Interdisciplinary Studies BS (Middle Level 4-8)

Pedagogy And Professional Responsibilities

Goal Description:

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

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

For the current academic year, TExES exam results were as follows:

Unique Candidates 47

Passers   46

Pass Rate percent 98

The overall mean score was 265. The minimum passing score was 240. Percent correct rates for the 2015-2016 candidates by domain for the PPR is as follows:

Domain 1   76

Domain 2   82

Domain 3   76

Domain 4   77

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

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

Learning Objective Description:

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

For the current academic year, TExES exam results were as follows:

Unique Candidates 47

Passers   46

Pass Rate percent 98

The overall mean score was 265. The minimum passing score was 240. Percent correct rates for the 2015-2016 candidates by domain for the PPR is as follows:

Domain 1	76
Domain 2	82
Domain 3	76
Domain 4	77

Pass Rates On PPR Certification Exam

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 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 Description:

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.

Findings Description:

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

For the current academic year, TExES exam results were as follows:

Unique Candidates 47

Passers   46

Pass Rate percent 98

The overall mean score was 265. The minimum passing score was 240. Percent correct rates for the 2015-2016 candidates by domain for the PPR is as follows:

Domain 1	76
Domain 2	82
Domain 3	76
Domain 4	77

Although overall pass rates exceeded our 90% goal, the program would like to see improvement at the domain level. The program would expect to see percentage correct rates above 80% for all domains.

Action for PPR Pass Rates
Action Description:
Remediation plans will be developed for candidates not passing the PPR on the first attempt.

Teacher Quality

Goal Description:
Middle Level candidiates master areas associated with teacher quality and effectiveness

The current measure of teacher quality and effectiveness of 4-8 candidates is being modified to provide the best assessment for our 4-8 candidates. 4-8 candidates in the 2015-2016 completed a modified TWS which included a reflection that evaluated their student teaching experience. All 4-8 candidates completed the reflection and received a passing score for a passing rate of 100%.

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective Instruction For All Learners
Learning Objective Description:
Candidates will be able to plan, implement, assess, and modify effective instruction.

The TWS is currently being modified to provide the best assessment for our 4-8 candidates. 4-8 candidates in the 2015-2016 completed a modified TWS which included a reflection that evaluated their student teaching experience. All 4-8 candidates completed the reflection and received a passing score for a passing rate of 100%.

RELATED ITEM LEVEL 2

Pass Rates On The 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 redo the assignment; a 2 or 3 demonstrates that the candidate proficiently completed the document.
Criterion Description:
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.

Findings Description:
The TWS is currently being modified to provide the best assessment for our 4-8 candidates. 4-8 candidates in the 2015-2016 completed a modified TWS which included a reflection that evaluated their student teaching experience. All 4-8 candidates completed the reflection and received a passing score for a passing rate of 100%.

Action for Teacher Work Sample
Action Description:
Faculty will begin using the Capstone Portfolio to replace the Teacher Work Sample.

Update to Previous Cycle's Plan for Continuous Improvement

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

The 4-8 candidates were very successful, overall, during the 2015-2016 academic year. Challenges in the upcoming year include finalizing realignment that corresponds to new standards that were introduced the prior year. 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%. In addition, the program plans to implement a new assessment that will more effectively evaluate the candidates via the new standards.

Update of Progress to the Previous Cycle's PCI:

The 4-8 candidates were very successful, overall, during the 2015-2016 academic year. We have finalized realignment corresponding to new standards and updated and introduced new degree plans. New degree plans were approved at the end of the academic semester for 2016. Faculty has focused on maintaining the integrity of the program while mindfully integrating new standards into the program. We have continued to focus on improving PPR domain mean scores with an overall goal for all domain mean scores to be at a minimum 80%. Several domains are impacted as the domain mean scores are less than 80%. In addition, the program is actively working to implement a new portfolio assessment that will more effectively evaluate the candidates via the new standards. The portfolio assessment will be piloted in the Spring 2017 semester with a hope that at least 90% of the pilot group meets the standard as established by the committee created rubric.

New PCI

Closing Summary:

The 4-8 candidates were very successful, overall, during the 2015-2016 academic year. We have finalized realignment corresponding to new standards and updated and introduced new degree plans. New degree plans were approved at the end of the academic semester for 2016. Faculty has focused on maintaining the integrity of the program while mindfully integrating new standards into the program. We have continued to focus on improving PPR domain mean scores with an overall goal for all domain mean scores to be at a minimum 80%. Several domains are impacted as the domain mean scores are less than 80%. In addition, the program is actively working to implement a new portfolio assessment that will more effectively evaluate the candidates via the new standards. The portfolio assessment will be piloted in the Spring 2017 semester with a hope that at least 90% of the pilot group meets the standard as established by the committee created rubric.