










Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Educator Preparation Services

Goal	Quality Educator Preparation Services  To provide quality services to students in the areas of advisement, Ep prep application assistance quality field experience, TExES exams, NCATE-CAEP requirements, and teacher certification
Objective (P)	Advisement  Provide quality academic advisement to students transferring to SHSU and entering the educator preparation program
KPI Performance Indicator	Candidate Satisfaction With Service Area Of Advisement   Transfer student satisfaction will be measured by 1) their level of satisfaction as shown on the advising session evaluation sheet and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target is to increase the mean score of 2.5 to 2.6 in 2015-2016. -
Result	Advising  Our advising staff includes a transfer-advisor and recruiter that goes to all campuses but is housed on the main campus within the EPS office. Her goal is to meet the needs of advisement of transfer students. All COE advisors meet regularly and we have also meet with the SAM center advisors to ensure that everyone has the same information for students.
Action	Advising  The transfer advisor and recruiter keeps monthly records of contacts and electronic communications with all students. This is a means to track the success of our advising visits.
Objective (P)	Teacher Certification  Provide effective means of information, monitor and facilitate candidates/ completion of program requirements, and ultimately recommend teacher candidates and other school professional candidates for certification to the State Board for Educator Certification.
KPI Performance Indicator	Candidate Satisfaction With Service Area Of Certification Facilitation   Candidate satisfaction will be measured by 1) their level of satisfaction and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher

End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target was to increase the mean score of 2.35 to 2.5 in 2014-2015 which was met and surpassed at 2.53. for 2015-2016 the mean score target will be 2.63.

Result**Certification** 🔑

With a desire to increase certification efforts of our students we have held meetings for all education majors in order to give them the best available information about certification requirements. Meetings were held at the main and satellite campuses. We explained requirements and put the information in the students hands. We also ensured further contact at transition points in our program.

Action**Certification** 🔑

We are able to track students that attended our "How to become a teacher" meetings using the university's Insight computer program. We select student to attend based on criteria and then we are able to continue contact at specific times until they graduate.

Objective (P)**Field Experiences** 🔑

Provide effective communication of information to support and facilitate quality, and meaningful field experiences (Levels I, II, and III) for teacher candidates in the public school setting.

**KPI
Performance
Indicator****Candidate Satisfaction With Service Area Of Field Experiences** 🔑 🔑

Candidate satisfaction will be measured by 1) their level of satisfaction and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target is to increase the mean score of 2.7 to 2.74 presently and reach 2.8 in 2015-2016..

Result**Field Experience** 🔑

Our graduates have benefitted from the COE gaining more partnership districts. We have gone from 55 in Fall of 2015 to 64 currently. Our new teacher candidates have been able to choose a more diverse field experience placement and have more meaningful classroom experiences because of our expansion. We expect to add more districts in the near future.

Action**Field Experience** 🔑

We have insisted that our Sam Houston Innovative Partnership with Schools (SHIPS) districts be advisors for

our college regarding field experience. They have collaborated with us on the needs of our secondary programs and kept us up to date on their needs for future teachers. This advisory capacity has been a positive factor in adding more districts to our partnership.

Objective (P)

TEGES Examination 🔑

Support teacher candidates and other school professional candidates by providing effective communication of information (including testing pre-requisites, examination schedules, and applicable review software and proactive examinations) and approval for required state educator certification examinations.

KPI Performance Indicator

Candidate Satisfaction With Service Areas Of TEGES Facilitation 🔑🔑

Candidate satisfaction will be measured by 1) their level of satisfaction and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target is to increase the mean score of 2.37 to 2.52 currently and then to 2.65 in 2015-2016.

Result

TEGES Examination 🔑

The EPS office has devoted many hours toward test prep. With the change in testing due to new legislation we were able to get information about testing to our students so that they could benefit from the test "pilot" period. Many of our EC-6 students were able to take the new core test and our test data was then shared with the state stakeholders in order to refine and improve the actual test. We were also able to focus our instruction for the benefit of the students that were testing.

