

Curriculum and Instruction, Department of

Faculty Excellence

Goal Description:

Faculty Excellence

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Faculty Excellence

Performance Objective Description:

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

RELATED ITEM LEVEL 2

Increase In Ratio Of Presentation To Professor

KPI Description:

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.

RELATED ITEM LEVEL 2

Increase In Ratio Of Publication To Professor

KPI Description:

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.

Program Quality And Effectiveness

Goal Description:

Program Quality and Effectiveness

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

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

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Pass Rates On Teacher Work Sample

Indicator Description:

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 Description:

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.

RELATED ITEM LEVEL 1

The Candidate Will Demonstrate Mastery Of State Mandated Standards.

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Pass Rates On Certification Examinations

Indicator Description:

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 Description:

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.

RELATED ITEM LEVEL 3

Action for PPR Objective

Action Description:

Because the goal was met, and more than 92% of candidates were successful on the PPR on the first attempt, program coordinators will examine low scoring competencies and work within the program to improve those scores.

Visibility And Impact

Goal Description:

Visibility and Impact

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Increase Recruitment Efforts

Performance Objective Description:

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

RELATED ITEM LEVEL 2

Increase Department And Program Enrollment.

KPI Description:

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.

Results Description:

Describe if there was enrollment growth or not.

RELATED ITEM LEVEL 2

Log Of Recruitment Activities And Attendance Records

KPI Description:

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.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify) :

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.

Update of Progress to the Previous Cycle's PCI:

This is a summary of the actions that were completed in 2015-2016.

Plan for Continuous Improvement for 2016-2017

Closing Summary:

Summary of action steps.
