



Sam Houston
State University

2013-2014

College of Education

**Department of Curriculum
and Instruction**



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Sam Houston State University (SHSU)
2013 - 2014

Curriculum And Instruction MED

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Goal **Scholarly Candidates - Presentations** 🔑

Candidates display effectiveness in scholarly presentations.

Objective (L) **Graduate Candidates Will Develop Skills To Make Scholarly Professional Presentations.** 🔑
 Candidates in the Curriculum and Instruction Masters of Education program will demonstrate skills in scholarly professional presentation by presenting research at professional conferences.

Indicator **Graduate Candidate Presentations** 🔑
 Annual number of Masters of Education graduate students presentations at professional conferences compared to 2013-2014 academic year. In our growing efforts to encourage research and thesis in our graduate programs, candidates will be supported in their efforts to complete action research and present their research at professional conferences. There is a rubric (attached to criterion) to measure the quality of the presentation.

Criterion **Graduate Professional Presentations** 🔑 🔑
 Increase in the number of professional presentations by the Masters of Education graduate candidates in the Department of Curriculum and Instruction. Three years ago was the first year for this goal and there were two presentations made by graduate candidates, so that is our baseline. Last Year that number increased to four. We want to attain higher numbers each year.

 Last year we observed some areas where the presentations could be strengthened. We determined to spend more time teaching research techniques and strategies as well as provide more instruction in maintaining a logical order to the presentation. We are eager to determine if our interventions did strengthen the presentation.

Finding **Desired Competence Criteria Achieved** 🔑
 Areas were strengthened and presenters scored better than last year. The overall number of students was 8. Four presentations were at national conferences, two were state level conferences, and two were local presentations.

Action **Plan For Growth** 🔑
 The Office of Academic Planning and Assessment suggested that we provide specifics on what is being done to develop the students' abilities to present. The program will research and implement best practices for graduate candidates' research presentations. In addition, the program will update the rubric used for these presentations to reflect these best practices. The program will work to increase the number of national/state/local conference presentations.

Goal **Leaders In Curriculum Development And Instruction** 🔑

Candidates will become leaders in the field of curriculum and instruction.

Objective (L) **Candidates Will Demonstrate Knowledge Of Current Research In Curriculum**

Development And Instructional Strategies. 🔑

Candidates who demonstrate mastery have acquired the knowledge and skills to be leaders in curriculum development and instruction in their fields.

Indicator

Comprehensive Examinations 🔑

During the last semester of the masters program, candidates are required to take their comprehensive examinations. Each candidate must answer questions from a faculty-development comprehensive examination that integrates practice and theory. Faculty score the questions for accuracy of content, use of APA style and writing fluency. Candidates are then awarded either: High Pass, Pass, or Did Not Pass.

Criterion

Pass Scores 🔑

Candidates will receive "Pass" or "High Pass" on their comprehensive examination. These exams are blind scored by faculty in Curriculum and Instruction or the candidates' content area.

We worked on APA formatting for references and internal documentation, two weaknesses that emerged last year. We anticipate better scores in these areas.

Finding

Criterion Not In Place This Year 🔑

No students took comprehensive exams this year. Students are no longer required to take comprehensive exams. Current students conduct research in place of these exams.

Action

Removal Of Objective 🔑

Students are no longer required to take these exams. This objective will be removed.

Goal

Scholarly Candidates - Research 🔑

Candidates in the Curriculum and Instruction Master's of Education program presenting capstone research projects at the culmination of the program.

Objective (L)

Graduate Candidates Capstone Project 🔑

Candidates in the Curriculum and Instruction Master's of Education program will demonstrate research skills presenting capstone research projects at the culmination of the program.

Indicator

Graduate Candidates Capstone Project 🔑 🔑

At the end of each candidate's Master's Degree program they are required to take CIED 5370 and CIED 5085. These two courses present educational research, introducing each candidate to the concept of conducting research. Each candidate is required to conduct a research project, write the project, and present the project to a panel of professors in the Department of Curriculum and Instruction.

Criterion

Scores Of Pass 🔑

All candidates will have their research project reviewed and critiqued in preparation for the final presentation. Eighty percent of candidates will receive approval on their research project by the committee of C&I professors.

Two years ago, we determined to strengthen communication with students detailing the requirements of the Capstone research projects. This emphasis should increase the integration of research, writing, and publishing.

Finding

Desired Competence Achieved

Ninety-four percent of our candidates received approval for their Capstone Research Presentation. This is a fourteen percent increase from last year. The work is taken very seriously by the candidate, the professor teaching the class, and the professors serving on the committee.

Action

Continuous Improvement

The program will revise the rubric to specifically address best practices of educational research. The components of the revised rubric will provide the specific data needed to focus on areas of improvement. This was a suggestion by the Office of Academic Planning and Assessment's annual evaluation.

Previous Cycle's "Plan for Continuous Improvement"

During the 12-13 academic year the MED program in Curriculum and Instruction was successful in all criterion areas. We still desire to increase the number of professional presentations by our graduate students by one or two each year. These goals are on-going for us into the 13-14 academic years and the program will strive for excellence.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

During the 2013-2014 cycle, the Master of Education in Curriculum and Instruction program has been able to implement all of its planned actions from the previous cycle.

Faculty worked with students to strengthen their proposals and presentations for professional conferences. This effort resulted in an increase in the number of students who presented at these conferences.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

The finding from the 2013-2014 assessment cycle indicated that the program's goals and objectives need to be revised to better define what is expected of our students. The faculty met in Fall 2014 to discuss the changes needed. In addition, the rubrics will be revised, standardized and validated.

[Jump to Top](#)



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Instructional Technology MED

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Goal **Mastery Of American Psychological Association (APA) Writing Style**

Program Quality and Effectiveness

Objective (L)

Candidates Will Demonstrate Mastery Of American Psychological Association (APA) Writing Style

Technology facilitator candidates in the Master of Education in Instructional Technology program will employ American Psychological Association (APA) Style in formal writing, including internal documentation and works cited.

Indicator

American Psychological Association (APA) Writing Style In Formal Writing

A common embedded portion of each literature review assignment developed by program faculty will require proper use of APA style, including internal documentation and works cited.

Criterion

American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5367)

At least 85% of candidates during the 2012-2013 academic year will achieve a score of "Indicator Partially Met" or "Indicator Met" on the APA indicator embedded in the Annotated Bibliography assignment (CIED 5367), with at least 50% of candidates achieving a score of "Indicator Met".

As a result of last year's assessment, we have kept the criterion the same.

Finding





American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5367) Results

The results from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment indicate that the criterion were only partially met for the 2013-2014 assessment cycle. While 90.91% of the sampled candidate papers scored 14 (Indicator Partially Met) or higher, only 27.27% scored 18 or higher (Indicator Met). This indicates that while our candidates are able to write sufficiently using APA style, more work is needed to ensure that we are producing proficient writers within the discipline. The complete report detailing our findings is attached.

Action

American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5367) ACTION

The findings from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment were discussed at the end-of-year faculty meeting. In response to these findings, the faculty decided to continue to list the Publication Manual of the American Psychological Association (6th edition) as a required course text in all courses and assess all research based assignments for proper APA 6th edition style. Faculty will continue to prompt candidates to review basic rules to properly using APA 6th edition (as opposed to 5th edition) style to cite resources, especially in the first courses in the program. Candidates will be provided with additional tutorials on proper use of APA 6th edition writing style in their first course in the program. Also, candidate will be encouraged to purchase the more recently released APA Style Guide to Electronic References, (6th edition) to help further clarify citation of electronic resources, which appears to give candidates the most problems.

Goal	Mastery Of Procedures, Policies, Planning, And Budgeting For Technology Environments  Program Quality And Effectiveness
Objective (L)	Candidates Will Demonstrate Mastery Of Procedures, Policies, Planning, And Budgeting For Technology Environments  Technology facilitator candidates in the Master of Education in Instructional Technology program will demonstrate mastery of the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-16 schools or business/industry.
Indicator	Comprehensive Examination: Field And Employment Experiences Portfolio   Candidates seeking the Master of Education in Instructional Technology degree must complete, during their last semester of the program, a comprehensive examination requiring reflection on broad concepts, theories, and practices presented in the program as related to each of the ISTE Technology Facilitation Standards. Curriculum and Instruction and Computer Science faculty teaching in the program assess the reflections. Candidates are required to pass the comprehensive examination before they are allowed to graduate with their Master of Education in Instructional Technology degree. As a graduate candidate in the College of Education Master of Education in Instructional Technology program, it is expected that candidates will have experiences with PK-16 faculty and technology leaders in diverse settings, and will work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. These experiences may or may not be directly related to specific course work, and should be a product of the various settings where candidates are employed or sought additional knowledge. In order to demonstrate proficiency in serving as a technology facilitator, candidates are required to: maintain a log and checklist, documenting multiple and varied (diverse) field experiences connected to the Technology Facilitation Standards at the letter and number level (i.e. TF-I.A.1); maintain anecdotal notes, documenting observation of each technology facilitation standard at the letter level (i.e. TF-I.A); and complete written reflections highlighting field and work experiences as they relate to each technology facilitation standard TF-I through TF-VIII. Field and Employment Experiences (FEE) Documentation Log Candidates are expected to seek multiple and varied field and employment experiences working with faculty and technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. Although the number of observation hours is unstipulated, candidates are expected to observe several of the Technology Facilitation Standards each semester in the Program, with all standards (at the letter and number level; i.e. TF-I.A.1) having been documented as part of the Comprehensive Examination requirements. Field and Employment Experiences (FEE) Anecdotal Notes During focused field and employment experiences, candidates use an Anecdotal Notes form to take observation notes tied to each Technology Facilitation Standard (at the letter level; i.e. TF-I.A) that describe what is seen, heard, and thought.

