

Interdisciplinary Studies BA/BS
(Elementary EC-6) - Assessment
Plan Summary

Interdisciplinary Studies BA/BS (Elementary EC-6)

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 For All Learners.

Learning Objective Description:

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

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. During the early part of 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:

At least 90% of candidates during the 2015-2016 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.

Findings Description:

The Teacher Work Sample (TWS) was replaced by another measure as a unit assessment during the AY 2016-17. Hence no data are available for the Teacher Work Sample. This change was discussed in last year's plan for continuous improvement. In place of the TWS, however, we have collected data on three lesson plans (Math, Social Studies, Science) required of teacher candidates in their content methods semester. These artifacts, collectively, can provide strong evidence for supporting the original program goal (*candidates will be able to plan, implement, assess, and modify effective instruction for all learners*). These 3 lesson plans were designed and taught in the real classroom during the content methods semester. A detailed scoring rubric for the lesson plan is attached.

The following includes disaggregated data on the components of the lesson plans (mean average for all 3 lesson plans based on 418 candidates:

- *Establishing the lesson framework - 79% *Met target*; 19% *Acceptable*
- *Designing supportive learning environment - 82% *Met target*; 17% *Acceptable*
- *Instructional strategies - 74% *Met target*; 25% *Acceptable*
- *Evaluation strategies - 69% *Met target*; 31% *Acceptable*

The above results clearly indicate that our candidates need to improve in designing, planning, and implementing strong assessments (pre-assessment, formative, post-assessment). Data showed 31% received "Acceptable" rating-much higher than in the other 3 components.

Overall, the results on the combined 3 lesson plans showed that, on average, 99% of our candidates received either "met target" or "acceptable" ratings on all four domains.

Attached Files

[!\[\]\(3dfb8d66e81160ad61421a3452093d1b_img.jpg\) Lesson Plan Rubric August 4, 2017](#)

RELATED ITEM LEVEL 3

Action Plan for Objective 1

Action Description:

Objective 1: Program teacher candidates will be able to plan, implement, assess, and modify effective instruction.

Action Plan: For the next academic year, we will measure this objective using 3 lesson plans (math, science, social studies) during the content methods semester. Based on the findings reported above, a few components of the lesson plans need strengthening. For example, competencies in identifying and using different types of assessments during instruction is an area of improvement. The faculty in teacher preparation will address this problem early in the program by modeling formative and summative assessment in all education courses. In content methods semester, they will be required to plan for 3 types of assessment in each lesson they develop and implement during their field experience. They will also be required to use technology to assess learning from pre to post assessment.

Additionally, by expecting our candidates to improve our passing rate on the content and pedagogical content knowledge (PCK) on the TExES Core Subject EC-6 (291) in math, science, social studies, English Language arts, Fine arts, health, and physical education), we will ensure that our candidates will have a stronger content background to help them design meaningful assessments of learning.

Finally, a revised EC-6 program will be fully implemented by Fall 2018 and monitored closely through effective advisement and planning for stronger assessments and field experience in highly diverse classrooms. In this new program, a separate course dealing with *curriculum and assessment* will be implemented in the early part of the program. This way our candidates will be more prepared to design and implement research-based assessments "for" and "of" learning during their methods semester and in student teaching.

RELATED ITEM LEVEL 1

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

Learning Objective Description:

The candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) Certification Exam. There are four general teaching and professional standards candidates need to demonstrate. Each of these is also referred as "Domain".

1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (34% of exam items)
2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (13% of exam items)
3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (33% of exam items)
4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (20% of exam items)

Under each standard, at least 40 knowledge and skills are identified. The state teacher examination assesses candidates' competencies in meeting these standards.

RELATED ITEM LEVEL 2

Pass Rates On PPR Teacher Certification Exams (EC-12)

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 Responsibilities (PPR) Examination will exceed 90%. The set criterion was decided based on the fact that the PPR has been revised to include early childhood (EC) to high school (Gr. 12) and was perceived slightly more difficulty than the previous version. 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 2015-16 academic year.

Attached Files

[PPR_Standards.EC-12.Manual](#)

Findings Description:

For this particular goal we have examined data from 262 teacher candidates in the EC-6 program (Interdisciplinary Studies) and their performance on the state PPR. Only data from "first attempts" test takers were included in this report. Overall, two semesters of data indicated 250 out of 262 (95%) candidates passed the state teaching certification examination.

Further disaggregation of data by Domain (1, 2, 3, 4) indicated the following:

Domain 1 - on average, 77% of the items in domain 1 was successfully completed.

Domain 2 - on average, 80% of the total items in domain 2 was successfully completed.

Domain 3 - On average, 76% of the total items in domain 3 was successfully completed.

Domain 4- on average, 79% of the total items in domain 4 was successfully completed.

Overall, the actual passing rate (95%) for the candidates in our program was much higher than the expected performance (90%). Note, this result was based on "first attempt" test takers.

Domain 1 (*Designing instruction and assessment to promote student learning*) as well as Domain 3 (*Implementing effective, responsive instruction and assessment*) continue to be a challenge for the faculty. Note, these two domains are intertwined. Since most of the candidates are taking this examination early into student teaching, our teacher candidates still need practice and are given opportunities to get better on all domains during their student teaching semester (12 weeks).

