

Education BA/BS/Content Degree with Teaching Certification (Secondary Education)

Prepare Candidates for Effective Planning

Goal Description:

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

Providing Department:

Education BA/BS/Content Degree with Teaching Certification (Secondary Education)

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Lesson Plan TK20 Assignment

Learning Objective Description:

Rubric: 90% of candidates will achieve a total mean score of 2.0 or better on the Lesson Plan TK20 Assignment.

RELATED ITEM LEVEL 2

Lesson Plan TK20 Assignment

Indicator Description:

Indicator Type: Comprehensive Lesson Plan

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

Out of 75 teacher candidates, 97% achieved a mean score of 2.0 or better on their lesson plan. However, the most important finding we uncovered through this discovery process was that we need to revisit how we are determining this component of program effectiveness. We are going to reflect on this and move forward knowing this is an important component of our instruction but also knowing we need to be more effective in how we measure and assess this indicator and how we collect data.

RELATED ITEM LEVEL 3

Action - Lesson Plan TK20 Assignment

Action Description:

The most important finding we uncovered through this discovery process was that we need to revisit how we are determining this component of program effectiveness. We are going to reflect on this and move forward knowing this is an important component of our instruction but also knowing we need to be more effective in how we measure and assess this indicator and how we collect data.

RELATED ITEM LEVEL 1

Unit Plan TK20 Assignment

Learning Objective Description:

Rubric: 90% of candidates will achieve a total mean score of 2.0 or better on the Unit Plan TK20 Assignment.

RELATED ITEM LEVEL 2

Unit Plan TK20 Assignment

Indicator Description:

Indicator Type: Comprehensive Unit Plan

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:

Data collected that 51.52% scored a mean of 2.0-2.90, which is categorized as acceptable.

Additionally, 44.82% scored a mean of 3.0-4.0, which is categorized as exemplary.

Adding these categories together, there was 96.34% of secondary candidates who scored a 2.0 or better on the Unit Plan Assessment. This is above the 90% goal set for this collection period.

RELATED ITEM LEVEL 3

Unit Plan TK20 Assignment

Action Description:

Because the Unit Plan Assessment provided information that indicated our students are performing above the 90% goal set for this collection period, we are going to reflect on whether this should continue to be an assessment tool for us to use to determine effectiveness of our program.

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:

Education BA/BS/Content Degree with Teaching Certification (Secondary Education)

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Impact on Student Learning Assignment

Learning Objective Description:

90% 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:

Indicator Type: Impact on Student Learning Assignment

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:

80% 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:

Although we did achieve and exceed our goal of 80% of candidates achieving a total mean score of 3.0 or higher on the Impact on Assessment Student Learning assignment, we noted that we still have room to grow in how we address assessment with our students AND we need a more meaningful way to measure this with our students.

RELATED ITEM LEVEL 3

Assessment for Impact on Student Learning Assignment

Action Description:

Although we did achieve and exceed our goal of 80% of candidates achieving a total mean score of 3.0 or higher on the Impact on Assessment Student Learning assignment, we noted that we still have room to grow in how we address assessment with our students AND we need a more meaningful way to measure this with our students.

RELATED ITEM LEVEL 1

TTESS

Learning Objective Description:

Modified TTESS Rubric: 80% of students in their final semester of field experience will score an average of 3 (proficient) on the last or best iteration of their TTESS Score.

RELATED ITEM LEVEL 2

Modified TTESS Rubric

Indicator Description:

Indicator Type: T-TESS

The Texas Teacher Evaluation and Support System (T-TESS) 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. The T-TESS Rubric includes four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

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 lesson as a part of their Texas Teacher Evaluation and Support System (T-TESS).

After consulting with their mentor teacher about the content topic, candidates create and teach a lesson in their mentor's classroom. The candidates are evaluated on the backward design of their lesson plan which includes a pre- and post- assessment component.

The Texas Teacher Evaluation and Support System (T-TESS) is scored by university faculty. Each scorer evaluates and assigns a score of distinguished, accomplished, proficient, developing, and improvement needed based on the candidate's performance. Overall scores are sent to candidates.

Criterion Description:

80% of candidates will achieve a total mean score of 3.0 or higher on the Modified TTESS Rubric

Using the data report on the Impact on Modified TTESS, 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:

Using the data report on the Impact on Modified TTESS, we determined that 66% of our teacher candidates are meeting the goal of achieving a mean 3.0 score or higher. However this information is skewed because we only have information for four of our program areas: Ag Business, History, Interdisciplinary Ag and Kinesiology. We know that this is not a full picture of the results of our program. Our new goals will recalibrate on direct T-TESS instructional methodology across partner content areas and we will recalibrate our understanding and practice on effective and meaningful data collection practices.