Field and Employment Experiences (FEE) Technology Facilitation Standards Reflections

Using an Observation Protocol and Technology Facilitation Standards Reflection rubric, the candidate writes eight reflections that provide evidence of mastery of each of the Technology Facilitation Standards TF-I through TF-VIII. The candidate is expected to: examine how these experiences could impact professional behavior and enhance development as a technology facilitator; identify future actions related to course readings and objectives for improved teaching practice and professional growth; and reflect on performance of faculty and technology support personnel in these experiences and link experiences to student learning.

Criterion

Comprehensive Examination: Field And Employment Experiences Technology Facilitation Standards Reflection For Standard TF-VII

At least 85% of candidates during the 2012-2013 academic year will achieve a score of "Indicator Partially Met" or "Indicator Met" on the Technology Facilitation Standards Reflection for Standard TF-VII (Procedures, Policies, Planning, and Budgeting for Technology Environments), with at least 50% of candidates achieving a score of "Indicator Met".

As a result of last year's assessment, we have kept the criterion the same.

Finding

Comprehensive Examination: Field And Employment Experiences Technology Facilitation Standards Reflection For Standard TF-VII Results

The results from the Comprehensive Examination Field and Employment Experiences Technology Facilitation Standard VII Reflection indicate that the criterion was not met for the 2013-2014 assessment cycle. Of the sampled candidate papers, 80% scored 4 (Indicator Partially Met) or higher, while only 46.67% scored 7 or higher (Indicator Met). This indicates that our candidates are somewhat able to develop and implement technology infrastructure, procedures, policies, plans, and budgets for PK-16 schools or business/industry; However, more work is needed to ensure that we are producing proficient technology facilitators within the discipline. The complete report detailing our findings is attached.

Action

Comprehensive Examination: Field And Employment Experiences Technology Facilitation Standards Reflection For Standard TF-VII ACTION

The findings from the Comprehensive Examination Field and Employment Experiences Technology Facilitation Standard VII Reflection were discussed at the end-of-year faculty meeting. In response to these findings and the addition of updated standards, the faculty decided to implement curricular and pedagogical changes designed to further emphasize content knowledge of visionary leadership (ISTE NETS for Coaches Standard 1). In particular, the faculty have realigned and revised coursework to address the new ISTE NETS for Coaches. Standard 1 of the ISTE NETS for Coaches addresses visionary leadership and specifically directs technology coaches to "advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines". This standard most closely resembles the now retired Technology Facilitation Standard Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII). During candidate's culminating research activity, specific opportunities for application of visionary leadership will be provided and candidates will be prompted to reflect on visionary leadership through content instruction and assignment guidelines.

Previous Cycle's "Plan for Continuous Improvement"

The finding from the 2012-2013 assessment cycle indicated that candidates in Master of Education in Instructional Technology degree program were not performing as expected with regard to content knowledge of Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII) and writing using APA style. Faculty will meet during the fall 2013 semester to discuss curricular changes that can be made to reinforce instruction on procedures, policies, planning, and budgeting for technology environments (Standard TF-VII). Decided changes will be implemented into the curriculum beginning during the Practicum for Technology Facilitation (CIED 5369) and companion Development of Technology Infrastructure in School (CSTE 5338) course in the Spring 2014 semester.

To continue to encourage candidates to correctly practice proper APA 6th edition formatting skills in formal writing, the Publication Manual of the American Psychological Association (6th edition) will be a required course text in all courses beginning in the Fall 2013 and all candidates will be provided with tutorials on proper use of APA 6th edition writing style. Formal writing assignments will continue to be assessed for proper APA 6th edition formatting.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

During the 2013-2014 cycle, the Master of Education in Instructional Technology program has been able to implement all of its planned actions from the previous cycle.

Faculty meet during the fall 2013 semester to discuss curricular changes that could be made to reinforce instruction on procedures, policies, planning, and budgeting for technology environments (Standard TF-VII). Faculty decided to draw specific attention to this standard and require additional reflection on it during the Practicum for Technology Facilitation (CIED 5369) and companion Development of Technology Infrastructure in School (CSTE 5338) course in the Spring 2014 semester. Additionally, a question and answer discussion was offered to candidates during the comprehensive examination to help candidates address specific questions related to the ISTE Technology Facilitation Standards, including the Standard TF-VII.

In an effort to increase the percentage of Master of Education in Instructional Technology candidates who correctly practice proper APA 6th edition formatting skills in formal writing, faculty required the Publication Manual of the American Psychological Association (6th edition) as a text in all courses and assessed all research-based assignments for correct usage of APA 6th edition formatting. Candidates were also provided with selected tutorials on proper use of APA 6th edition writing style.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

The finding from the 2013-2014 assessment cycle indicated that candidates in Master of Education in Instructional Technology degree program were not performing as expected with regard to content knowledge of Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII) and writing using APA style. Faculty will continue to meet during the fall 2014 semester to discuss curricular changes that can be made to reinforce visionary leadership (ISTE NETS for Coaches Standard 1). In particular, the faculty will realign and revise all coursework to address the new ISTE NETS for Coaches. Standard 1 of the ISTE NETS for Coaches addresses visionary leadership and specifically directs technology coaches to "advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines". This standard most closely resembles the now retired Technology Facilitation Standard Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII). Decided changes will likely be implemented mainly during candidates' culminating research activity,

spanning the fall 2014 and spring 2015 semesters.

To continue to encourage candidates to correctly practice proper APA 6th edition formatting skills in formal writing, the Publication Manual of the American Psychological Association (6th edition) will remain as a required course text in all courses and beginning in the Fall 2013, new candidates will be encouraged to also purchase the APA Style Guide to Electronic References, (6th edition). All candidates will be provided additional tutorials on proper use of APA 6th edition writing style and formal writing assignments will continue to be assessed for proper APA 6th edition formatting.

[Jump to Top](#)



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Interdisciplinary Studies BA, BS (Elementary EC-6)

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Goal **Program Quality And Effectiveness** 

Program Quality and Effectiveness

Objective (L)**Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective Instruction For All Learners.** 

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

Indicator**Pass Rates On The Teacher Work Sample**  

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 have to redo the assignment; a 2 or 3 demonstrates that the candidate proficiently completed the document.

Criterion**Teacher Work Sample (TWS) Scores**  

At least 87% of candidates during the 2012-2013 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.

Finding**Teacher Work Sample Scores** 

For the academic year 2013-2014, results from 299 student teachers enrolled in Interdisciplinary Studies (EC-6) showed 66% of the student teachers received a score of "3" (target) while 33% received a score of "2" (acceptable) on the Teacher Work Sample. Thus, 99% of all the student teachers during this academic year met the predetermined criterion (87% met either "target" or "acceptable" rating). Further analysis of the subscores on the TWS revealed the following: Assessment Plan, Analysis of Student Learning, and Reflection and self-evaluation had the lowest scores (2.60 out of 3).

On the section (Contextual Factors), candidates scored the lowest on "skills and Prior learning" and "Implications for Planning and Assessment. On average, on the TWS, the student teachers did well in identifying goals and aligning them with appropriate standards

Action

Scores On The Teacher Work Sample

Although our data on the Teacher Work Sample (TWS) showed 99% of our student teachers meeting the criterion (target or acceptable), more work is needed to improve on areas identified as "weak", and that is, those areas not meeting a score of "3" (Target). The instructors in the content methods semester will use the data to improve the quality of the abbreviated TWS required of candidates in this semester prior to student teaching. Three specific areas that need more reinforcement are "Assessment for learning", "Analysis of student learning", and "Reflection/Self-evaluation". Much earlier into the program, faculty needs to focus on assessment and analysis of student learning as candidates begin to learn about lesson planning.

Objective (L)

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

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.

1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
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.
4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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

Indicator

Pass Rates On PPR Certification Exams

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

Pass Rates For EC-12 PPR Certification Exam 

First time pass rates on all levels of the Pedagogy and Professional Examinations will exceed 85%. 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 2012-2013 academic year.

