

Texas Southern University
Assessment Narrative
Academic Years 2007-08 thru 2009-10

COLLEGE OF EDUCATION

Program: BS Interdisciplinary Studies

The Mission of the Department of Curriculum and Instruction is to provide an education for pre-service teachers, post-baccalaureate teachers and other educators that will enable them to assure a developmentally appropriate, equal and equitable education for students from diverse populations.

Goal 1

The overall academic goal for the Department of Curriculum & Instruction in the College of Education during 2008-2010 was to adequately prepare candidates who are competent educators in their areas of specialization. Specific candidate learning outcomes or objectives in support of this goal include: (1) Candidates will demonstrate knowledge of the content in their respective certification areas as measured by the Texas Examination of Educator Standards (TExES) Program Tests and (2) Candidates will demonstrate pedagogical knowledge and skills foundational to effective teaching and learning in the following Domains:

- **Domain I** – Active, Successful Student Participation
- **Domain II** – Learner-Centered Instruction
- **Domain III** – Evaluation and Feedback on Student Progress
- **Domain IV** – Management of Student Discipline, Instructional Strategies and Time and Materials

This goal and the accompanying outcomes are consistent with the College of Education’s Conceptual Framework and the expected outcomes for graduates of our programs. We expect our graduates to be caring, committed, competent and culturally responsive urban educators.

Outcome 1.1

Demonstrate knowledge of the content in specific certification areas

The metric for this outcome is candidate performance on the TExES (Texas Examination for Educator Standards) Content Examinations in the specified disciplines on the final score as reported by ASEP (Accountability System for Educator Preparation). The TExES is a state-administered criterion referenced test designed to measure knowledge and skills based on standards developed by Texas educators and other educational stockholders. Each test assesses essential knowledge and skills that entry-level educators in their respective fields must possess. The total test scale score is reported on a scale of 100 to 300 and the minimum passing score is a scaled score of 240.

Findings (2008-2010)

Findings for 2007 show that 86% of the candidates who took the EC-4 Generalist Test passed the exam. Similarly, 92% passed the EC-6 Bilingual Generalist Test, 88% passed the 4-8 ELA/Reading Test, 100% passed the 4-8 Social Studies Test and 100% passed the EC-12 Special Education Test. Results were even better for 2008. For example, 89% of the candidates passed the EC-4 Generalist Test, and 100% passed the EC-6 Bilingual Generalist, 4-8 ELA/Reading, 4-8 Social Studies and EC-12 Special Education. Findings for 2009 showed that while the minimum target of a 70% passage rate was met for EC-4 Generalist (88%), 4-8 ELA/Reading (75%) and 4-8 Social Studies (100%), the 70% target was not met for EC-6 Bilingual Generalist (50%) and EC-12 Special Education (60%). Finally, for the 2010 test period 100% of the candidates who tested for the EC-6 Bilingual Generalist and EC-12 Special Education passed the examination. During this same period, 85% of the EC-6 Generalists examinees passed the test. Thus, EC-6 Bilingual Generalists and EC-12 Special Education candidates showed strong improvement over the previous year.

Action Plan Summary 2008

- Make necessary adjustments to courses impacted by TExES Examinations.
- Ensure that completers were ready to sit for the TExES examination.
- Respond to candidates who failed the examination. Therefore, one step in the plan was that course instructors for TExES-related courses reviewed course objectives to ensure all critical competencies were covered in identified courses for each of the specialty areas. The department also added EDCI 404 – Certification Seminar as the test preparation course. It was felt that candidates tended to be more consistent in attendance with a “course” than with the previously used workshop format. Critical to the course was the use of state sanctioned “Representative Forms Tests” that were described as clones of the actual test. These tests were used as pretests in the certification areas to determine where individual candidates needed additional support and study. Additionally, the action plan also targeted candidates who failed tests more than two times for additional and intensive help with areas of weakness. These candidates were strongly urged to meet with content faculty to focus on content areas that needed strengthening based on previous test performance.

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Action Plan Summary – 2009-2010

- 2009 – Constructed a TExES competencies and standards and COE proficiencies Matrices for each course identified as critical to candidates’ performance on the several TExES examinations.
- Continued to adhere to the 80% rule that requires candidates to demonstrate 80% mastery of course objectives as measured on the comprehensive final examination in order to pass the course; 3) continue to improve EDCI 404 – Certification Seminar by adding required small group study sessions and use of content faculty as support faculty for the course.
- 2010 – Continued identified strategies to maintain high passage rate on content examinations as the state will raise its current 75% minimum pass rate to 80%;
- Added a test preparation component to the clinical practice professional development sessions as part of the program; Continued to monitor the objectives in content-related courses to ensure that objectives are consistent with standards measured by the TExEX examinations.

