

# Education BS (Middle Level 4-8)

**Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.**

**Goal Description:**

Middle Level candidates will demonstrate mastery of content knowledge in their respective content areas:

4-8 Math

4-8 Science

4-8 Social Studies

4-8 English Language Arts and Reading

4-8 Core

Additionally, Middle Level candidates in 4-8 ELAR and Core will demonstrate mastery of knowledge of the Science of Teaching Reading.

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Middle level teacher candidates will pass their content area exam(s) in the first semester of residency.**

**Learning Objective Description:**

The following TExES exams are applicable:

4-8 Math

4-8 Science

4-8 Social Studies

4-8 ELAR (includes a constructed response)

4-8 Core

Additionally, 4-8 ELAR and Core must take the Science of Teaching Reading (STR) exam that includes a constructed response.

RELATED ITEM LEVEL 2

**Content Exams**

**Indicator Description:**

Indicator type: Exam

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:**

80% of middle level teacher candidates will pass their content exams on the first attempt during their first semester of residency. 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:**

In 2022-2023, 47 unique 4-8 teacher candidates took one of the 6 content TExES exams. Twenty-nine (62%) passed on their first attempt.

Eighteen 4-8 ELAR and Core teacher candidates took the STR TExES exam. Fifteen (81%) passed on their first attempt.

**RELATED ITEM LEVEL 3**

**Pass Rates on the Content Exam**

**Action Description:**

Although we didn't meet 80% for ALL content exams, the criterion of 80% of teacher candidates passing their content exams on their first attempt will remain the same. Previously, content exams were expected to be passed in Field 3/YLR 1, however beginning in the 2023-2024 AY, teacher candidates will be required to pass their content exams closer to completing their content courses in Field 2. This will provide us with accurate information regarding pass rates and completion of content coursework.

**RELATED ITEM LEVEL 1**

**Middle level teacher candidates will score proficient in 2.2 Content Knowledge on T-TESS.**

**Learning Objective Description:**

Upon completion of their final T-TESS observation, middle level teacher candidates will score proficient in 2.2 Content Knowledge.

**RELATED ITEM LEVEL 2**

**Final T-TESS observation**

**Indicator Description:**

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 on 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:**

85% of middle level teacher candidates will score proficient on 2.2 Content Knowledge on their final T-TESS observation.

**Findings Description:**

Thirty-two 4-8 certification seekers completed their 4th T-TESS evaluation in 2022-2023. Twenty-six (81%) scored proficient or accomplished on 2.2 Content Knowledge.

Core 7/7 = 100%

ELAR 1/4 = 25%

Math 13/14 = 93%

Science 4/6 = 67%

Social Studies 1/1 = 100%

**RELATED ITEM LEVEL 3**

**Pass Rates on 2.2 Content Knowledge Final T-TESS Observation**

**Action Description:**

We did not reach the criterion of 85% of middle level teacher candidates scoring proficient or higher on 2.2 Content Knowledge on their final T-TESS observation across all 5 of the content areas. In consultation with the YLR program area coordinator it was determined that calibration of Site Coordinators each semester would be helpful in improving the accuracy of scoring across YLR. Calibration is important to maintain the integrity and accuracy of scores across the middle level program.

**Teacher candidates in the Middle Level program will develop pedagogy and professional responsibilities.**

**Goal Description:**

Candidates in the Middle Level Program will demonstrate knowledge of the learner and learning, instructional practice, and professional responsibility.

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

RELATED ITEM LEVEL 1

**Middle level teacher candidates will demonstrate mastery of assessment, instructional planning, and instruction based on student learning needs.**

**Learning Objective Description:**

Using knowledge about learning and the learner, candidates will pre-assess, plan instruction, provide instruction and formatively assess, and post-assess.

RELATED ITEM LEVEL 2

**Impact on Student Learning Assessment**

**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.

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.

**Criterion Description:**

At least 90% of middle level teacher candidates will pass the Impact on Student Learning assessment with a 9 or greater on the first submission.

**Findings Description:**

In 2022-23 there were 32 4-8 students scored on the Impact on Student Learning assessment. All received a score of 9 or higher (100%).