Finding

State Exam PPR (Pedagogy And Professional Responsibilities)  

During the academic year 2013-2014, 227 EC-6 teacher candidates took the teacher certification examination and 222 of them passed the PPR on their first attempt. This corresponded to 98% passing on the PPR state examination. When compared with the Texas state passing average (85%), our candidates had a significantly higher passing rate than the state overall passing average. Further analysis of the PPR test results showed our candidates were not doing as well on Domain 3 (implementing effective, responsive instruction and assessment, and technology integration). Out of the total number of items on the test, 33% of them assess this domain. The PPR examination consisted of four domains and these are listed above under objectives.

Action

Scores On Texas Teacher Examination (PPR EC-6)  

The faculty continues to access and use PPR results (aggregated by domains) every semester to help faculty inform their teaching and improve course syllabi. Specifically, to address lower performance on Domain 3 (implementing effective, responsiv instructions and assessment, and technology integration) on the PPR, the content methods instructors will require candidate reflections, assessments, E-portfolio, standard matrix that clearly link the PPR competencies/standards to our courses. Those candidates not passing the PPR for the first time are strongly encouraged to visit the office of student services (Writing/Testing center) for individual help with test taking. The Certification Office requires each candidate to take the "practice test" and provides the examinee with an item analysis to help prepare for the actual PPR.

Previous Cycle's "Plan for Continuous Improvement"

The faculty teaching in the EC-6 Program will continue to meet and plan collaboratively, as a committee, to identify areas of improvement and ways to support our teacher candidates in becoming highly effective teachers for a diverse population. For example, we will review our course syllabi before the start of each semester to ensure that both national and state standards are addressed. We will continue to analyze data (from TK20) to help with program improvement. More specifically, the instructors will prepare teacher candidates to teach 21st

century skills such as, critical thinking and problem solving. To support these goals, the faculty will continue to model and adapt project based learning (PBL) as a primary methodology in all our courses. We will require at least one major PBL assessment during the content methods semester. All these should help us meet goal 1 with more depth and rigor. Our candidates should be able to plan, implement, assess, and modify effective instruction that supports 21st century skills (communication, critical thinking, problem solving).

For goal 2 (demonstrate mastery of the state educators standards assessed in the PPR), the original criterion (85% first time passing rate) has been met. In addition, our higher criterion (93% set for 2012-2013 was met (98% passing rate for first time test takers). In anticipation for a much more rigorous revised PPR (for EC-12 certification) examination, the faculty will have the following measures in place in order to improve weak areas.

Two domains on the PPR (Designing Instruction, assessment to promote student learning, and Implementing effective and responsive instruction and assessment) will be reinforced in all our content methods courses. These two areas will be addressed in previous courses where lesson planning to meet the needs of diverse learners is taught. To help candidate become familiar with the rationale, language, and format of the PPR teacher certification examination questions, each instructor (in the methods semester) prepares 10 sample questions from his/her content area (includes Classroom Management) and use these items for either pre or post assessment in the course. Both instructors and candidates will discuss/analyze questions and rationalize choice of acceptable and unacceptable answers. The faculty will further involve the certification office to provide feedback on the practice test results so that areas of concern can be identified prior to the state examination date. Finally, the content methods instructors in the EC-6 program will emphasize modeling and requiring interdisciplinary learning units (with technology integration). This will result in a stronger alignment with the PPR state teacher examination. This plan should raise our passing rate (first time) to 95%.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

We have adopted most of the plans described above (2012-2013 report) which focused on improving teacher quality in terms of their readiness to implement 21st century skills. The faculty worked intensely in modeling and adapting project based learning (PBL) as a primary methodology in all our courses. In our content methods courses, only "mini" PBLs were assigned in order to make the assessments more realistic, hence meeting the constraints of public schools setting. All these steps helped us meet goal #1 with more depth and rigor. While many of the full-time instructors implemented project based learning (PBL) in their courses, we have no strong evidence to show that other instructors (e.g., adjunct) have been using PBL. They need to attend PBL workshops and be present at faculty meetings in order to stay updated. This is an area we need to work hard during the next report cycle.

Although we have implemented most of the plans for continuous improvement (in 2012-2013 report), more work is needed in technology integration from both the faculty and the teacher candidates. Latest standards, define "use of technology" as students using tools to help them learn the content; Not only the teacher. The faculty needs to address this more by modeling strategies in the courses.

The faculty worked intensely at aligning courses and syllabi with the PPR competencies. Content methods instructors have designed more authentic course assessments to closely link theory and practice.

Meanwhile, the offices for certification, field experience, and accreditation have supported instructors and field supervisors in providing current data, information, and other services which helped us prepare quality teacher candidates who are also successful on the state certification examination.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

In order to meet both goals, the faculty will continue to model good assessment practices (e.g., project based, performance-based), engaging teaching models, and infusing instructional technology into all our courses. We need to address our inadequate technology to model what public schools are using in their classrooms. Our department will purchase more "high" technology for faculty to use and to model effective practice. Additionally, faculty will collaborate with public school officials so that early field experience of our candidates will include professional development on the use of campus-based technology.

Faculty will focus more intently on helping teacher candidates address the needs of diverse population in planning and implementing instruction. Faculty will emphasize this more during lesson planning with particular attention to accommodation strategies (specific to English Learners and students of poverty).

We will challenge our faculty and teacher candidates by increasing our criterion for meeting both goals/objectives. The faculty teaching in the EC-6 Interdisciplinary Program will set a goal of 95% passing rate on the PPR (Goal 2) and 95% of all student teachers receiving an overall score of 2 or 3 on the Teacher Work Sample (TWS) (Goal 1).

For a tighter alignment between courses and new standards (national and state), a revised template for course syllabi will be used effective Fall, 2014. More importantly, the standards on Dispositions, Diversity, and professionalism will be given more emphasis in all education courses.

The faculty in the EC-6 Program, which include many adjunct instructors will develop a plan for better communication and information about "standardizing" courses, course assessments, etc. in order to strengthen the program. Currently, EC-6 program courses are taught in 3 different campuses (includes day and night sections). Consequently, communication among instructors and accountability is a challenge. This plan should support Goals 1 and 2.

Attachments

1. [Revise Course Syllabus Template](#)

[Jump to Top](#)



Online Assessment Tracking Database

Sam Houston State University (SHSU)

2013 - 2014

Post Baccalaureate Alternate Route To Certification

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Goal **Program Quality And Effectiveness**

Increase Program Quality And Effectiveness

Objective (L)**Certification**

Post baccalaureate teacher candidates will demonstrate the knowledge and skills necessary to satisfy the state certification requirements through performance on administered exams.

Indicator**Certification Examinations**

All 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). The Pedagogy and Professional Responsibilities Certification Examination is required of all certification candidates. The remaining 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.

Criterion**Pass Rates For All Pedagogy And Professional Responsibilities Examination (PPR)**

Overall, Post Bacc candidates passing the PPR exam will meet or exceed 85%, both overall and within each Program level. 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 2013-2014. Scores will reflect that at least 85% of Post-Bacc students passed the PPR exam on the first attempt.

Data continue to indicate lower performance areas of the PPR exam are Domains III (Instruction and Assessment) and IV (Professional Roles and Responsibilities). Efforts to strengthen performance in these two domains are in underway and course curricular changes to address lesson planning and assessment have begun.

Finding**TExES PPR Data For Post Bacc's Teacher Certification Candidates 2013-2014**

We find that of the 53 unique PB/Combo students who took the EC-12 TExES PPR exam during the 2013-14 cycle, fifty passed (on first try or on more than one try). This is a pass rate of 94% for 2013-14.

Action

Continued Success Rates On The TExES PPR EC-12

Since pass rates showed considerably improved from 85% to 94% overall for first time test-takers Post Baccs, we will continue to strengthen course curriculum to ensure success on the TExES PPR EC-12 exam.

Objective (L)

Modifying Instruction And Planning For Assessment

Post Bacc Teacher Certification candidates will demonstrate their ability to modify instruction and plan for assessment.

Indicator

Teacher Work Sample

Performance on the Teacher Work Sample (TWS) continues to be a successful indicator for our Post Bacc teacher candidates. In previous years we have focused on one area of the TWS that considers a candidate's ability to modify instruction. A Post-Bacc teacher candidate must receive a Target score of a 3 overall on the TWS which they have. The section that addresses the modification of instructional practices for all learners will be our focus again. In addition, we will look more closely at the candidates' Assessment Plans as it appears from the data that this is an area that could be improved as well.

Criterion

Teacher Work Sample Scores

Eighty-five percent of the Post bacc teacher certification candidates during the 2013-2014 academic year will achieve a score of at least a "2" or "3" overall on the Assessment Plan and Design for Instruction domains of the TWS. The candidates overall TWS score must be a "2." The Post bacc teacher candidates TWS's are scored at least twice by trained scorers.

Finding

TWS Scores For Post Bac Teacher Certification Candidates

Overall performance on the TWS for 2013-14, we find 61 PB/Combo students with the following breakdown:

- 3: 20/61 = 33% (Target)
- 2: 33/61 = 54% (Acceptable)
- 1: 8/61 = 13% (Unacceptable)

Disaggregated data charts for each TWS Domain show that most Post Baccs score lower in Design for Instruction and Assessment Plans. (Specific data findings for each domain will be provided).