Outcome 2.1

Demonstrate pedagogical knowledge and skills foundational to effective teaching and learning

The metric for this outcome is the Clinical Practice Evaluation Instrument. This instrument is designed for use in the observation of candidate teachers in the classroom in the following domains:

- Domain I – Active, Successful Student Participation
- Domain II – Learner-Centered Instruction
- Domain III – Evaluation and Feedback on Student Progress
- Domain IV – Management of Student Discipline, Instructional Strategies and Time and Materials

Candidates are assessed on the several indicators in these four domains on a 4-point scale that ranges from Exceeds (4) to Unsatisfactory (1). The target for this outcome is that seventy percent (70%) of the candidates will earn ratings of Exceeds or Proficient on items rated in each of the four domains assessed.

Findings (2008-2010)

Findings for 2007-2008 showed that at least 90% of the candidates assessed earned a rating of exceeds or proficient on each of the several indicators. Similarly, findings for 2008-2009 indicated that the target was met as at least 70% of the candidates enrolled in clinical practice earned the ranking of “proficient” or “exceeds expectations” in the domains assessed. However, further analysis showed that in Domain II (Learner-Centered Instruction), 17% of the candidates scored “below” on pacing/sequencing and on the technology indicator 25% of the respondents did not give a ranking for this indicator. A similar finding was noted for Domain IV (Management of Student Discipline, Instructional Strategies and Time and Materials) as 19% did not rank on the indicator “equitable and varied characteristic.” The findings for 2009-2010 indicated the target had been met as at least 75% of the candidates earned the ranking of “proficient” or “exceeds expectations” in the domains assessed. Further analyses indicated that in Domain II (Learner-Centered Instruction), large numbers of items were not even rated by the assessors. For example, 21% of the assessors did not rank the item “appropriate assessment,” and 18% did not rank the item “learning reinforced.”

Action Plan Summary – 2008-2010

- 2008 – Continue to evaluate professional development seminars for clinical practice candidates to determine if these seminars were meeting the needs of the clinical practice students, university supervisors and supervising teachers.
- 2009 – Reexamined PPR course outlines to determine where pacing and sequencing were addressed as part of the content covered. As a result, pacing and sequencing were added as indicators on the lesson planning rubric for EDCI 350 – Instructional Strategies.
- Discussed possible reasons for why assessors may not be ranking candidates on certain domain indicators. It was determined that one reason may be candidates are not performing well, but assessors were hesitant to give a “Below” or “Unsatisfactory” rating. Thus, a discussion was held with supervisors regarding the clinical practice instrument and its purpose.
- 2010 – Continue to monitor domains where items were not evaluated. This was identified as an issue to be addressed by the Field Based and Clinical Practice Committee of the Teacher Education Council. The item was referred to this committee who will have recommendations during the next (2011-2012) academic year.

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Goals	Student Learning Outcomes/Objectives	Metric	Target			Findings			Action Plan (if applicable)	Reference Document
			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
Goal 1 To adequately prepare candidates who are competent educators in their areas of specialization	SLO 1.1 Candidates will demonstrate knowledge of the content in their respective certification areas as measured by the Texas Examination of Educator Standards (TExES) Program Tests in the following disciplines: EC-6 Generalist, EC-6 Bilingual Generalist, 4-8 English, Language Arts & Reading, 4-8 English, Language Arts, Reading & Social Studies, 4-8 Mathematics, 4-8 Science, 4-8 Math/Science, 4-8 Social Studies and EC-12 Special Education	TExES Content Examinations in the specified disciplines on the final score report as reported by (ASEP) (Accountability System for Educator Preparation)	70 % of the candidates who have completed their programs of study will successfully pass the TExES content licensure exam in their respective certification areas	70 % of the candidates who have completed their programs of study will successfully pass the TExES content licensure exam in their respective certification areas	75% of the candidates who have completed their programs of study will successfully pass the TExES content licensure exam in their respective certification areas	Findings for 2007 EC-4 Gen (86%) EC-6 Bil Gen (92%) 4-8 ELA/Reading (87.5%) 4-8 Soc Studies (100%) EC-12 Sped (100%) No candidates tested in the other areas Target Met for those completing program Additional data indicated a high failure rate for those who had not completed the program	Findings for 2008 EC-4 Gen (88.9%) EC-6 Bil Gen (100%) 4-8 ELA/Reading (100%) 4-8 Soc Studies (100%) EC-12 Sped (100%) No candidates tested in the other areas Target Met for 2008 Findings for 2009 EC-4 Gen (87.5%) EC-6 Bil Gen (50%) 4-8 ELA/Reading (75%) 4-8 Soc Studies (100%) EC-12 Sped (60%) No candidates tested in the other areas Target not met for EC-6 Bilingual Generalist and EC-12 Special Education	EC-6 Gen (84.6%) EC-6 Bil Gen (100%) EC-12 Sped (100%) No candidates tested in the other areas Target Met for 2010 EC-6 Bil Gen and EC-12 Special Education candidates showed strong improvement over last year's performance	Based on 2007-2008 Findings Added a 3-hr course to focus specifically on test preparation for the several TExES certification exams. Administered pre-tests in the certification areas to determine where individual candidates needed additional support and study. Targeted candidates who failed tests more than two times for additional and intensive help with areas of weakness. Based on 2008-2009 Findings Continued to improve the EDCI 404 Certification Seminar course to improve test performance of candidates on the content licensure examination	R1.1 ASEP Results from TExES Exams in the content areas (Table showing ASEP Scores)

