

# 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

RELATED ITEM LEVEL 2

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:

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 266. The minimum passing score was 240. Percent correct rates for the 2016-2017 candidates by domain for the PPR is as follows:

Domain 1	74
Domain 2	81
Domain 3	77
Domain 4	79

Only one person who failed it retook it. And failed a second time.

RELATED ITEM LEVEL 3

Action Plan for PPR Pass Rates

**Action Description:**

As part of benchmark requirements for the Teacher Education program, students are required to take two benchmark, or “practice,” versions of the state certification exams. These exam instruments are purchased from the state and are comprised of items from the same set created for the official state of Texas certification exams. Benchmark exams are tools that allow students, and SHSU, to be sure that students are ready to advance to the next phase of the program and also to take the official state exams. Once students pass these Benchmark exams, most are able to go on to pass the official state exams with very high pass rates.

SHSU tracks students' scores on these tests closely so that instructors and advisors know how best to assist them. All candidates must take two state certification exams, so therefore must take two corresponding benchmark version exams.

For both the practice exam and official exam, candidates are provided a remediation plan based on a failing score. Candidates are matched with appropriate faculty and the testing center and given a detailed remediation plan specifying key areas of study. Once the remediation plan is successfully navigated, candidates can then begin the process of retesting.

**Teacher Quality**

**Goal Description:**

Middle Level candidates 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 Capstone Portfolio**

**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 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%.

All 4-8 candidates in the 2016-2017 completed a portfolio as part of a pilot program. The purpose of the SHSU Teacher Capstone Portfolio is to evaluate teacher candidates' knowledge and skills in the areas of learners and learning, content knowledge, instructional practice, and professional responsibility. The portfolio provides candidates with an opportunity to display the best examples of their abilities related to these categories and to reflect upon their growth over the course of their teacher preparation program.

4-8 students will be introduced to the portfolio in EDUC 1101. In the following semesters, students are encouraged to begin adding assignments, observations, videos, and/or assessments (referred to as artifacts). The portfolio is submitted for evaluation 6 weeks prior to the end of the semester before the candidate plans to Student Teach. The portfolio is evaluated by faculty in the following weeks, and scores are returned to candidates prior to beginning Student Teaching. Should a candidate receive an unsatisfactory score, the candidate will be asked to revise the portfolio and resubmit it within the first 6 weeks of Student Teaching. A faculty mentor will be assigned to the candidate to guide them through the resubmission process. Candidates will not be recommended for Texas Teacher Certification without first receiving a satisfactory score on their SHSU Teacher Capstone Portfolio.

We will be moving forward with full implementation of the portfolio in Fall 2017. All students who plan to student teach during the Spring 2018 semester will be required to submit a portfolio by October 27, 2017. A cut score has been set for the Fall 2017 implementation (12/20 with minimum 2 on each section).

### **RELATED ITEM LEVEL 3**

#### **Action Plan for Capstone Portfolio**

##### **Action Description:**

The purpose of the SHSU Teacher Capstone Portfolio is to evaluate teacher candidates' knowledge and skills in the areas of learners and learning, content knowledge, instructional practice, and professional responsibility. The portfolio provides candidates with an opportunity to display the best examples of their abilities related to these categories and to reflect upon their growth over the course of their teacher preparation program.

4-8 candidates are introduced to the portfolio in EDUC 1101. In the following semesters, students are encouraged to begin adding assignments, observations, videos, and/or assessments (referred to as artifacts). The portfolio is submitted for evaluation 6 weeks prior to the end of the semester before the candidate plans to Student Teach. The portfolio is evaluated by faculty in the following weeks, and scores are returned to candidates prior to beginning Student Teaching. Should a candidate receive an unsatisfactory score, the candidate will be asked to revise the portfolio and resubmit it within the first 6 weeks of Student Teaching. A faculty mentor will be assigned to the candidate to guide them through the resubmission process.

Candidates will not be recommended for Texas Teacher Certification without first receiving a satisfactory score on their SHSU Teacher Capstone Portfolio. Due dates are outlined in the chart below.

The portfolio is aligned to the InTASC Model Core Teaching Standards and is organized into 4 sections: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. Within each section, candidates may submit up to 3 artifacts (5 for Content) that demonstrate their knowledge and skills related to the standards assessed in the section.

Candidates' submissions are scored using a rubric that is aligned to the InTASC Model Core Teaching Standards. Candidates will receive a score for each of the InTASC categories and Written Communication with an overall score of up to 20 points. A score of 12 with at least a 2 for each category is considered sufficient for portfolios submitted in Fall 2017. Should a candidate receive less than a

12 or lower than 2 in any category, the candidate will be required to revise and resubmit following the procedures outlined above. After an analysis of Fall 2017 submissions, the passing standard may be raised.

## **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. 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.

### **Update of Progress to the Previous Cycle's PCI:**

New degree plan implementations will begin in Fall 2017 with incoming freshman. New degree plans include 4-8 Math, 4-8 Science, 4-8 Social Studies, 4-8 ELAR, and 4-8 Generalist. New courses aligning with these new degree plans will need to be implemented in Fall 2018.

The new portfolio assessment had a successful pilot in the Spring 2017 semester. Approximately 95% of the pilot group met the standards as established by the committee. 4-8 candidates will proceed with full implementation of the portfolio assessment in Fall 2017.

## **Plan for Continuous Improvement**

### **Closing Summary:**

The 4-8 candidates were very successful, overall, during the 2016-2017 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 moving forward after a successful pilot to implement a new portfolio assessment that will more effectively evaluate the candidates via the new standards. The portfolio assessment will be begin in the Fall 2017 semester with a hope that at least 95% of the initial group meets the standard of 12/20 as established by the committee created rubric.