Lesson Plan data are included.

Action

Online TWS Training Opportunity

Since roughly two-thirds of our Post Bacc teacher certification candidates score in the "2" and "1" range (acceptable and unacceptable respectively), we must find ways to help our candidates improve their TWS performance and move them closer to Target (3). Post Bacc teacher certification candidates typically do not attend the Teacher Work Sample help session offered on campus each semester. It is a required professional development of Student Teachers. This year, we videotaped the faculty presenters for each TWS domain and are now able to post these training videos on Blackboard. We will make these online TWS training videos available to all Post Bacc teacher certification candidates to see if these training videos will help support the TWS process for this audience. In addition, we need to continue to find ways to address Post Bacc's special needs before, during, and even after the TWS process.

We will ensure that all Post Baccs have access to the new TWS prompts, rubrics, and exemplars via Blackboard as well.

Previous Cycle's "Plan for Continuous Improvement"

During the 12-13 academic year the Post-Bacc Certification program achieved all of our goals. However, there are a few areas where the faculty will focus during 2013-2014. One area is the candidates ability to modify instruction for all learners. This trend was identified in the Teacher Work Sample data as well as in the Lesson Plan data. Another area of focus is the infusing of the technology, understanding student diversity, and ELPS standards throughout the program to improve the candidates' performance on the new EC-12 PPR.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Efforts were made to improve the Post Bac teacher certification candidates' performance on modifying instruction in both lesson plans and the Teacher Work Sample. The data were reviewed to indicate most Post Bacc TWS scores were given a "2" in the Design for Instruction domain of the TWS. Data on the overall performance on the TWS by 61 Post bacc teacher certification candidates for 2013-2014 show the following:

3: 20/61 = 33%
 2: 33/61 = 54%
 1: 8/61 = 13%

The TWS committee reviewed and strengthened the TWS prompts and rubrics to better address all seven of the TWS domains. A more systematic approach to analyzing the data needs to be in place in order to truly ascertain the impact of these changes on Post Bacc teacher candidates performance on the TWS. One important adjustment was made with regard to technology integration in Domain 4 of the TWS. In order for candidates to score a "3" in Use of Technology criterion, they must show evidence that they not only used technology to plan and implement their lessons, they must also engage students in using technology for learning. This is a major change, that many teacher candidates will have to address in their TWS. We have also collected data on Teacher candidates' Diversity and Dispositions (DDP's) and this data needs to be reviewed more closely to see how are candidates fare when addressing the ELPS standards and diversity in their classrooms. We continue to show evidence of high pass rates on the EC-12 PPR exam. Fifty-three unique PB/Combo students took the PPR in 13-14. Of these, 50 passed in 13-14 (on first try or on more than one try). This is a pass rate of 94% for 13-14.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

There are several areas of the Post Bacc Teacher certification COMBO program that need to be improved as the data indicate from the 2013-2014 Cycle Findings. Many of these changes have already been addressed and implemented with the redesign of the TWS rubrics to more clearly specify criterion for scoring each of the TWS Domains. We hope that with the strengthening of these rubrics and prompts, we will raise the 33% of the Post Baccs earning a "3" overall on the TWS will increase to at least 65%.

The courses that our Post Baccs are required to take also need strengthening, particularly in light of the evidence from scores on the Post Bacc's performance on their Lesson Plans/Design for Instruction and Assessments. Rubrics that assess candidates ability to modify instruction, plan lessons and assessments need to be written and implemented in the Post Bacc online courses.

Since our Post Bacc teacher certification candidates are required to take a Pre-admission content test (PACT) and pass it in order to gain admission to our program, we will now have data to indicate what fields of study our Post Baccs will pursue. This data might be helpful in tailoring activities that are more content-specific and therefore provide more suitable examples for student modifications; lesson plans, and assessment.

Finally, it is important to look at the DDP data and perhaps the PDAS data to see what areas of improvement we need to address in this program. Perhaps for the next cycle, we need to add an additional objective that is specific to improved performance in our program.

[Jump to Top](#)

Department of Educational Leadership and Counseling











Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Counseling MED (School Counselor)

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Goal	Student Diversity   Understand human diversity and apply this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
Objective (L)	Graduates Will Demonstrate An Understanding Of Ways To Create A Positive School Environment In Which Diversity Is Respected.  Graduates of the MEd in School Counseling will demonstrate an understanding of ways to evaluate, create, and maintain a positive school environment in which diversity is acknowledged and respected.
Indicator	School-wide Cultural Competency Observation Checklist (SCCOC)  MEd school counseling students enrolled in COUN 6335 will have developed skills and knowledge required to evaluate the school environment concerning diversity utilizing the SCCOC.
Criterion	Successfully Complete The SCCOC   Competence as a school counselor includes the ability to successfully complete the SCCOC and do the following: <ol style="list-style-type: none"> 1. respond to all items on the SCCOC 2. interpret the results of the SCCOC 3. report the results of the SCCOC to the school administrators and staff 4. make recommendations to improve the school environment in which diversity is acknowledged and respected. <p>For 2013-2014 school year, the plan is to have COUN 6335 students complete the SCCOC and develop an Action Plan at mid-term rather than at the end of the course. School administrators and staff will be encouraged to implement Action Plan immediately. If we are able to accomplish this task, COUN 6335, students will re-evaluate the school environment looking for improvements to the three challenges based on the results of the SCCOC. In previous years, students were unable to complete the fourth step within the semester timeline.</p>
Finding	Results Of SCCOC And Action Plan  Students enrolled in COUN 6335 were unable to accomplish the task of completing the SCCOC and develop an action plan by mid-term rather than at the end of the semester. Attempts to carry out this assignment by mid-term did not provide sufficient time for students to complete the SCCOC, develop an action plan and share with administrators in order for changes to be made as outlined in the action plan, thereby, allowing students enough time before the end of the semester to complete the SCCOC a second time to evaluate positive changes in the school environment concerning diversying. Faculty teaching COUN 6335 realized shortly before mid-term that this timeline would not work. Therefore, the assignment was modified to give students the entire semester to complete the SCCOC and development an action plan.
Action	Student Diversity  Based on the findings for this goal, one of the two actions below could be implemented for 2014-2015: <ol style="list-style-type: none"> 1) Revise this learning experience to be a two part assignment with part one, the initial completion of the SCCOC, development of an action plan based on the results of the SCCOC, and share results with school administrators. Part one would be included in the learning experiences for students enrolled in the COUN 5333, the first school counseling course. Part two, would be to provide assistance for identifying and implementing changes based on the results of the first administration of SCCOC and then before the end of the semester

complete the SCCOC a second time to determine if a more positive school climate and environment resulted from implementing the recommended action plan. The second part of the assignment would be completed in the second school counseling course, COUN 6335.


2) Revise the assignment and omit a second administration of the SCCOC.

Goal	Planning And Implementing The Developmental Guidance And Counseling Program 🔑
	Students in the MEd school counseling program understand how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.
Objective (L)	Closing The Gap Plan 🔑
	Students in the school counseling program will develop a needs assessment and use to assess the needs of students in a school and based on the results of the needs assessment will develop a Closing the Gap Plan that is proactive and preventative in design.
Indicator	Implement Counseling And Guidance Activities To Close The Gap 🔑
	MEd school counseling students enrolled in COUN 5333 will develop and carry out a school-wide needs assessment to determine activities and learning experiences needed as part of a proactive counseling and guidance program designed to support closing the gap for students in areas of learning, social and emotional needs.
Criterion	Needs Assessment Completed By 90% Of Teachers At Site School 🔑
	School Counseling students in COUN 5333 will obtain a 90% response rate of teachers in the school completing the needs assessment designed to develop guidance and counseling activities/experiences designed to close the gap. In an effort to improve the response rate over last year's results, COUN 5333 students will be required to schedule an appointment with campus administrators prior to requesting teachers complete the student needs assessments and seek permission to administer the needs assessment at a faculty meeting rather than individually.
Finding	Needs Assessment Results 🔑
	Students developed a needs assessment based on the grade level for students in the school where they carry out the "in school" assignments for COUN 5333. To complete this assignment, students were to have the needs assessment completed by 90% of the teachers in the building. While the completion rate varied among COUN 5333 students who had the needs assessment completed by teachers, the completion rate was 80% for the entire class of students enrolled in COUN 5333. In addition, students enrolled in COUN 5333 were assigned to schedule a meeting with the building administrator to discuss the needs assessment and request his or her support by having 100% of the teachers complete the assessment. This criteria was not accomplished by all of the students enrolled in COUN 5333..
Action	Planning And Implementing The Developmental Guidance And Counseling Program 🔑



The findings for the goal for the past two years supports a modification of the expected number of teachers completing the needs assessment required to develop and implement a developmental guidance and counseling program consistent with the needs of students attending a particular campus. Therefore, the action planned for 2014-2015 for this assignment is to modify the number of teachers completing the needs assessment to 85%.