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Goal 1 To adequately prepare candidates who are competent educators in their areas of specialization									Based on 2009-2010 Findings Continue strategies to maintain high passage rate in content exams as the state will be raising its current 75% minimum pass rate to 80%	R1.1 ASEP Results from TExES Exams in the content areas (Table showing ASEP Scores)
	SLO1.2 Candidates will demonstrate pedagogical knowledge and skills foundational to effective teaching and learning in the following Domains: Domain I – Active, Successful Student Participation Domain II – Learner-Centered Instruction Domain III – Evaluation and Feedback on Student Progress Domain IV – Management of Student Discipline, Instructional Strategies and Time and Materials	Clinical Practice Evaluation Instrument results with the following ratings for items in each domain: Exceeds Expectations Proficient Below Expectations Unsatisfactory	70% of the candidates will earn ratings of Exceeds or Proficient on items in each of the four domains assessed using the Clinical Practice Evaluation Instrument	70% of the candidates will earn ratings of Exceeds or Proficient on items in each of the four domains assessed using the Clinical Practice Evaluation Instrument	75% of the candidates will earn ratings of Exceeds or Proficient on items in each of the four domains assessed using the Clinical Practice Evaluation Instrument	At least 70% of the candidates enrolled in clinical practice earned the ranking of “proficient” or “exceeds expectations” in the domains assessed At least 90% of the candidates earned a rating of “proficient” or “exceeds” on each of the several indicators assessed	At least 70% of the candidates enrolled in clinical practice earned the ranking of “proficient” or “exceeds expectations” in the domains assessed In Domain II (Learner-Centered Instruction), 17% of the candidates scored “below” on pacing/sequencing and on the technology indicator 25% of the respondents did not give a ranking for this indicator	At least 75% of the candidates earned the ranking of “proficient” or “exceeds expectations” in the domains assessed. Further analyses indicated that in Domain III (Evaluation and Feedback on Student Progress), large numbers of items were not even rated by the assessors.	Based on 2007-2008 Findings Continued to evaluate professional development seminars to determine if these seminars are meeting the needs of the clinical practice students, university supervisors and supervising teachers. Based on 2008-2009 Findings: Re-examined PPR course outlines to determine where pacing and sequencing are addressed as part of the content covered. Included pacing and sequencing as indicators on the lesson planning rubric in EDCI 350.	R1.2 Results from Clinical Practice Evaluations: R1.2.1 LIME Results (08-09) R1.2.2 Clinical Practice Data (Spring 10)

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Goal 1 To adequately prepare candidates who are competent educators in their areas of specialization							19% did not rank on the indicator "equitable and varied characteristic" Domain IV (Management of Student Discipline, Instructional Strategies and Time and Materials)	For example, 21% of the assessors did not rank the item "appropriate assessment," and 18% did not rank the item "learning reinforced"	Identified possible reasons for not ranking candidates on certain Domain indicators. Discussed the clinical practice instrument with supervisors. Based on 2009-2010 Findings Referred non evaluation domains to Field Based and Clinical Practice Committee of the Teacher Education Council and will have recommendations from the committee during the next 2011-2012 academic year.	R1.2 Results from Clinical Practice Evaluations: R1.2.1 LIME Results (08-09) R1.2.2 Clinical Practice Data (Spring 10)