*Online Assessment Tracking Database*

Sam Houston State University (SHSU)
*2014 - 2015*

**Library Science MLS**

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| **Goal** | **Master Texas Educator Standards For School Librarians** 🔑 |
| | Candidate knowledge and skills to meet Texas Educator Standards |

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| **Objective (L)** | **Candidate Knowledge, Skills, And Dispositions** 🔑 |
| | Candidates will demonstrate their knowledge, skills, and dispositions by successfully completing the TExES School Librarian (150) test that is designed to assess examinees according to the prescribed domains that include the following: Domain I - Teaching, Learning, and the School Library Environment; Domain II - Program Management, Leadership, and Connections to the Community; and Domain III - Librarianship, Information Science, and Technology. |
| **Indicator** | **TExES** 🔑 |
| | All candidates seeking school librarian certification must take the TExES (Texas Examination of Educator Standards) for school librarians. This exam directly corresponds to the state content competencies that are designed to measure the candidates' level of mastery as it relates to the field. Results of candidate scores on the TExES test for school librarians determine the pass rate for each testing period. |
| **Criterion** | **TExES Scores** 🔑 |
| | Candidates will pass the TExES Exam for School Librarian, and 80% of candidates will succeed upon their first effort. A scaled score of 240 is required for passing. The overall pass rate, with those who have to retake the exam, will exceed 90% of candidates. |
| **Finding** | **Candidates Knowledge, Skills, And Dispositions** 🔑 |
| | The program was not successful in meeting the 80% criterion for candidates to succeed upon their first effort of passing the state's certification examination. In 2014-2015, the candidate pass rate for the examination was 69% for the first effort. This is down from 71% from the previous academic year. The 80% criterion will remain for 2015-2016. |
| | The overall pass rate for the certification examination that includes first time test takers and repeaters was 74%. This does not meet the criterion of 90% for the overall pass rate. |
| **Action** | **Candidate Knowledge, Skills, And Dispositions Action** 🔑 |
| | The program required that candidates successfully complete a pretest prior to the end of their coursework. An additional support was made towards the end of the academic year. This additional support includes a whole group discussion of the rationales to answers on the pretest. This support was added as a response to candidates' frustration with their results from the pretest. It is unclear at this time as to whether the added discussion made a positive impact on the certification test results. However, the candidates have |

reported that they prefer including the discussion covering the pretest as part of their preparation. Thus, the discussion will be included as part of the preparation for the next academic year. Pretest administrators did notice that the inclusion of the discussion did raise morale among the pretest takers.

The faculty members will continue to use the preparation materials for the pretest that were in place prior to the addition of the discussion, which includes a glossary list of terms related to the profession. In addition, scenarios have been embedded within the content included in the courses. These scenarios are practice test questions to help candidates prepare for the certification exam. For candidates who are in need of remedial support, a faculty member will work with them until the candidates experience success in passing the certification examination.

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| Goal | Portfolio Demonstrating Mastery Of Standards 🔑 |
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| | Library science candidates prepare a final assessment portfolio for the MLS to demonstrate mastery and competence standards adopted by the field. |

| Objective (L) | Candidate Preparedness 🔑 |
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| | Candidates will demonstrate mastery of their knowledge, skills, and dispositions gained in the Library Science program on the final assessment of portfolio. The portfolio is governed by the *ALA/AASL Standards for Initial Preparation of School Librarians (2010).* The five standards include: Standard 1 - Teaching for Learning; Standard 2 - Literacy and Reading; Standard 3 - Information and Knowledge; Standard 4 - Advocacy and Leadership; and Standard 5 - Program Management and Administration. |

| Indicator | Final Assessment Portfolio 📎 🔑 |
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| | Every graduate program requires a final product for its course of study. The Department of Library Science has determined that the electronic portfolio is currently the best method of providing evidence that the candidate is prepared for the world of school librarianship. The electronic portfolio is designed for candidates to demonstrate through artifacts and reflection their completion and mastery of the American Association of School Librarians (AASL) and National Council for Accreditation of Teacher Education (NCATE) Standards.

The candidate must meet acceptable or target evaluations of their final assessment portfolio. Professors review the portfolios using rubrics developed by faculty for this purpose. |

| Criterion | Pass Rates For Portfolio 🔑 |
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| | All candidates will obtain an assessment of either acceptable or target as indicated by department rubrics on the final portfolio. Since candidates met the desired ratio of 30% Acceptable and 70% Target, the new percentages will be 20% Acceptable and 80% |

Target. This ratio has been adjusted to align the goal with the 2012-2013 results.