RELATED ITEM LEVEL 3

Action - Modified TTESS Rubric

Action Description:

Our new goals will recalibrate on direct T-TESS instructional methodology across partner content areas and we will recalibrate our understanding and practice on effective and meaningful data collection practices.

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:

Education BA/BS/Content Degree with Teaching Certification (Secondary Education)

Progress: Completed

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:**

Indicator Type: TExES Exam

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:

84% of secondary education candidates passed the Pedagogy and Professional Responsibilities Certification Examination the first time. We need to take a more active approach to direct instruction on domain specific instruction within our courses; we have revised our non-negotiables so there is a recalibration effort happening throughout our team and throughout our coursework. We are hopeful that this number will increase in coming years based on the changes we have made in enriching our coursework.

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

Regarding the Pedagogy and Professional Responsibilities Certification Examination the first time. We need to take a more active approach to direct instruction on domain specific instruction within our courses; we have revised our non-negotiables so there is a recalibration effort happening throughout our team and throughout our coursework. We are hopeful that this number will increase in coming years based on the changes we have made in enriching our coursework.

RELATED ITEM LEVEL 2**Representative TExES Exam Certify Teacher or 240 Tutoring****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)

To help students prepare for PPR exam, use of CertifyTeacher.com or 240Tutoring.com test prep is required for students preparing for secondary and all-level certification in content areas. Students begin taking the practice exams in CISE 4380 and retake practice exams until a score of 280 or better is achieved.

Criterion Description:

Practice Exam Results Report: 90% of secondary education candidates will score 280 or better on the Certifyteacher.com or 240tutoring.com test prep practice exam before the end of their clinical teaching experience.

Findings Description:

Out of 78 students; 71 passed with an 80% or higher; then 7 did not pass with an 80% or higher. Those who did not pass are three Science 7-12 teacher candidates, three Mathematics 7-12 teacher candidates, and one History 7-12 teacher candidates. Although, 91% of our content teacher candidates scored an 80% or better on their TEXES Practice exam we need to continue our efforts with supports in place for Science, Mathematics, and History teacher candidates to aid in their preparations for TEXES content area assessments.

RELATED ITEM LEVEL 3

Action - Representative TExES Exam Certify Teacher or 240 Tutoring

Action Description:

We need to continue our efforts with supports in place for Science, Mathematics, and History teacher candidates to aid in their preparations for TEXES content area assessments.

RELATED ITEM LEVEL 1

TExES Practice Exam Results

Learning Objective Description:

Test Results: 95% of content teacher candidates will score 80% or better on their TExES Practice Exam.

RELATED ITEM LEVEL 2

Certification Examination

Indicator Description:

Indicator Type:TExES Exam

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:

84% of secondary education candidates passed the Pedagogy and Professional Responsibilities Certification Examination the first time. We need to take a more active approach to direct instruction on domain specific instruction within our courses; we have revised our non-negotiables so there is a recalibration effort happening throughout our team and throughout our coursework. We are hopeful that this number will increase in coming years based on the changes we have made in enriching our coursework.

RELATED ITEM LEVEL 3

Certification Examination

Action Description:

Regarding the Pedagogy and Professional Responsibilities Certification Examination the first time. We need to take a more active approach to direct instruction on domain specific instruction within our courses; we have revised our non-negotiables so there is a recalibration effort happening throughout our team and throughout our coursework. We are hopeful that this number will increase in coming years based on the changes we have made in enriching our coursework.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

We are reflecting on what we wrote last year...

Last year we indicated that we planned to continue to follow up on last years plans for improvement including:

- 1.) Make an effort to streamline communication lines and positive working relationships within and without the program area. ***Based on the evidence we collected and examined, we met this goal.***
- 2.) Continue to evaluate the effectiveness of our program through use of appropriate assessment of and reflection on data. ***This is where most of our conversation was concentrated--on what we are collecting and why, and what that tells us and how to evolve our instruction and team to be more effective and impactful.***
- 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. ***Again, this is where our conversation centered reflecting on the year and then starting to look forward.***
- 4.) Evaluate and revise the instructions, templates, and rubrics for the Unit Plan as necessary. ***This is an action item we have put on our list of things to address in our next meeting.***

5.) Consider text and or web-based study programs to improve candidate PPR scores. ***This is also a part of our continuing conversation to improve.***

New Plan for Continuous Improvement Item

Closing Summary:

1.) 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.

2.) Evaluate and revise the instructions, templates, and rubrics for the assessments we will determine are going to be used as necessary.

3.) Consider text and or web-based study programs to improve candidate PPR scores.