

Secondary Education (SED) -
Assessment Plan Summary

Secondary Education (SED)

Certification

Goal Description:

Certification is required to teach in public schools.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Mastery For Certification

Learning Objective Description:

Secondary education candidates will be able to demonstrate knowledge, skills, and dispositions of effective teaching and learning of secondary students.

RELATED ITEM LEVEL 2

Certification Examination

Indicator Description:

All candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take two or more of the Texas Examinations of Educator Standards (TExES) with a minimum score of 240 out of 300 or roughly 80% passing rate to be certified to teach in Texas. 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 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. 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.

The Pedagogy and Professional Responsibilities (PPR) EC-12 exam is taken by all candidates seeking certification. The test framework is divided into four domains.

- Domain I – Designing Instruction and Assessment to Promote Student Learning (approximately 34% of test)
- Domain II – Creating a Positive, Productive Classroom Environment (approximately 13% of test)
- Domain III – Implementing Effective, Responsive Instruction and Assessment (approximately 33% of test)
- Domain IV – Fulfilling Professional Roles and Responsibilities (approximately 20% of the test)

Criterion Description:

95% of secondary education candidates will pass the Pedagogy and Professional Responsibilities Certification Examination the first time. 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 2016-2017, through May of 2017 (completers of the program will not be reported until this day). Using data from Findings, strategies to increase the percentage of first time exam takers will continue. In addition, those strategies will include more effort to address the lower-scoring areas so as to increase the percentage passing scores of first time exam takers. Last year the weakness that emerged revolved around assessment. We anticipate that our increased focus in this area will show improvement.

Findings Description:

89% of secondary teacher candidates passed the EC12 Pedagogy and Professional Responsibilities Certification Examination. There were 121 attempts and 109 passed.

RELATED ITEM LEVEL 3

Mastery of Certification

Action Description:

Working with the Educator Preparation office, the Secondary Education Program, will provide remedial support for those teacher candidates not passing the PPR on the first attempt. A guest lecturer will be scheduled for each semester to provide a PPR study workshop for the students. Additionally, the teacher candidates will be required to take the PPR examination before their student teaching semester. It will help the programs identify those students who need additional support.

Effective Lesson Planning

Goal Description:

Lesson planning for effective secondary student learning outcomes.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Effective Methods Block Lesson Plans

Learning Objective Description:

Secondary education candidates will be able to plan an effective lesson.

RELATED ITEM LEVEL 2

Methods Block Lesson Plans Assessment

Indicator Description:

During the classes of Methods Block, normally the first semester senior year, the students write multiple lesson plans. Each student selects the best lesson plan in each content area (math, English language arts, science, and social studies, etc.) to submit as their best representation of a Lesson Plan in that content area. The lesson plans are scored/evaluated on information documented in stating the lesson goals, objectives, rationale, standards, materials, classroom setting, student needs, focus, procedures, design of implementation, and closure of the lesson. The Lesson Plan assessment allows our candidates to demonstrate their understanding of:

- *Establishing a lesson framework;
- *Designing a supportive learning environment;
- *Incorporating Instructional strategies; and,
- *Implementing Evaluation strategies.

A rubric is used to score each of the components in the Lesson Plan. A minimum score of 2 or Acceptable with sub scores of a 2 or better (3 - Target) or the teacher candidate must re-do the lesson plan. The purpose of this assessment is to provide opportunities for the candidates to demonstrate their ability to plan, implements, assess, and modify instruction for diverse groups of learners and to develop and teach a lesson that involves fundamental concepts in the candidate's content area.

Criterion Description:

90% of candidates during the 2016-2017 academic year will achieve a score of “A” on the Methods Block Lesson Plan. The lesson plan format is in place and ready to use. Teacher candidates will be given the opportunity to redo and resubmit a lesson plan that scores a 1 (Unacceptable). The Methods Block Lesson Plans will be appropriate format to measure a variety of learning outcomes. The content of the items in this assessment relate directly to the planning, implementation, and assessment of instruction that teachers encounter when teaching.

Using data from Findings, instructors will focus instruction more specifically on the requirements for the quality completion of the four parts of the Lesson Plan: Establishing the Lesson Framework, Designing Supportive Learning Environments, Instructional Strategies, and Evaluation Strategies. In addition, more emphasis will be placed on the instruction for Evaluation Strategies, the lowest performing part of the Lesson Plan. This will be monitored regularly throughout the school year. Additions to the lesson plan have been made to include literacy strategies, differentiated instruction, accommodations/modifications, and English Language Learner strategies to aid the candidates in recognizing diverse school populations. We anticipate that our increased focus on evaluation strategies, a weakness now for two years in a row, will have improved this area.

Findings Description:

88.3% of the teacher candidates scored a 3 on the Methods Block Lesson Plan. While the 90% criteria was not met, 97.06% of the teacher candidates scored a 2 or 3. This is Acceptable and Target ratings. Strategies are continuing to be employed in all of the Secondary Methods courses which address the lower scoring areas of the lesson plan (Designing Supportive Learning Environments). A new course was approved and it is designed to help address the needs of all learners.

RELATED ITEM LEVEL 3

Effective Lesson Planning

Action Description:

Faculty will develop new strategies and continue to employ existing strategies in all of the Secondary Methods courses which address the lower scoring areas of the lesson plan. A new course, Differentiated Pedagogy, was written and was approved in Spring 2017, to help address meeting the needs of all students. All Secondary Education Methods teacher candidates will take this course beginning Spring, 2018.

Effective Teaching

Goal Description:

Candidates demonstrate effective teaching

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Teaching Quality
Learning Objective Description:

Secondary education candidates will demonstrate elements of effective teaching.

RELATED ITEM LEVEL 2

Teacher Work Sample Assessment
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.
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.

Criterion Description:
78% of candidates will achieve a score of "3" on the Teacher Work Sample. 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.

Using the desegregation of data report on the Teacher Work Sample, the focus will be to adjust the instruction on each of the seven processes of the TWS, addressing the areas of weakness reflected in the disaggregated data report. This will be assessed regularly throughout the school year.

Two weaknesses emerged last year were and Contextual Factors and Design For Instruction. We anticipate that our increased focus in these areas will find these areas improved

Findings Description:
There is no data to report since this is a transition year.

Update to Previous Cycle's Plan for Continuous Improvement

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

For the 2016-2017 year, the following will occur:

- 1. Remediation materials will be developed and implemented for candidates not passing the certification exam on the first attempt.
- 2. Capstone Portfolio criteria will be developed and piloted.
- 3. Faculty will develop and implement new strategies to improve candidate performance on the methods block lesson plan.

Update of Progress to the Previous Cycle's PCI:

Remediation materials were procured and the implementation began for candidates not passing the certification exam on the first attempt.

Capstone Portfolio criteria were developed and piloted.

Faculty developed and implemented differentiated instruction to improve candidate performance on the methods block lesson plan.

Continuous Improvement

Closing Summary:

For the 2017-2018 year, the following will occur:

1. Remediation materials and candidate growth plan have been developed and will be implemented for candidates not passing the certification exam on the first attempt.
2. Capstone Portfolio criteria has been developed and piloted and will be a requirement for all secondary education candidates.
3. Faculty will develop and implement new strategies to improve candidate performance on the methods block lesson plan.