Goal **Research Competence** 


To develop graduate research competencies that result in action research projects designed to address a current need in a school.

Objective (L) **Graduate Students Will Demonstrate Competency In Research** 


School Counseling MEd students enrolled in COUN 6335, Leadership, Advocacy, and Accountability will demonstrate competencies as professional reviewers of school counseling outcome research.

Indicator **Research Project Grading Rubric**  


MEd school counseling students enrolled in COUN 6335 will develop and present a scholarly presentation based on their review of outcome research addressing an identified counseling concern for the student population they plan to service. MEd students will critically evaluate research relevant to their respective areas of concern (i.e., social skills, respect for diversity, anger management, divorced families, self-esteem) and understand best practices and outcome research to apply findings to practice resulting in research driven and supported counseling.

Criterion **At Least 80 Points** 

Students must score 80 out of 100 points on the Research Project Grading Rubric. Last year, we decided that Counseling MEd students would be encouraged to take the results of their research projects one step further and use the results to identify a weakness or strength of the population surveyed and share the results of their study school personnel including building administrators and all of the teachers.

Finding **Research Competence** 

Students enrolled in COUN 6335 did not meet the criteria of scoring 90% out of 100 points on the Reserach Project Grading Rubric. Students completed a talking points paper and presented copies of the paper to all students enrolled in COUN 6335. However, students did not provide the talking paper to the teachers, administrators, and other personnel at the school where they are completing the "in school" course objectives.

Action **Research Competence** 

Based on the findings for this goal, the criteria was only partially met. Therefore, the action plan will be modified for 2014-2015 and will include as part of the assignment a presentatin of the "Talking Points" paper to at least two grade level team meetings. The action plan for next year will continue to include a presentation of "Talking Points" to peer students enrolled in COUN 6335.

Previous Cycle's "Plan for Continuous Improvement"

There was one modification made to the criteria for Goal: Planning and Implementing The Developmental Guidance and Counseling Program based on the results of 2012-2013 findings. This modification reduces the number of teachers completing the needs assessment from 100% to 90 to 100%. This change results from the findings for the last two years that some students were unable to obtain a completed needs assessment from 100% of the teachers on the school campus. This was due to some teachers failure to return the completed needs assessment, teachers on long term leave, etc. Reducing the number of completers seems more realistic and will help students meet the due date for the assignment rather than be delayed in completing the assignment while waiting to collect completed needs assessments from 100% of the teachers.

Students will take the Goal: Research Competence one step further and develop a talking points paper for the teachers and administrators on the school campus based on the results of their research project.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The modification made to the criteria for Goal: Plannin and Implementing the Developmental Guidance and Counseling Program based on findings from 2012-2013 reducing the number of teachers completing the needs assessment from 100% to 90% was not successfully accomplished. The modification of taking the Goal: Research Competence one step further by including building administrators on the "Talking Points" paper was not carried out. Neither "Plan for Continuous Improvement" was successfully completed during the 2013-2014 school year.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

At least one of the school counseling courses (COUN 5333) is taught by an adjunct faculty and this faculty has changed each semester over the past couple of years. Therefore, failure to meet criteria may be in part due to lack of continuity in faculty teaching the course. The plan for improvement for 2014-2015 will include a meeting with the new adjunct faculty teaching COUN 5333 to make sure the criteria for accomplishing the goals for students in the M.Ed. program are communicated clearly.

[Jump to Top](#)




Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Developmental Education Administration EDD


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Goal **Student Engagement Using Technology** 


Doctoral students in Developmental Education Administration will procure and utilize essential technology to engage synchronously and asynchronously in doctoral courses.

Objective (L) **Essential Technology** 


Doctoral students in Developmental Education Administration will procure and utilize essential technology to engage synchronously and asynchronously in doctoral courses.

Indicator **Effective Use Of Technology Presentation Rubric** 

Students Access and Engage with Instructors Using Technology. Students effectively using technology to engage on synchronous and asynchronous course activities while instructors assess proficiency using a common rubric.

Criterion **90% Of Students Present Appropriately** 


Ninety percent of current cohort will present a class project to the instructor online in a synchronous fashion. This will require appropriate equipment and knowledge as well as skills in developing presentations. Routine course participation on the Ecourse Learning Management System is also required.

Finding **Essential Technology** 

The results from the Essential Technology objective indicated that the criterion was met with 93% of students meeting the objective for the assessment period. It is believed that the communication with students about this requirement was quite effective. The program director, secretary, faculty, and selection committee all addressed this criterion at some point in the early stages of student entry to the program.

The lowest two categories were “Working Camera and Mic” and “High-Speed Internet Connection.” Twenty-seven percent and 18%, respectively showed challenges in these areas. We were advised by all students that they had access to a high speed Internet connection. The challenge is that some connections operate more effectively than others. As a result, there are occasional drops in connectivity. Students are advised to have a back-up plan (such as the option to work online from home and office). They are also advised not to get frustrated by technology issues and to communicate with instructors about challenges and solutions. With regard to the “Working Camera and Mic,” this objective was modified to require headphones as well. This requirement assisted with creating a quieter meeting environment however, some students did not meet the requirement – possibly due to a lack of time. There was about one week between advising of the requirement and the early meetings for the program.

Overall it appears that students entering this fully online program have a good sense of our reliance on technology and have taken steps to meet this objective.

Action **Technology Advising** 



Faculty and staff will use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. More emphasis will be made on contingency plans for dealing with slow Internet connections.


Entering students in the summer tem will be engaged in a discussion about the reliance and importance of technology in an online program. They will also be informed of contingency plans should slow Internet connections be encountered. Those options include the following:


Phoning and/or emailing to reschedule appointments.
Investigating options such as work, home, campus, or other public venue Internet connections for reliable sources to utilize when necessary.

Goal **Student Writing Quality** 
Students use appropriate APA style in written papers.

Objective (L) **Student Knowledge And Usage Of APA Format** 
Doctoral students in Developmental Education Administration will study and utilize the standards of APA 6th edition to complete writing assignments


Indicator **Rubric For Written Assignment**  
Number of students reaching a basic proficiency with APA 6th edition format as rated on a department-generated common rubric used to assess a written assignment.

Criterion **80% Of Students Using APA Format Proficiently** 
Eighty percent of current cohort will submit a written assignment document that will demonstrate basic proficiency with APA format. This includes page setup, reference citations, and headings.

Finding **Student Knowledge And Usage Of APA Format** 
The results from the Student Knowledge and Usage of APA objective indicated that the criterion was just met with 90% of students meeting the objective for the assessment period. It is believed that the communication with students about this requirement was quite effective. All faculty teaching each of the first year courses in in the program addressed this criterion and offered information about the requirement and resources to assist in meeting it. The challenge was with learning some of the APA formatting requirements so quickly – especially for students that had used other scholarly writing formats (such as MLA).

The lowest category assessed was “Citing Publications Correctly in Reference List.” Forty-five percent of students showed challenges in these areas. Students had challenges with citing journals and Internet resources. The reference list challenge was cited as problematic due to the amount of detail involved in citing references. It is likely that over time, students will learn more about these details and become more adept at citing references.

Although it is understood that some challenges exist with regard to APA formatting, students understand that the goal is to become highly proficient over the course of the doctoral program. This will make the writing and publication of their dissertation research go more smoothly.

Action **APA Advising** 
Students will be required to purchase the most current APA publication manual upon program entry. Assignments will be given that utilize the manual in the

writing process. Students will be advised that that a goal is to become highly proficient At APA format over the course of the doctoral program. This will make the writing and publication of their dissertation research go more smoothly.

Action

APA Advising 

Students will be required to purchase the most current APA publication manual upon program entry. Assignments will be given that utilize the manual in the writing process. Students will be advised that that a goal is to become highly proficient At APA format over the course of the doctoral program. This will make the writing and publication of their dissertation research go more smoothly.

Instructors will also offer detailed feedback regardng APA protocol on writing assignments. Students have expressed that this helps them to identify "what they don't know" and what needs work.

Previous Cycle's "Plan for Continuous Improvement"

In the coming year, faculty and staff will continue to use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. More emphasis will be made on contingency plans for dealing with slow Internet connections.

As a result, entering students in the summer tem will be engaged in a discussion about the reliance and importance of technology in an online program. However, they will also be informed of contingency plans should slow Internet connections be encountered. Those options include the following:

Phoning and/or emailing to reschedule appointments.

Investigating options such as work, home, campus, or other public venue Internet connections for reliable sources to utilize when necessary.

With regard to APA Student Knowledge and Usage, new entering students will be engaged in a discussion of the importance and reasoning as to why APA is used and important to the program. Ultimately, students will need to write and publish a dissertation study that is formatted to APA specifications. A comprehensive knowledge of APA will make this process go more smoothly and quickly.

