Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Post Baccalaureate Alternate Route To Certification

Goal

Program Quality And Effectiveness P

Increase Program Quality And Effectiveness

Objective (L)

Modifying Instruction And Planning For Assessment P

Post Bacc Teacher Certification candidates will demonstrate their ability to modify instruction and plan for assessment.

Indicator

Teacher Work Sample P

Performance on the Teacher Work Sample (TWS) continues to be a successful indicator for our Post Bacc teacher candidates. In previous years we have focused on one area of the TWS that considers a candidate's ability to modify instruction. A Post-Bacc teacher candidate must receive a Target score of a 3 overall on the TWS which they have. The section that addresses the modification of instructional practices for all learners will be our focus again. In addition, we will look more closely at the candidates' Assessment Plans as it appears from the data that this is an area that could be improved as well.

Criterion

Teacher Work Sample Scores P

Eighty-five percent of the Post bacc teacher certification candidates during the 2013-2014 academic year will achieve a score of at least a "2" or "3" overall on the Assessment Plan and Design for Instruction domains of the TWS. The candidates overall TWS score must be a "2." The Post bacc teacher candidates TWS's are scored at least twice by trained scorers.

Finding

TWS Scores For Post-Bac Teacher Certification Candidates

Overall performance on the TWS for 2013-14, we find 37 PB/Combo students with the following breakdown:

3:10/37=27% (Target)

2.5*: 7/37=19% (Acceptable)

2: 18/37=48% (Acceptable)

1: 2/31=6% (Unacceptable)

* this is possible for the Spring 15 term because exact matching scores were no longer required - a passing 2 matched with a passing 3 was good enough to call the student assessments "done" with no additional assessments needed.

Disaggregated data charts show for each TWS Domain show that most Post-Bac students score lower in Contextual Factors, Assessment Plans and Reflection and Self-Evaluation.

Action

Realignment Of Capstone Assessment

Since the Teacher Work Sample will no longer be a requirement for certification, a new capstone assessment will be implemented during the 2015-2016 academic year. The realignment to the new Teaching Standards is underway.

Objective (L)

Post baccalaureate teacher candidates will demonstrate the knowledge and skills necessary to satisfy the state certification requirements through performance on administerd exams.

Indicator

Certification Examinations P

All candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take one or more of the Texas Examinations of Standards (TExES). Educator The Pedagogy and Professional Responsibilities Certification Examination is required of all certification candidates. The remaining 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 and 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.

Criterion

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

Overall, Post Bacc candidates passing the PPR exam will meet or exceed 85%, both overall and within each Program level. 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 analysis of pass rates which will be presented here represent the pass rates on the first attempt for all PPR exams taken in 2013-2014. Scores will reflect that at least 85% of Post-Bacc students passed the PPR exam on the first attempt.

Data continue to indicate lower performance areas of the PPR exam are Domains III (Instruction and Assessment) and IV (Professional Roles and Responsibilities). Efforts to strengthen performance in these two domains are in underway and course curricular changes to address lesson planning and assessment have begun.

Finding

Certification Candidates 2014-2015 P

We find that of the 37 unique PB/Combo students who took the EC-12 TEXES PPR exam during the 2013-14 cycle, 34 passed. This is a pass rate of

92% for 2014-15.

Action

Certification Candidates 2014-2015 P

Since pass rates have decreased by 2% from a 94% passing rate to 92% passing rate for Post Baccs, we will continue to strengthen course curriculum to ensure success of the TEXES PPR EC-12 exam.

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Previous Cycle's "Plan for Continuous Improvement"

There are several areas of the Post Bacc Teacher certification COMBO program that need to be improved as the data indicate from the 2013-2014 Cycle Findings. Many of these changes have already been addressed and implemented with the redesign of the TWS rubrics to more clearly specify criterion for scoring each of the TWS Domains. We hope that with the strengthening of these rubrics and prompts, we will raise the 33% of the Post Baccs earning a "3" overall on the TWS will increase to at least 65%.

The courses that our Post Baccs are required to take also need strengthening, particularly in light of the evidence from scores on the Post Bacc's performance on their Lesson Plans/Design for Instruction and Assessments. Rubrics that assess candidates ability to modify instruction, plan lessons and assessments need to written and implemented in the Post Bacc online courses.

Since our Post Bacc teacher certification candidates are required to take a Pre-admission content test (PACT) and pass it in order to gain admission to our program, we will now have data to indicate what fields of study our Post Baccs will pursue. This data might be helpful in tailoring activities that are more content-specifc and therefore provide more suitable examples for student modifications; lesson plans, and assessment.

Finally, it is important to look at the DDP data and perhaps the PDAS data to see what areas of improvement we need to address in this program. Perhaps for the next cycle, we need to add an additional objective that is specific to improved performance in our program.

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.

We are currently addressing the alignment of our certification program and making changes as we transition from the Post-Bac M.Ed to the Masters of Art in Teaching (MA).

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.

We are in the process of realigning our program to better meet the new certification requirements and standards.