RELATED ITEM LEVEL 3

**Pass Rates on Impact on Student Learning Assessment**

**Action Description:**

One hundred 100 percent of middle level teacher candidates passed the Impact on Student Learning assessment with a 9 or greater on the first submission surpassing the 90% criterion. However, the middle level program implemented a new field sequence intended to improve the

progression of experiences for teacher candidates in the field. Middle Level faculty would like to keep this assessment the same in order to collect longitudinal data.

#### RELATED ITEM LEVEL 1

**Middle level teacher candidates will successfully complete the TCAR (Teacher Candidate Assessment of Readiness) portfolio assessment on the first submission.**

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

Upon completion of program coursework, Middle level teacher candidates will demonstrate mastery of instructional practice including assessment, instructional planning, and instruction based on student learning needs through completion of the TCAR portfolio assessment.

#### RELATED ITEM LEVEL 2

#### **Teacher Candidate Assessment of Readiness (TCAR)**

#### **Indicator Description:**

Indicator type: Rubric on Tk20

Middle Level candidates will complete The Teacher Candidate Assessment of Readiness (TCAR) during their final semester of residency. Candidates select artifacts that demonstrate their proficiency of the indicators in each domain along with a written justification for selection of the artifacts.

Additionally, a student created video is included as an artifact for Domain 2.

TCAR aligns with Domains 1-4 of the Texas Teacher Evaluation and Support System (T-TESS) and allows for students to display their best examples of their knowledge and skills in the areas:

#### **Domain 1: Planning**

- 1.1. Standards and Alignment (aligns with InTASC Standard 7)
- 1.2. Data and Assessment (aligns with InTASC Standard 6)
- 1.3. Knowledge of Students (aligns with InTASC Standard 1)
- 1.4. Activities (aligns with InTASC Standard 8)

#### **Domain 2: Instruction**

- 2.1. Achieving Expectations (aligns with InTASC Standard 2)
- 2.2. Content Knowledge and Expertise (aligns with InTASC Standard 4)
- 2.3. Communication
- 2.4. Differentiation (aligns with InTASC Standard 2)
- 2.5. Monitor and Adjust (aligns with InTASC Standard 6)

#### **Domain 3: Classroom Environment, Routines, and Procedures**

- 3.1. Classroom Environment, Routines and Procedures (aligns with InTASC Standard 3)
- 3.2. Managing Student Behavior (aligns with InTASC Standard 3)
- 3.3. Classroom Culture (aligns with InTASC Standard 3)

#### **Domain 4: Professional Practices and Responsibilities**

- 4.1. Professional Demeanor and Ethics (aligns with InTASC Standards 9 & 10)
- 4.2. Goal Setting (aligns with InTASC Standards 9 & 10)

#### **InTASC Standards**

#### **The Learner and Learning**

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content**

- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Criterion Description:**

During the final semester of residency/student teaching, at least 90% of candidates will achieve a passing score on their first submission of TCAR.

### **Findings Description:**

In 2022-23 there were 34 4-8 students assessed for TCAR. Candidates need to score at least 2 or higher on all sections to "pass." All 4-8 candidates scored at least a 2 on all domain elements (100%).

### **Pass Rates On Teacher Candidate Assessment of Readiness (TCAR)**

#### **Action Description:**

One hundred percent of middle level teacher candidates achieved a passing score on their first submission of the TCAR portfolio surpassing the 90% criterion. Middle Level faculty have decided to serve as second TCAR raters for all 4-8 candidates to inform programmatic decision moving forward and to increase inter-rater reliability, thus the criterion will remain the same moving forward.

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

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

##### **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.

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

The T-CAR assessment was implemented fully in AY 2022-2023. Objectives for AY 2023-2024 were reconsidered, and that year's plan reflects updated objectives and indicators.

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

#### **Closing Summary:**

In the previous cycle, we decided to continue including a goal for Pedagogy and Professional Responsibilities (PPR) in our plan through the Impact on Student Learning Assessment and the TCAR Portfolio. We will continue in the 2023-2024 academic year for longitudinal data and to inform program decision. We decide NOT to include a performance objective to address program growth as this was not appropriate to an academic unit.

We look forward to data informing both of our goals following implementation of the new middle level course/field sequencing and content exam requirements in Field 2. Calibration among scorers for the 4th T-TESS observation (site coordinators) and the TCAR Portfolio (adding 4-8 faculty members as second scorers) will improve the accuracy of the two assessments in relation to the goals.