In the past, students were provided with Internet resources about APA. While helpful, it seems that perhaps a bit more is needed. New students in the program will also be required to purchase the APA 6th edition manual. Exercises utilizing specific (typically problematic) APA guidelines will be given. These will include the development of title pages and reference lists.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

All elements were implemented. Over time, we have become better at building in these initiatives into our early communications with students. It is paying off in the long run as well as technology challenges are rare and students seem well versed in APA after being in the program for a few semesters.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

Being a fully online progam, the selection committee and faculty will use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. Emphasis will continue to be made on contingency plans for dealing with slow Internet connections.

Entering students in the summer term will be engaged in a discussion about the reliance and importance of technology in an online program. However, they will also be informed of contingency plans should slow Internet connections be encountered. Those options include the following:

Phoning and/or emailing to reschedule appointments.

Investigating options such as work, home, campus, or other public venue Internet connections in reliable sources to utilize when necessary.

Turning off other programs utilizing bandwidth.

These discussions have been helpful in the past in getting students to consider their Internet connection options (i.e. home, work, etc.) for engaging especially in synchronous online activities.

With regard to APA Student Knowledge and Usage, new entering students will be engaged in a discussion of the importance and reasoning as to why APA is used and important to the program. Ultimately, students will need to write and publish a dissertation study that is formatted to APA specifications. A comprehensive knowledge of APA will make this process go more smoothly and quickly.

New students in the program (cohort 4) will be required to purchase the APA 6th edition manual. Exercises utilizing specific (typically problematic) APA guidelines will be given. These will include the development of title pages, internal citations, and reference lists. In the past, talking with students about why learning APA is important seems to be a motivating factor.

[Jump to Top](#)




Online Assessment Tracking Database


Sam Houston State University (SHSU)
2013 - 2014


Educational Leadership EDD



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Goal **Competence In Field Of Educational Leadership** 
 Students will demonstrate competence in educational leadership


Objective (L) **Development Of Knowledge And Skills In Educational Leadership** 
 Doctoral students in Educational Leadership will develop the research knowledge and skills to complete research topics, as measured by the comprehensive examinations.


Indicator **Comprehensive Examinations** 
 Students will successfully complete comprehensive exams at the end of core coursework. Written comprehensive examinations are developed by faculty and are administered in two parts: (a) written exam consisting of application of knowledge in educational leadership, and (b) the completion of research competencies and a reflection of research competency development. Examinations are scored holistically as pass or fail by five to six faculty members. Patterns across students' passing or failing responses are analyzed to indicate strengths and/or areas of need within the doctoral coursework and program.

Criterion **Comprehensive Examinations** 
 At least 90% of the students will successfully pass both parts of the comprehensive exams on their first attempt.

Finding **Comprehensive Exams**  
 Of the 23 students taking the exam in 2013-2014, 91% (21) passed the comprehensive exam part A. Of the 23 students, 18 students (78%) completed the research competencies described in part B. Five students have pending results. These students will not be allowed to propose until the comps are completed.

Action **Comprehensive Exams** 
 Students are mastering the exam content (Part A), so we will continue to notify them in advance so that they can continue to prepare and be successful. In regards to the Part B incompletes, we will emphasize the research competencies (e.g., research presentations, publications) earlier in the program and provide a firm deadline for these events to be completed. the date will be shared during their first year in the program.

Goal **Quality And Effectiveness** 
 Students in the Doctoral Program in Educational Leadership will display working knowledge of the literature in the field in papers they are required to produce and submit for journals and professional conferences.

Objective (L) **Student Scholarship** 
 During the doctoral program, all students will develop the research, writing, editing, and presentations skills needed to submit one manuscript for publication and one paper for presentation at a research conference. Both are peer reviewed.

Indicator **Peer Review** 

Students will receive feedback on the disposition of manuscripts and academic presentations from external editors/reviewers.

Criterion

Acceptance Of Publication And Presentation

At least 60% of the doctoral students will present a research paper at a professional conference. At least 40% of the doctoral students will have an article accepted for publication.

Finding

Acceptance Of Publication And Presentation

In 2013-2014, 27 publications and 48 research presentations were reported by students. With a total 101 active students, these rates represent 27% publication and 48% presentation rates. We gather these data from conference programs and students' self reports, so these data are likely to be under-reported.

Action

Student Scholarship

Students will continue to receive the skills to perform this action during their first four semesters. We can improve the data collection quality by asking students more frequently and communicating the importance of this indicator. We will continue to provide workshops for students to help them prepare for professional research presentations and provide mentorship in our classes to help them prepare proposals. Efforts related to communication and data tracking will help us increase performance for this objective.

Previous Cycle's "Plan for Continuous Improvement"

1. Research Proposal: We will remove this indicator as our students are meeting this objective. We can find other areas to improve.
2. Comp Exams: We will continue with the goal. Because some students are not completing their research competencies by the deadline, we will improve the communication to help students complete this component of the comp exams.
3. Presentations: In calculating the data for this objective, we found that we can improve the data collection system. We will require students to submit updated Curriculum Vitae each year so that we can improve our data accuracy of presentations and publications. To continue to encourage students with presentations and publications, we will continue to secure money for travel and we will publicize student successes.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

1. We removed the indicator.
2. We increased the communication with students by providing information about the comp exam date and contents 6 months in advance. Still, we fell short in reaching the goal and will continue to work on setting firm deadlines for Part B of the exam.
3. We did evaluate student CV and professor CV to collect student publications, but with 100 students, we still missed some. We will brainstorm ways to communicate with students so that we are notified when they publish. We were able to use travel applications to help us keep track of presentations and will continue to do this.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

1. Comp Exams: We will continue to strive for 100% completion and pass rate on the comprehensive exams. We will continue to communicate with students. We will provide advance notice, firm deadlines, and email notifications in advance to help them be successful.
2. Student Scholarship: We will continue to strive for a high rate of research publications and presentations by our students. We will provide workshops, mentorship, and travel funds so that they can complete this objective. We will work to brainstorm ideas to improve data collection for publications.



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Higher Education Administration MA

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Goal **Apply Organizational Theory**

Outcome (A) from our assessment plan.

Objective (L) **Analyze Factors**
 Students will be able to analyze factors that help college students succeed.

Indicator **Case Study**
 HIED 5360 Case Study Rubric developed by the faculty.

Criterion **Display Adequate Knowledge.**
 80% of students will display adequate knowledge of 8 organizational theories.

Finding **Theories**
 92% of students performed in the acceptable or exemplary category on the rubric in this regard. To perform at this level students must use theories to develop an argument in their comprehensive exams. Students are relying on tried and true theories in higher education. Based upon these results, we suggest continued program efforts in this area.

Results from HIGE 6379, Summer 2014: Students must complete an Annotated Bibliography that onlines 22 theories commonly used in higher education. Student work is assessed using a rubric in blackboard. 87% of students performed at an acceptable level meaning they have "accurately reflected the key components of a theory and cited the key, original source." In this area, the professor will focus on three theories that tended to be often missed by students (Astin's I-E-O Model, Cross' Theory of Psychological Nigrescence, and Sanford theory of challenge and support).

Action **Continue Success**
 92% of students performed in the acceptable or exemplary category on the rubric. Continue program efforts in this area.

Action **Comprehensive Exam Review**
 Faculty have relied on the comprehensive exam to assess this outcome. We are satisfied with student abilities in this regard and do not envision changes. However, we intend to maintain program activities and class content that supports this outcome.

Goal **Writing**

Students will be able to effectively communicate.

Objective (L) **Writing**
 Students will be able to effectively communicate through writing.

Indicator **Comprehensive Exam Rubric**
 The "Writing Style" element of our comprehensive exam rubric has 3 levels and

descriptions of work in each level.

Criterion

Effectively Communicate 

80% of students completing the comprehensive exam will demonstrate writing at the "acceptable" or higher level of our rubric.

Finding

Writing 

Update: These sessions were actually started earlier than expected and were attended by all but 6 of the MA students. The sessions, called the APA Academy", have been very successful. Post-session evaluations indicate that 96% of participants are satisfied with the event and 98% indicate the sessions "added significantly to their understanding of writing."

No additional changes were enacted in regards to organizational theory offerings as these experiences met expected criteria.

Summer 2014 update- August 5, 2014: The faculty have used a rubric to assess student writing abilities through the comprehensive exam. IN the summer 2014 semester. 96% of students received acceptable ratings on their writing abilities. In the spring 2014 semester, 79% of students received acceptable ratings. This would suggest that student writing abilities are positively improving through such activities as the APA Academy and increased focus on writing in classes.

Action

APA Academy 

Spring 2013- only 67% of students performed in the acceptable or exemplary level on the rubric in our comprehensive exams.


fall 2013- 81% of students performed in the acceptable or exemplary level on the rubric in our comprehensive exams.

Actions taken: The faculty proposed a new course to focus on writing and research in higher education as the first course in the sequence of courses for all students. This allows for early feedback on student abilities in writing.

In the summer and fall 2013 semesters, faculty also implemented a new online session called the "APA Academy" which is a guided all MA in higher education administration through the process of crafting a research-based response, formatting papers for APA guidelines, and developing clear, logical arguments.

