## Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Curriculum And Instruction, Department Of

Goal

## Program Quality And Effectiveness P

Program Quality and Effectiveness

## Objective (L)

# Candidates Will Be Able To Plan, Implement, Assess And Modify Effective Instruction.

Candidates will demonstrate skills to plan, implement, assess, and modify effective instruction for all students.

#### Indicator

## Pass Rates On Teacher Work Sample & P

The Teacher Work Sample (TWS), adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq), is a performance assessment designed to demonstrate evidence of Sam Houston State University candidates' ability to facilitate learning for all students. This sample illustrates the candidate's ability to plan, implement, modify and assess instruction during their student teaching semester. Prior to the student teaching semester, candidates choose one (12 to 14 week placement) 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 Teacher Work Sample. After consulting with their mentor teacher about the unit focus, candidates teach a minimum of five lessons from the unit in their mentor's classroom. Additionally, the candidates are evaluated on their unit planning and teaching of unit lessons. They are also required to reflect on their decision-making and teaching practice including their impact on student learning. The Teacher Work Sample (TWS) focuses on seven teaching processes that are crucial for effective/reflective teaching and must be considered when planning for the learning of all students. Each process is defined by a performance standard, specific task, a student prompt and a rubric that identify the desired performance of the candidate related to that process. Candidates score a 1 - they have to redo the assignment; a 2 or 3 demonstrates that the candidate proficiently completed the document.

Criterion

## Teacher Work Sample (TWS) Scores P

Since the goal of 90% was not met (87%) in 13-14, the goal will remain the same. At least 90% of candidates during the 2014-2015 academic year will achieve a score of 2 or 3 on the Teacher Work Sample. Information on Scoring Procedures: As recommended by the Renaissance Group, each candidate's Teacher Work Sample is blindly scored by a minimum of two trained scorers. Each scorer evaluates and assigns a score of three(target), two (acceptable), or one (unacceptable) to each indicator, Additionally an overall score of three, two or one is given to each of the seven processes as well as and an overall three, two or one to the entire Teacher Work Sample. If the first two scorers agree on the overall Teacher Work Sample score, the scoring process is complete. However, if the two scorers do not agree the Teacher Work Sample is scored for a third, possibly fourth time, until agreement is reached. For this reason, the data presented in the following charts represents the number of scorings not the number of Teacher Work

Samples scored. Once agreement is reached on the Teacher Work Sample score, the overall scores are sent to the student teachers.

## Finding

## Teacher Work Sample (TWS) Results P

The criterion for this indicator was met. For 2014-15, 96% of candidates scored a two or three. The goal was 90%. A summary of the results is below:

52% made a 3

46% made a 2

1% made a 1

Prior to the Spring 2015 semester, scores of "low 2" were given. If a candidate received a 2 and a 3, a third reading occurred and score was given, and if that score was a 2, it was assigned a low 2 rating. College-wide, this rating was not assigned in the spring and if a candidate scored a 2 and 3, they were assigned a "2.5." For the purposes of this report, the 2.5 scores were included in the 2 category.

#### Action

## Restructuring Of Teacher Work Sample (TWS)

Beginning in the fall 2015 semester, the Teacher Work Sample will no longer be assessed in student teaching. Each program will determine how it chooses to include and assess the seven TWS processes.

### Objective (L)

# The Candidate Will Demonstrate Mastery Of State Mandated Standards.

Candidates will demonstrate mastery of the state-mandated pedagogy standards.

## Indicator

## Pass Rates On Certification Examinations

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

# Pass Rates For All Pedagogy And Professional Responsibilities Examination (PPR)

First time pass rates on all levels of the Pedagogy and Professional Examinations will exceed 92%. 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 2014-2015 academic year.

## Finding

# Pedagogy And Professional Responsibilities Exam Results P

The criterion for this goal was met. The pass rate for first time test takers on the EC-12 PPR for the fall 2014, spring 2015, and summer 2015 was 92%. Out of 453 attempts by unique people, 415 passed on their first attempt.

## Action

## Course Realignment P

The faculty are currently working to realign undergraduate courses to better reflect the new state standards, the EPLS standards, and the ISTE standards. The realignment will ensure that all candidates receive the highest level of teacher preparation possible, allowing candidates to pass the exam on the first attempt.

Goal

## Visibility And Impact P

Visibility and Impact

The Department will involve all faculty in recruitment efforts to increase enrollment in all programs.

## KPI Performance Indicator

## Log Of Recruitment Activities And Attendance Records

All recruitment efforts for the 2014-2015 academic year will be documented by Dr. Bob Maninger, our recruitment coordinator, along with the names of the faculty members who attended the event. We also document which recruitment strategies yield the most enrolled students.

As reported last year, our newly named recruitment director will organize, gather materials, set up booths, and keep the recruitment log for the 2014-2015 academic year.

#### Result

## Log Of Recruitment Activities And Attendance Records

All department faculty participated in recruitment activities during the fall 2014, and spring 2015 semesters. It is estimated that recruitment efforts at the fall and spring *Saturdays at Sam* events yielded the most enrolled students.

## KPI Performance Indicator

## Increase Department And Program Enrollment. P

Each program will increase enrollment from fall 2014 to fall 2015. This information will be gathered for each program as well as for the department overall.

