Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Interdisciplinary Studies BS (Middle Level 4-8)

Goal

Teacher Quality 🎤

Middle Level candidiates master areas associated with teacher quality and effectiveness

Objective (L)

Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective Instruction For All Learners

Candidates will be able to plan, implement, assess, and modify effective instruction .

Indicator

Pass Rates On The Teacher Work Sample

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 redo the assignment; a 2 or 3 demonstrates that the candidate proficiently completed the document.

Criterion

Teacher Work Sample (TWS) Scores P

At least 90% of candidates during the 2014-15 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. The following charts show the overall Teacher Work Sample scores for the student teachers.

Finding

2014-15 TWS Scores P

A total of 57 4-8 teacher candidates completed the Teacher Work Sample (TWS) in the 2014-15 academic year. Of those, 98% passed with a 2, 2.5 or 3 on the first attempt.

There are no actions for this objective.

Goal

Pedagogy And Professional Responsibilities P

Candidates in the Middle Level Program will demonstrate mastery of the Pedagogy and Professional Responsibilities knowledge and skills for classroom teachers.

Objective (L)

Candidates Will Demonstrate Mastery Of The State Mandated Standards For The Pedagogy And Professional Responsibilities (PPR) Certification Exam

Candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) certification exam.

Indicator

Pass Rates On PPR Certification Exam P

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

Pass Rates For EC-12 PPR Certification Exam P

First time pass rates on all levels of the Pedagogy and Professional Responsibilities (PPR) examinations will exceed 90%. 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 2014-15 academic year.

Finding

2014-15 PPR Pass Rates P

First time pass rates on all levels of the PPR examinations were 100% (n=57).

There are no actions for this objective.

Previous Cycle's "Plan for Continuous Improvement"

The 4-8 candidates were very successful, overall, during the 2013-2014 academic year. There are a few areas, however, on which the faculty will concentrate during 2014-2015.

One area is the candidates' ability to identify relevant contextual factors in the learning process, as required by the Teacher Work Sample, and discuss the skills and prior learning. This trend was identified in the Teacher Work Sample data as being the weakest component for 4-8 candidates during the 2013-2014 academic year. Another area of focus will be the preparation of candidates for the EC-12 PPR. When the final 2013-2014 data is available, faculty will break down average program scores of the various PPR Domains and Competencies to determine areas of strength and weakness and plan instruction accordingly. Through June of 2014, all PPR domains mean scores were in the 74-76% range for 2013-2014, 4-8 candidates.

MLE faculty will not only integrate the four domains more rigourously into course content but will also break down competencies data (13 competencies) for the 4-8 MLE candidates.

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 4-8 candidates were again very successful overall during the current academic year. "Contextual Factors" and "Reflection and Self Evaluation" are areas that average lower than other domains. Although not in a range of concern, the program feels attention to these particular domains can give candidates a better understanding of how these factors contribute to their success in their profession. Those connections may provide a better background to strengthen those areas within those domains. Domain means scores for the PPR for the 2014-15 academic year were higher than the previous year (at 76-81%) indicating the prior implementation in the course content had some success.

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 4-8 candidates were very successful, overall, during the 2014-2015 academic year. Challenges in the upcoming year include new standards being introduced as well as realignment that corresponds to those new standards. Faculty will focus on maintaining the integrity of the program while mindfully integrating new standards into the program. We will continue to focus on improving PPR domain mean scores with an overall goal for all domain mean scores to be at a minimum 80%.

7/15/2018