We beleive this sesison is responsible for the increase in student writing abilities.

Action

HIED 6379 

Faculty have proposed a new class HIED 6379, to be taken as the first class in the HIED curriculum. This class, Higher Ed. Research, will cover aspects of APA writing and research useage that was covered in the very successful APA Academies via a class every student must take. One of the outcomes for this course relates to this outcome. A rubric for effective writing in this course has been created in the blackboard homepage for thie course.

In the spring and summer 2014 semesters, 96% of students who have taken this class indicate that they have been aided in their ability to write as a result of this class

Previous Cycle's "Plan for Continuous Improvement"

Based upon these results, faculty determined to develop a series of student workshops to help them improve their writing and communication skills. These workshops will be done online between September 2013-October 2013. These workshops will include evaluation materials to support the improvement of future workshops. Ultimately,

these workshops will be provided through a revised approach to the HIED 5369 class (See next paragraph).

The faculty also redesigned the EDAD 5369 (Research methods) requirement to be more focused on an introduction of academic writing, scholarship, and the use of research. This proposed curriculum redesign was submitted to the University Curriculum Council in the Fall 2013 semester.

Lastly, the faculty have determined that no changes are necessary in regards to the program's focus on organizational theory.

The program faculty and advisory panel members have determined that their plan for assessment is providing useful information on what students are learning. As such, the faculty will continue to assess student writing abilities according to the timeline offered in our assessment plan and move to the second cycle of our continuous improvement plan in the 2013-2014 academic year. This cycle will focus on supporting student writing abilities per outcome A and outcome B.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Update: These sessions were actually started earlier than expected and were attended by all but 6 of the MA students. The sessions, called the APA Academy", have been very successful. Post-session evaluations indicate that 96% of participants are satisfied with the event and 98% indicate the sessions "added significantly to their understanding of writing."

No additional changes were enacted in regards to organizational theory offerings as these experiences met expected criteria.

Summer 2014 update- August 5, 2014: The faculty have used a rubric to assess student writing abilities through the comprehensive exam. IN the summer 2014 semester. 96% of students received acceptable ratings on their writing abilities. In the spring 2014 semester, 79% of students received acceptable ratings. This would suggest that student writing abilities are positively improving through such activities as the APA Academy and increased focus on writing in classes.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

Our plan for improvement includes:

- a) Focusing on goal 5, objective e of our assessment plan in the 2014 calendar year. This objective focuses on students' abilities to advocate for their professional development plans. This action was chosen because organizational theory offerings were evaluated at an acceptable level.
- b) Continue to advance the APA Academies and HIED 5379 (Introduction to Higher Education Research; first class in newly sequenced curriculum) to support students abilities to write. While the last semester of data were at an acceptable level, we anticipate sustaining and increasing this level of performance in the 2014 calendar year.

[Jump to Top](#)

**Department of Language,
Literacy, and Special
Populations**














Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

International Literacy MED

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Goal	Language And Culture - TESOL Standards  Candidates will demonstrate knowledge and skills in the area of language as a system and the role that culture in accordance with the standards provided by Teachers of English to Speakers of other Languages (TESOL).
Objective (L)	Language As A System  Candidates know, understand and use theoretical knowledge related to the structure and acquisition of language.
Indicator	ELL Oral Language Analysis Paper   Candidates will demonstrate proficiency in TESOL standards related to language and acquisition by analyzing samples of the speech of English language learners. Program faculty developed the rubric based on TESOL Standards in Domain 1. The assignment is completed in a required course, BESL 5301. All students will be measured and the averaged into the total.
Criterion	Candidate Scores - Analysis Paper  Candidates must achieve a score of 85 percent as measured by the rubric for the analysis paper. Program faculty determined that 85 percent represented our operational definition of success at learning.
Finding	Language As A System  All 2013-2014 M.Ed. in International Literacy students enrolled in the required course, BESL 5301, were included in the findings. Thirty-two candidates scored an overall average of 85 percent on the ELL speech analysis paper rubric. The M.Ed. in International Literacy is a new program. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.
Action	Maintenance Of Goal 1 - Objective 1  The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.
Objective (L)	Language And Culture  Candidates will analyze sociocultural, psychological and political variables that afford or constrain the process of learning a second language.
Indicator	Reflective Academic Paper   Candidates will demonstrate proficiency in TESOL standards related to culture by writing a reflective academic paper. Program faculty developed the rubric based on TESOL Standards in Domain 2. The assignment is completed in a required course, BESL 5302. All students were measured and the averaged into the total.
Criterion	Candidate Scores - Paper  Candidates must achieve a score of 85 percent as measured by the rubric for the reflective academic paper.

Finding

Language And Culture 


All 2013-2014 M.Ed. in International Literacy students enrolled in the required course, BESL 5302, were included in the findings. Thirty-two candidates scored an overall average of 82 percent on the reflective academic paper rubric. The M.Ed. in International Literacy is a new program. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.

Action

Maintenance Of Goal 1 - Objective 2 

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data. Since students did not meet the goal, the program faculty revised readings and discussions for the course. However, the faculty believed that significant changes should not be made at this point since this is the first year of data collection and number of students is low.

Goal

ESL/EFL Methods - TESOL Standards 

Candidates will demonstrate knowledge and skills in the area of language instruction and assessment in accordance with the standards provided by Teachers of English to Speakers of other Languages (TESOL).

Objective (L)

Instructional Resources 

Candidates will demonstrate knowledge and skills in the area of selecting and evaluating appropriate instructional resources for a given language learning context

Indicator

Instructional Resources Evaluation  

Candidates will demonstrate proficiency in TESOL standards related to language instruction and assessment by evaluating instructional resources. Program faculty developed the rubric based on TESOL Standards in Domain 3 and 4. The assignment is completed in a required course, BESL 5303. All students were measured and the averaged into the total.

Criterion

Candidate Scores - Instructional Resources 

Candidates must achieve a score of 85 percent as measured by the textbook evaluation assignment. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding

Candidate Score - Instructional Materials 

All 2013-2014 M.Ed. in International Literacy students enrolled in the required course, BESL 5303, were included in the findings. Thirty-three candidates scored an overall average of 80 percent on textbook evaluation assignment. The M.Ed. in International Literacy is a new program. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.

Action

Maintenance Of Goal 2 - Objective 1 🔑

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data. Since students did not meet the goal, the program faculty revised readings and the instructor has developed resources to model the selection and evaluation process of instructional resources. However, the faculty believed that significant changes should not be made at this point since this is the first year of data collection and number of students is low.

Objective (L)

Language Instruction 🔑

Candidates will demonstrate knowledge and skills in the area of designing, implementing and evaluating language instruction for a given classroom language classroom.

Indicator

Language Instruction 🔑 🔑

Candidates will demonstrate proficiency in TESOL standards related to language instruction by being evaluated in the classroom. Program faculty developed the rubric based on TESOL Standards in Domains 3 and 4. The assignment is completed in a required course, BESL 5303. All students were measured and the averaged into the total.

Criterion

Candidate Scores - Instruction 🔑

Candidates must achieve a score of 85 percent of the teaching behaviors as evaluated by the teaching evaluation rubric. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding

Language Instruction 🔑

All 2013-2014 M.Ed. in International Literacy students enrolled in the required course, BESL 5303, were included in the findings. Thirty-three candidates scored an overall average of 85 percent on the teaching evaluation rubric. The M.Ed. in International Literacy is a new program. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.

Action

Maintenance Of Goal 2 - Objective 2 🔑

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.

Goal

Research And Professionalism - TESOL Standards 🔑

Candidates will demonstrate knowledge and skills in the area of classroom based research in accordance with the standards provided by Teachers of English to Speakers of other Languages (TESOL).

Objective (L)

Research Synthesis 🔑

Candidates will demonstrate knowledge and skills in the area of synthesizing classroom based research.

Indicator

Literature Review 🔑 🔑

Candidates will demonstrate proficiency in TESOL standards related to classroom based research by writing a literature review. Program faculty developed the rubric based on TESOL Standards in Domain 5. The assignment is completed in a required course, BESL 6320. All students were measured and the averaged into the total.

Criterion

Literature Review Score 🔑

Candidates must achieve a score of 85 percent as measured by the rubric for the action research literature review. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding

Literature Review 🔑

All 2013-2014 M.Ed. in International Literacy students enrolled in the required course, BESL 6320, were included in the findings. Thirty-one candidates scored an overall average of 85 percent on the rubric for the action research literature review. The M.Ed. in International Literacy is a new program. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.

Action

Maintenance Of Goal 3 - Objective 1 🔑

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.

Objective (L)

Conduct Classroom-based Research 🔑

Candidates will demonstrate knowledge and skills in the area of conducting classroom based research.

Indicator

Action Research Project 🔑 🔑

Candidates will demonstrate proficiency in TESOL standards related to classroom based research by conducting an Action Research project. Program faculty developed the rubric based on TESOL Standards in Domain 5. The assignment is completed in a required course, BESL 6320. All students were measured and the averaged into the total.

