, the lowest performing part of the Lesson Plan. This will be monitored regularly throughout the school year. Additions to the lesson plan have been made to include literacy strategies, differentiated instruction,

accommodations/modifications, and English Language Learner strategies to aid the candidates in recognizing diverse school populations. We anticipate that our increased focus on evaluation strategies, a weakness now for two years in a row, will have improved this area.

Findings Description:

For the Unit Plan Assessment, our team goal was a 90% pass rating wherein 90% of students taking the assessment would score a mean of 2.0 or higher.

In the 2021-2022 AY, 49.95% of the students achieved an Acceptable rating (2.0) and 38.89% received an Exemplary rating (3.0). This represents a total of 88.84% of the students achieving at a passing level.

Secondary Educator Preparation faculty will continue to improve instructions and learning experiences to help achieve above our 90% passing goal.

RELATED ITEM LEVEL 3

Unit Plan Assignment

Action Description:

Secondary Teacher Prep Program Faculty have refined the instructions for the Unit Lesson Plan Assignment Instructions and Rubric and have added a specific question and answer session related to this task. After the Fall 2022 Semester, they will analyze data to compare with previous semester data.

Prepare Candidates for Effective Teaching

Goal Description:

The program will prepare candidates with effective teaching strategies appropriate for teachers in secondary and all-level content areas.

Providing Department: Secondary Education (SED)

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Impact on Student Learning Assignment

Learning Objective Description:

85% of candidates will achieve a total mean score of 3.0 or higher on the Impact on Student Learning Assignment.

RELATED ITEM LEVEL 2

Assessment for 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 candidates' ability to understand how data from pre- and post-assessments correlates to standards based academic achievement for all students.

This sample illustrates the candidate's ability to plan, implement, modify, assess, and reflect on student achievement as a result of instruction during their student teaching semester. Prior to the student teaching semester, candidates choose one (12 to 14 week) or two (6 to 7 week) placements. During the first 6 to 7 weeks of their placement, candidates are required to create and teach a unit as a part of their Impact for Student Learning Assignment.

After consulting with their mentor teacher about the unit focus, candidates teach three-five lessons from the unit in their mentor's classroom. The candidates are evaluated on the backward design of their unit plan which includes a pre- and post- assessment component. They are expected to reflect on their decision-making and teaching practice that includes their impact on student learning.

The Assessment for Impact on Student Learning Assignment is scored by professors. Each scorer evaluates and assigns a score of three(target), two (acceptable), or one (unacceptable) to each indicator based on the candidates performance. Overall scores are sent to candidates.

Criterion Description:

85% of candidates will achieve a total mean score of 3.0 or higher on the Impact on Student Learning Assignment.

Using the data report on the Impact on Student Learning Assignment, the secondary team will reflect on candidate performance and then adjust the instruction to address the areas of weakness reflected in the disaggregated data report.

Findings Description:

During the 2021-2022 Academic Year, the overall rate of students Meeting Expectations (75.75%) or Exceeding Expectations (6.72%) totals 82.47%. The goal for this AY was 85% of the students would Meet or Exceed Expectations.

Secondary Education Faculty will work together to redefine the instructions and learning experiences provided for teaching candidates to improve this result.

RELATED ITEM LEVEL 3

Assessment for Impact on Student Learning Assignment

Action Description:

Secondary Teacher Prep Program Faculty have refined the instructions for the Impact on Student Learning Assignment Instructions and Rubric and have added a specific question and answer session related to this task. After the Fall 2022 Semester, they will analyze data to compare with previous semester data.

Prepare Candidates for Texas Teacher Certification

Goal Description:

The goal of the Secondary Education program is to equip teacher candidates with the knowledge and skills necessary to obtain Texas Teacher Certification.

Providing Department: Secondary Education (SED)

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Mastery on TEXES Certification

Learning Objective Description:

95% of secondary education candidates will demonstrate mastery of the knowledge and skills necessary for effective teaching and learning of secondary students by scoring 240/300 (80%) or better on the TEXES Pedagogy and Professional Responsibility Exam.