#### Result

## Increase Department And Program Enrollment

The indicator for this objective was not met. Overall, the department enrollment was down 3.94% from the 2013-14 academic year. A summary for the program majors is below:

BA/B	S Interdisciplinary	Studies	(2013-
14) 1550	(2014-15) 1529		

	MED	Curriculum	and
Instruction		297	258

	MED		Instructional
Technology		47	46

	Graduate	Teacher	Certification
Only	35	20	

One reason for the decline in enrollment for programs leading to initial teacher certification (the BA/BS in Interdisciplinary Studies and Graduate Teacher Certification Only) is that beginning in the fall 2014 semester, a 2.75 GPA was required for admittance to the SHSU teacher preparation program, where in the past, admission required only a 2.5 GPA. As a result of this more stringent admission criterion, the number of students meeting the admission requirement was lower than it had been in the past.

#### Action

## Increase Department And Program Enrollment P

In order to see department and program enrollment grow in undergraduate program (BA/BS Interdisciplinary Studies) it will be necessary to continue recruitment efforts and work with the College of Education's recruitment coordinator and the SHSU marketing department towards that end. It will be understood that more stringent admittance requirements might delay enrollment growth. Growing the graduate programs' enrollment will require working with the SHSU marketing department to publicize the programs and to continue recruitment efforts.

#### Goal

## Faculty Excellence P

Faculty Excellence

### Objective (P)

## Faculty Excellence /

Increase Curriculum and Instruction faculty productivity through contributions to the field in publications and presentations.

## KPI Performance Indicator

### Increase In Ratio Of Presentation To Professor $\mathbb{Z}$

Annual professor to presentation ratio for Curriculum and Instruction compared to 2013-2014. Each professor will report on their FES document all presentations. The total number of presentations for all professors will be divided by the total number of professors. This will be converted to a percentage. This percentage will be compared to the percentage from the 2013-2014 FES reports. We are looking for an increase from year to year, not necessarily a statistically significant increase.

## Result

## Faculty Presentations Increased Slightly 🎤

Faculty presentations increased slightly from the 2013-14 academic year.

presentations	2010-11	4.3	average
presentations	2011-12	5.6	average
presentations	2012-13	4.9	average
presentations	2013-14	5.1	average
presentations	2014-15	5.3	average

Increase In Ratio Of Publication To Professor P

KPI Performance Indicator

Annual professor to publication ratio for Curriculum and Instruction compared to 2013-2014. Each professor will report on their FES document all publications. The total number of publications for all professors will be divided by the total number of professors. This will be converted to a percentage. This percentage will be compared to the percentage from the 2013-2014 FES reports. We are looking for an increase from year to year, not necessarily a statistically significant increase.

#### Result

## Faculty Publications Decreased Slightly P

Faculty publications decreased slightly from the 2013-14 academic year.

publications	2010-11	2.00	average
publications	2011-12	2.73	average
publications	2012-13	1.98	average
publications	2013-14	1.98	average
publications	2014-15	1.73	average
publications			

### Action

## Faculty Publications And Presentations

As tenure and tenure-track faculty, it is very important that we engage in scholarly activities. Faculty are supported with departmental travel funds and encouraged to work together to publish. Encouragement will continue and be expanded to emphasize turning presentations into publications. In addition, faculty will be encouraged to apply to the College of Education's Enrichment Fund program for monetary assistance in presenting, and the college's Office of Research and Graduate Studies for monetary assistance in presenting their research.

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## Previous Cycle's "Plan for Continuous Improvement"

During the 2014-2015 academic year, the faculty will realign the undergraduate courses to better reflect the state standards, the ELPS standards, and the ISTE standards. This realignment will ensure that all candidates receive the highest level of teacher preparation possible allowing more candidates to pass the exam on the first attempt.

As for the TWS, the prompts and rubrics will be edited and revised for the 2014-2015 academic year. Once the rubrics have been edited and revised, the scorers will have to be trained on the changes. New and revised expectations will need to be clarified for all who score. Several training sessions will be held to accommodate as many schedules as possible.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The faculty are currently working to realign undergraduate courses to better reflect the new state standards, the EPLS standards, and the ISTE standards. The realignment will ensure that all candidates receive the highest level of teacher preparation possible, allowing candidates to pass the exam on the first attempt.

Beginning in the fall 2015 semester, the Teacher Work Sample will no longer be assessed in student teaching. Each program will determine how it chooses to include and assess the seven TWS processes.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The Teacher Work Sample (TWS) has been an integral assessment to aid in the evaluation of the college's educator preparation program for a number of years. The decision was made at the college level to no longer use the TWS as an assessment in student teaching, and instead, allow each program to determine how to include the seven processes of the TWS. Accordingly, during the 2015-16 academic year it will be important that each program in the department considers the most appropriate way it can incorporate the processes in order to meet the needs of the candidates and allow them to demonstrate impact on student learning.

During the 2015-16 academic year, the faculty will continue working to realign undergraduate courses to better reflect the new state standards, the EPLS standards, and the ISTE standards. The realignment will ensure that all candidates receive the highest level of teacher preparation possible, allowing candidates to pass the exam on the first attempt.