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| **Action** | **Portfolio Demonstrating Mastery Of Standards Action** 🔍 |

While the 100% pass rate was maintained for Portfolio, the percentage of candidates who scored Target was 70%, which is higher than the previous academic year where the percentage was 53%. The remainder 30% of candidates scored at the Acceptable level for 2014-2015. In support of the candidates' success with Portfolio, edits were made to the Anecdotal Resume to provide clarification to the suggestions, recommendations, and requirements that are included in the document. These changes were made and in place for Spring 2015, which contained the largest group of candidates for 2014-2015; a total of 31 candidates completed Portfolio for Spring 2015. Even though the percentage of candidates who scored Target has increased when compared to the previous academic year, the program did not meet the criterion of 20% Acceptable and 80% Target for 2014-2015. A review of the Anecdotal Resume and other supports will be revisited and revised as deemed necessary by the program faculty members to help candidates as they complete Portfolio in the future. The criterion for the next academic year will remain the same.

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

Currently, the department is requiring that candidates successfully complete a pretest prior to the end of their coursework in the program. The faculty will continue to use the glossary list to aid the candidates as they prepare for the pretest and the TExES certification examination. The faculty created several scenarios for each course that would provide candidates with the opportunity to encounter problem-solving opportunities similar to those that might be found on the certification test.  The scenarios will be introduced into courses in Fall 2014. For those who require remedial support, a faculty member will work with the individual candidate until the candidate experiences success in passing the TExES. The program will maintain the criterion of 80% pass rate for first time test takers and an overall score of 90%.

While the 100% pass rate was maintained for Portfolio, the percentage of candidates who scored Target was 53%, which is a drop when compared to last academic year's pass rate. This left 47% scoring at the Acceptable level.  The program will maintain the current criterion of 20% Acceptable and 80% Target for the 2014-2015 academic year.

**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 previous "Plan for Continuous Improvement" was fully implemented. For mastery of the Texas Educator Standards for School Librarians, the program required that candidates successfully complete a pretest prior to the end of their coursework. For the 2014-2015 academic year, the candidates took the pretest before or during their practicum, LSSL 5366 Library Internship.

In addition, the Glossary List of Terms was reviewed by faculty members during 2014-2015. A few additional terms were added to the list. Candidates continue to use the list as part of their preparation for the pretest and the TExES certification examination.

The scenarios that were created for use in 2014-2015 were added to courses. One candidate found these to be very helpful. She approached faculty members with the request to create a study group. The group poses scenarios for each other and follow up with discussion. This group meets asynchronously online using a social networking site. One of the faculty members monitors the group's activities.

Candidates who required remedial support worked with a selected faculty member to develop a study plan. Individual study plans encompass areas that were identified by a candidate and the selected faculty member as areas for improvement. Some of the plans included studying with other candidates in their preparation for the TExES certification examination.

For the Portfolio, the final product for the library science program's course of study, faculty members made edits to the Anecdotal Resume to provide clarification to suggestions, recommendations, and requirements for the artifacts to include in the Portfolio. These changes were put in place for Spring 2015.

**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.**

For mastery of Texas Educator Standards for School Librarians, faculty members will continue to use the preparation materials for the pretest that were in place prior to the addition of the discussion during 2014-2015. In addition, the use of scenarios that have been embedded within the content will continue to be included in the courses. These scenarios are practice test questions to help candidates prepare for the certification exam. For candidates who are in need of remedial support, a faculty member will work with them until the candidates experience success in passing the certification examination.

In addition, for mastery of the Texas Educator Standards for School Librarians, the program faculty members will conduct a curriculum crosswalk of the state's standards and the ALA/AASL Standards for the Initial Preparation of School Librarians (2010) for a review to identify gaps that need to be filled in the curriculum. Also, assessments in the curriculum will need to be reviewed for categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance of representation. Necessary adjustments should be made.

For Portfolio Demonstrating Mastery of Standards, a review of the Anecdotal Resume and other supports will be revisited and revised as deemed necessary by the program faculty members to help candidates as they complete Portfolio in the future. Other optional support measures will be explored. The criterion for the next academic year will remain the same.