The Texas teacher certification examination (PPR EC-12) results further revealed that our candidates are doing very well on Domain 2 (*Creating a positive, productive classroom environment*). To meet competencies within domain 2, the program requires a classroom management course during the content methods semester.

Compared to last year's results on each of the four domains, the current years' results showed a slight increase on the percentage of correct responses on all domains.

RELATED ITEM LEVEL 3

Action Plan for Objective 2

Action Description:

Objective 2: Teacher candidates will demonstrate mastery of the state mandated standards for The Pedagogy and Professional Responsibilities (PPR) teacher certification examination.

Action Plan: Since we have had an outstanding passing rate (i.e., way above the state average) and have met the intended goal, the faculty will continue to align courses and assessments with objectives in the Texas teacher certification examination (PPR) especially focusing on Domains 1 (Designing instruction and assessment) and 3 (Implementing responsive instruction

and assessment). Using disaggregated data on the PPR will provide more directions in course alignment as well as course emphases. More meaningful practice opportunities in these two areas will be provided in our education courses. Our candidates will have to take a practice exam before they will be allowed to take the actual teacher certification examination.

Update to Previous Cycle's Plan for Continuous Improvement

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

While the unit assessment for Goal #1 is under revision and articulation by joint departments, the program faculty decided to add a third goal to our program which can be measured quantitatively using the state data for teacher certification. One of the challenges we faced in our program is that our candidates have not been doing very well on the new/revised Core Examination (EC-6) which measures content knowledge in Science, Mathematics, Social studies, Reading Language Arts, and Fine Arts. The faculty and administrative staff are now finding solutions and defining processes to resolve this deficiency, recognizing the fact that this Core Examination has been revised from the old state exam for teacher certification (EC-6). Continuous monitoring of state data and providing support to our candidates will be top priorities. In addition, a total revision of our EC-6 generalist program is in process. Three academic departments (curriculum & instruction, Language, Literacy, and Special Education, Arts and Sciences) are responsible for the planning, implementing, monitoring, and evaluating the new, re-aligned program. Moreover, the Center for Assessment and Accreditation has been re-organized to support all programs in the College of Education. The Center has guided the faculty in identifying transition point assessments, validating unit assessments, and collecting assessment data.

Update of Progress to the Previous Cycle's PCI:

During the AY 2016-17, the faculty and assessment staff continued meeting with program faculty and other stake holders to revise the EC-6 program and to align with the 2017 *Interstate Teacher Assessment and Support Consortium* (InTASC) standards for teachers. Implementing this new program (with teaching standards) entailed changing some unit assessments. For example, the Teacher Work Sample had been eliminated while a new one (Teacher Capstone Portfolio) was designed and piloted in the Spring 2017. Also, courses in the new EC-6 program are currently being revised and re-sequenced not only for alignment with the new national teaching standards but also for meeting the needs of Texas public schools. Gradually, the new EC-6 program will be phased in while the old program is being phased out. This fall 2017, the capstone portfolio will be fully implemented and scored by two blind reviewers. All teacher candidates must score no less than "2" (approaching expectation) on a scale from 1 to 4 (exceed expectations) on all 4 domains in order to qualify for student teaching. The current revised rubric is still subject to revision as we get feedback from our teacher candidates and the scorers.

Meantime, the INTASC requires teacher candidates to have strong content knowledge of subject areas (math, science, social studies, language arts, etc.). Hence, results on the state teacher certification examination will be used as a measure of candidates' content knowledge and pedagogical content knowledge. As mentioned in last year's plan for improvement, we now have a baseline data on our previous candidates on the passing rate of first time takers. Our goal is to observe improvement on both the passing rate as well as on the average scaled scores on each domain (ELA/Reading, Math, Social studies, Science, Fine arts, Health, and Physical education).

Plan for Continuous Improvment

Closing Summary:

The EC-6 program under the Department of Curriculum and Instruction aims to meet three major goals (instead of just 2) in the next AY cycle (2017-18). They include the following:

- a) Candidates will be able to plan, implement, assess, and modify effective instruction;
- b) Candidates will demonstrate mastery of the state mandated standards for The Pedagogy and Professional Responsibilities (PPR) teacher certification examination; and
- c) Candidates will improve their content and pedagogical content knowledge in the subject areas of science, mathematics, and social studies. This will be measured by their scaled scores on the EC-6 Core Texas Teacher certification examination.

Support for our candidates' success on these goals include several faculty-initiated efforts such as revising, enriching our pedagogy courses, mentoring and helping with reviews for the state certification examinations, and providing short seminars/training on specific unit assessments (e.g., Teacher Portfolio).

Finally, by Fall 2018 a new EC-6 program will be implemented and monitored closely through effective advisement and planning for stronger assessments and field experience in highly diverse classrooms. This revised program for elementary teachers will be strongly aligned with the standards espoused by the national teacher preparation standards (INTASC) and Texas State Board for Educator Certification (SBEC).