RELATED ITEM LEVEL 2

Certification Examination

Indicator Description:

All candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take two or more of the Texas Examinations of Educator Standards (TExES) with a minimum score of 240 out of 300 or roughly 80% passing rate to be certified to teach in Texas. 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 and 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.

The Pedagogy and Professional Responsibilities (PPR) EC-12 exam is taken by all candidates seeking certification. The test framework is divided into four domains.

- Domain I – Designing Instruction and Assessment to Promote Student Learning (approximately 34% of test)
- Domain II – Creating a Positive, Productive Classroom Environment (approximately 13% of test)
- Domain III – Implementing Effective, Responsive Instruction and Assessment (approximately 33% of test)
- Domain IV – Fulfilling Professional Roles and Responsibilities (approximately 20% of the test)

Criterion Description:

95% of secondary education candidates will pass the Pedagogy and Professional Responsibilities Certification Examination the first time. 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 analysis of pass rates which will be presented here represent the pass rates on the first attempt for all PPR exams taken in 2020-2021, through May of 2021 (completers of the program will not be reported until this day). Using data from Findings, strategies to increase the percentage of first time exam takers will continue. In addition, those strategies will include more effort to address the lower-scoring areas so as to increase the percentage passing scores of first time exam takers. Last year the weakness that emerged revolved around assessment. We anticipate that our increased focus in this area will show improvement.

Findings Description:

Secondary Educator Preparation Program fell well short of its goal that 95% of teacher candidates would pass the TExES exam. In the 2021-2022 school year, 129/148 test takers passed the exam, or 87%.

Secondary Educator Preparation Program faculty will continue to work with the School of Teaching and Learning Chair's office on strategies and programs to improve this result.

RELATED ITEM LEVEL 3**Certification Examination****Action Description:**

Secondary Teacher Prep Program Faculty have worked with Office of the Chair of the School of Teaching and Learning to develop intervention strategies for students preparing to take the TExES PPR Exam. After the Fall 2022 Semester, they will analyze data to compare with previous semester data.

Update to Previous Cycle's Plan for Continuous Improvement Item**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):****Closing Summary**

- 1.) Make an effort to streamline communication lines and positive working relationships within and without the program area.
- 2.) Continue to evaluate the effectiveness of our program through use of appropriate assessment of and reflection on data.
- 3.) Identify specific target areas in assessment data that need to be addressed to increase the potential for success for all secondary and all-level teaching candidates.
- 4.) Evaluate and revise the instructions, templates, and rubrics for the Unit Plan as necessary.
- 5.) Consider text and or web-based study programs to improve candidate PPR scores.

Update of Progress to the Previous Cycle's PCI:

- 1.) An ongoing effort to streamline communication lines and positive working relationships with the Office of the Chair of the School of Teaching and Learning is improving the understanding of the unique needs of the Secondary Teacher Preparation Program. Similarly, the Coordinator of the Secondary TPP has opened two-way lines of communications with our content partners in other colleges.
- 2.) We continue to evaluate the effectiveness of our program through use of appropriate assessment of and reflection on data.
- 3.) We have identified specific target areas in assessment data that need to be addressed to increase the potential for success for all secondary and all-level teaching candidates. Specifically, we are focusing on the Impact on Student Learning Assignment, Unit Lesson Plan Assignment, and the TExES PPR Exam results.
- 4.) We have begun the process of continuously evaluating and revising the instructions, templates, and rubrics for the Unit Plan as necessary.
- 5.) We have partnered with CertifyTeacher.com to offer web-based study programs to improve candidate PPR scores.

New Plan for Continuous Improvement Item**Closing Summary:**

Continue to follow up on last years plans for improvement, specifically:

- 1.) Make an effort to streamline communication lines and positive working relationships within and without the program area.
- 2.) Continue to evaluate the effectiveness of our program through use of appropriate assessment of and reflection on data.
- 3.) Identify specific target areas in assessment data that need to be addressed to increase the potential for success for all secondary and all-level teaching candidates.
- 4.) Evaluate and revise the instructions, templates, and rubrics for the Unit Plan as necessary.
- 5.) Consider text and or web-based study programs to improve candidate PPR scores.