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

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

College/School: College of Education
Discipline/Program: BS Interdisciplinary Studies

THECB CIP Code 30.9999.01

01-	Student Learning	0.0 - 4 - 1 -	Target			Findings			Action Plan	Reference
Goals	Outcomes/Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(if applicable)	Document
Goal 1	SLO 1.1	TExES Content	70 % of the	70 % of the	75% of the	Findings for 2007	Findings for 2008	EC-6 Gen	Based on 2007-2008	R1.1
To adequately	Candidates will	Examinations	candidates	candidates	candidates	EC-4 Gen (86%)	EC-4 Gen (88.9%)	(84.6%)	Findings	ASEP Results from
prepare candidates	demonstrate knowledge	in the	who have	who have	who have	EC-6 Bil Gen (92%)	EC-6 Bil Gen (100%)	EC-6 Bil Gen	Added a 3-hr course to	TExES Exams in
who are competent	of the content in their	specified	completed	completed	completed	4-8 ELA/Reading	4-8 ELA/Reading	(100%)	focus specifically on	the content areas
educators in their	respective certification	disciplines on	their	their	their	(87.5%)	(100%)	EC-12 Sped	test preparation for the	(Table showing
areas of	areas as measured by the	the final score	programs of	programs of	programs of	4-8 Soc Studies	4-8 Soc Studies	(100%)	several TExES	ASEP Scores)
specialization	Texas Examination of	report as	study will	study will	study will	(100%)	(100%)	No candidates	certification exams.	
	Educator Standards	reported by	successfully	successfully	successfully	EC-12 Sped	EC-12 Sped	tested in the	Administered pre-tests	
	(TExES) Program Tests in	(ASEP)	pass the	pass the	pass the	(100%)	(100%)	other areas	in the certification	
	the following disciplines:	(Accountabilit	TEXES	TEXES	TEXES		No candidates tested	Target Met for	areas to determine	
	EC-6 Generalist, EC-6	y System for	content	content	content	No candidates	in the other areas	2010	where individual	
	Bilingual Generalist, 4-8	Educator	licensure	licensure	licensure	tested in the other	Target Met for 2008	EC-6 Bil Gen and	candidates needed	
	English, Language Arts &	Preparation)	exam in their	exam in	exam in their	areas		EC-12 Special	additional support and	
	Reading, 4-8 English,		respective	their	respective		Findings for 2009	Education	study.	
	Language Arts, Reading &		certification	respective	certification	Target Met for	EC-4 Gen (87.5%)	candidates	Targeted candidates	
	Social Studies, 4-8		areas	certification	areas	those completing	EC-6 Bil Gen (50%)	showed strong	who failed tests more	
	Mathematics, 4-8 Science,			areas		program	4-8 ELA/Reading	improvement	than two times for	
	4-8 Math/Science, 4-8						(75%)	over last year's	additional and	
	Social Studies and EC-12					Additional data	4-8 Soc Studies	performance	intensive help with	
	Special Education					indicated a high	(100%) EC-12 Sped		areas of weakness.	
						failure rate for	(60%)			
						those who had not			Based on 2008-2009	
						completed the	No candidates tested		Findings	
						program	in the other areas		Continued to improve	
							Target not met for		the EDCI 404	
							EC-6 Bilingual		Certification Seminar	
							Generalist and EC-12		course to improve test	
							Special Education		performance of	
									candidates on the	
									content licensure	
									examination	

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

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

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Goals	Student Learning Outcomes/Objectives	Metric	Target			Findings			Action Plan	Reference
			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(if applicable)	Document
Goal 1							19% did not rank on	For example,	Identified possible	R1.2
To adequately							the indicator	21% of the	reasons for not ranking	Results from
prepare candidates							"equitable and varied	assessors did not	candidates on certain	Clinical Practice
who are competent							characteristic"	rank the item	Domain indicators.	Evaluations:
educators in their							Domain IV	"appropriate	Discussed the clinical	
areas of							(Management of	assessment,"	practice instrument	R1.2.1
specialization							Student Discipline,	and 18% did not	with supervisors.	LIME Results (08-
							Instructional	rank the item		09)
							Strategies and Time	"learning	Based on 2009-2010	
							and Materials)	reinforced"	Findings	R1.2.2
									Referred non	Clinical Practice
									evaluation domains to	Data (Spring 10)
									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.	

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