Action

TEGES Examination 🔑

The EPS has been able to reach out to other colleges on campus and meet with them regarding our teacher graduates. Several academic areas have requested our assistance in order to ensure they graduate quality and knowledgeable candidates that can be successful on their content tests. It will benefit our students that there is collaboration between our colleges.

Objective (P)

Educator Preparation Program 🔑

Provide effective communication about requirements and the application process in order to support student's application and admittance to the educator preparation program.

KPI Performance Indicator

Candidate Satisfaction With Service Area Of Educator Preparation Program Admission 🔑🔑

Candidate satisfaction will be measured by 1) their level of satisfaction and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target is to increase the mean score of 2.6 to 2.62 currently to 2.7 in 2015-2016.

Result

Admission

Our EPS admission process has changed in order to fit the new rules and statues. We now check the entry status of all new teacher candidates and not only acknowledge their entry into the program but also once all their information is approved we offer them an invitation into our program. Once that step is complete then the student accepts our invite and that date is recorded as the date of entry into our program. It is a long process but has proved that it can be student friendly because students' are kept informed of their progress continuously.

Action

Admission

The EPS office has established new procedures for our student workers with clearly defined areas of responsibility in order to keep students informed of their EPS progress. WE are able to call up students' scores and be specific about their progress or areas that need attention. This has enabled student to self-monitor and keep their grade and certification requirements up to date and positive.

Previous Cycle's "Plan for Continuous Improvement"

The EPS director has been appointed by SBEC as a member of the Texas Education Preparation Advisory Committee. This 3 year opportunity will allow for state directed information to come to SHSU in a timelier manner and with a more in depth understanding of program requirements. This will help with our increased communication effort with all university stakeholders. The student teacher guidelines have been revised and edited in order to provide more concise information to our student teachers. The guidelines will be an important factor in our student teachers success each semester. Educator Preparation Services (EPS) will continue to strive to improve our communication to students, faculty, staff, and the university community. We have refined our efforts to attend all beginning Level 1 field experience classes on the home and satellite campuses. Our schedule of attending the classes has been reconsidered for effectiveness. The schedule will allow for longer discussions in each class and will take place over a 2 week period of time. Our new website is up and functioning but there has been constant changing and re-thinking on the placement of information. We expect through meetings between all concerned parties to have the website 100% current and functional by December 2014. The university supervisors will be trained in the new Texas Teacher Appraisal System (T-TESS) in the summer of 2015. The EPS director has been trained and certified as a trainer and will be planning for the training and implementation of T-TESS for all relevant personnel. The EPS office and staff have been physically moved to a new location where all office personnel are together. This arrangement is optional for all office staff and student assistants for improved inter-department communication. Staff member have been assigned areas of responsibility in their area of expertise and we believe this is a step toward a more effective and efficient EPS department.

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.

In relation to the plan for improvement many items were completed. The EPS director will be a continuing member of the Educator Preparation Advisory committee (EPAC) for the state of Texas. The student teacher guidelines have been re-created into a more user-friendly and functional resource book. The EPS director and certification officer will again visit all methods classes on school campuses throughout our partnership districts. This has enabled a stronger path of communication between the office and the students. The new website is fully functional and user-friendly. All students are referred to the website to be used as a resource when information is needed. The EPS director will be trained as a trainer during September and then will in turn train all university supervisors. T-TESS implementation was delayed across the state of Texas for one year and that has caused the trainers to be trained this coming fall. All university supervisors will be trained and it will be in place in the fall of 2016.

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.

During the past year and under new college of education leadership there have been several additional items added to our plan for improvement. We are now depending on social media to increase our communication with our students. We use facebook, twitter, and instagram in order to communicate important facts, items and deadlines to our students. SHSU has had a student from our college be chosen as the statewide student teacher of the year. This is an honor that we be publicized at the state level and recognized by many educators. We have established communication with our new teacher candidates through semesterly meetings on certification and COE requirements. We are also able to follow up with a second meeting on individual basis if needed. We have an advisor meeting each semester and have all advisors come together and meet to discuss advising issues. We have had secondary campus administrators come to campus and meet with us regarding their future teacher needs.

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