Criterion

Action Research Project 🔑

Candidates must achieve a score of 85 percent as measured by the rubric for the Action Research project. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding

Action Research Project 🔑

All 2013-2014 M.Ed. in International Literacy students enrolled in the

required course, BESL 6320, were included in the findings. Thirty-one candidates scored an overall average of 81 percent on the Action Research project rubric. The M.Ed. in International Literacy is a new program. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data.

Action

Maintenance Of Goal 3 - Objective 2

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data. Students did not meet the goal. The program faculty revised readings and developed a feedback process on individual stages of the project. However, the faculty believed that significant changes should not be made at this point since this is the first year of data collection and number of students is low.

Previous Cycle's "Plan for Continuous Improvement"

No data from previous period.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

International Literacy MED is newer program. The 2013-2014 assessment cycle is the first for this unit.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data collections on all objectives in order to establish an adequate baseline. In this way, we will have a sufficient data pool to make substantial instructional changes.

In the meantime, we have met as a program area to align the coursework throughout the sequence of courses in August of 2014. Additional readings which addressed the objectives which were not met and opportunities for greater modeling and discussion were proposed and agreed upon with respect to these objectives. These elements will be implemented beginning in spring 2015. All program faculty are responsible for ensuring that MEd students meet the standards outlined by TESOL.

[Jump to Top](#)



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Reading MED

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Goal	Quality And Effectiveness 🔑
	The standards of the International Reading Association are followed to ensure quality and effectiveness.
Objective (L)	Candidates Will Demonstrate Proficiencies On The International Reading Association Standards 🔑 The proficiencies of the International Reading Association were developed by leaders in the profession and represent the knowledge and skills base needed by Reading Specialists in the field.
Indicator	Portfolio Rubric 🔑 🔑 Candidates create a portfolio that demonstrates their proficiency in each standard through work samples and reflection as related to the IRA rubric. See attached rubric.
Criterion	Portfolio Criterion 🔑 The reading faculty divide the standards among them (two faculty members per standard) to score the portfolios. Candidates must achieve a score of 1 (acceptable) on each standard.
Finding	Quality And Effectiveness 🔑 All candidates met the goal of passing their master's portfolio with at least a 1 (acceptable).
Action	Portfolio Plan 🔑 The reading program met our goal for each master's candidate to score at least a 1 (acceptable) overall in 2013-2014. For the 204-2015 academic year, our goal is to have at least 80% of the candidates score a 2 (exceptional).

Goal	Diagnostic Assessment 🔑
	students conduct a diagnostic evaluation and individual instruction of reading performance for two children attending the Sam Houston State University Reading Program.
Objective (L)	Students Will Demonstrate Proficiency In Instruction Based On Assessment Data 🔑 This assignment consists of each graduate student conducting a diagnostic evaluation and individual instruction of reading performance for two children attending the Sam Houston State University Reading Program. Data from the tests given will be summarized and interpreted to establish reader's developmental/instructional level in reading as well as an indication of the child's literacy strengths and weaknesses. Using an analysis of the child's reading level, reading strengths, and reading weaknesses, students will construct a program of instructional recommendations.
Indicator	Case Study Analysis 🔑 🔑

Candidates will demonstrate proficiency in evaluation and instruction in their case study report as indicated by the Case Study Rubric. This rubric was developed by the reading faculty to evaluate students' ability to assess, plan instruction and deliver instruction. This rubric is based on the International Reading Association standards. See attached rubric. Performance on the Case Study will be evaluated by instructors for READ 5307 and READ 5308. See attached rubric.

Criterion

Case Study Analysis 🔑

Candidates will achieve a score of 2 on *each* of the 6 areas in the Case Study Analysis, demonstrating that they have exceeded standards on the rubric.

Finding

Diagnostic Assessment 🔑

Six of the ten candidates scored 2 on each criteria of the case study rubric. Four of the ten candidates scored 2 on four of the criteria and 1 on two of the criteria. All students made passing grades on the case studies overall.

Action

Case Study Plan 🔑

Analyzing the case study results, we realized that there is room for improvement by our candidates on interpreting assessment data and connecting theory and course content. As a result more instructional emphasis in these areas will be included in the coursework of READ 5307 and 5308 in 2014-2015.

Previous Cycle's "Plan for Continuous Improvement"

The reading faculty has accomplished all of its objectives for the year, and we conducted an orientation for masters students both online and face-to-face. Because all objectives have been met, we feel our program has been strengthened. We will strive towards meeting all of our objectives. The objectives that were met are as follows: All candidates scored at least 85% on the Case Study Analysis; and all students scored at least 85% on their Masters Portfolios. For next year, we are going to change the rubric so that our goals will be for all students to score at least a "1"(acceptable) on their Case Study Analysis and for all students to score at least a "1" (acceptable) on their Masters Portfolios. The Reading Faculty is in the process of reviewing all evaluation instruments in our program in order to have consistency across coursework.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The reading faculty has accomplished all of its objectives for the year, and we conducted an orientation for masters students both online and face-to-face. Because all objectives have been met, we feel our program has been strengthened. We will strive towards meeting all of our objectives. The objectives that were met are as follows: All candidates scored at least 85% on the Case Study Analysis; and all students scored at least 85% on their Masters Portfolios. For next year, we are going to change the rubric so that our goals will be for all students to score at least a "1"(acceptable) on their Case Study Analysis and for all students to score at least a "1" (acceptable) on their Masters Portfolios. The reading faculty did not revise any rubrics this year, but have scheduled meetings to review and revise for the 2014-2015 year.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

The reading faculty will review and revise our master's program, including all rubrics and course content, during

the 2014-2015 academic school year. We are continuously striving to improve our master's program to meet the needs of our diverse population.

[Jump to Top](#)



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Special Education MA/MED (Low Incidence Disabilities And Autism)

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Goal	Mastery Of Behavior Analysis Certification Board Task List Knowledge And Skills	☰
Mastery of Knowledge and Skills based on Behavior Analysis Certification Board Task List.		

Objective (L)**Comprehensive Exams**

Candidates will demonstrate mastery of knowledge and skills on comprehensive examinations, referenced to the standards set forth by the Behavior Analysis Certification Board.

Indicator**Scoring Rubric**

Faculty-developed rubric scored by two independent faculty members following standards of the Behavior Analysis Certification Board Task List.

Criterion**Passing Rates On Comprehensive Examinations**

90% of candidates will score 80% or better on the rubric (see attached). Particular areas of emphasis include data analysis, experimental design, behavioral support plan development, and application of ethical principles.

Because 70% of candidates scored above 80% on their initial attempt in 2012-2013, we will maintain the criterion of 90% of candidates. The domain identified to improve is the area of research design. We have set in motion some interventions for this area.

Curriculum changes are being made to focus more heavily on the task list created by the Behavior Analysis Certification Board. Furthermore, all classes in the future will be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only.

In addition, we will be transitioning to written comprehensive exams in order to more fully capture the extent of a candidate's knowledge, and not their nerves at having to perform in person. Thus, this year, we will give candidates a choice of oral or written examinations as we make the transition. Therefore, our scores may be higher than usual for this reason in the following year.

Finding**Comprehensive Exam Findings.**

Fifty percent of the students scored 80% (40 out of 50) or better upon the initial testing. However, because two of the students taking the exam orally were within 10% of the passing criteria (5 points), the faculty brought the students back into the room and probed for additional information on questions upon which they had performed poorly. Therefore, with additional prompting, those students achieved a passing grade (see the attached score sheet for initial and final scores).

Four students completed the exam in a written format. Of those, one passed, one was within the range to qualify for additional questions, and two failed. The one student who earned within a 35 initially passed when given two more questions orally. The two students who failed initially passed when presented with the test orally. Thus, we will be utilizing only oral exams in the future.

The average of all initial scores was 38.09 and the average of all final scores was 42.25 out of 50. Interrater reliability was very high across all students with an overall average of 89.75 and a range of 66.67-100 on individual questions.

Action

Comprehensive Examinations In LIDA 

Curriculum changes are being made to focus more heavily on the task list created by the Behavior Analysis Certification Board.

Furthermore, all classes in the future will be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only.

Because only 50% of students met the goal on the first testing, this criterion will be maintained.

Objective (L)

Formative Evaluation Of Behavior Analytic Terms (FEBAT)  

Candidates will demonstrate mastery of knowledge and skills on the Formative Evaluation of Behavior Analytic Terms (FEBAT), referenced to the standards set forth by the Behavior Analysis Certification Board.

Indicator

Formative Evaluation Of Behavior Analytic Terms (FEBAT)  

The FEBAT is a formative evaluation that assesses knowledge on 25 standard behavior analytic terms at six points in the candidate's academic career (see attached- beginning of program, end of first semester, end of second semester, end of summer term, end of first semester of second year, and end of program). Candidates receive course points for completion of the FEBAT, regardless of accuracy on the individual items. Therefore, the only environmental variables that evoke and maintain correct responding are instructional control in the classroom and a history of reinforcement for performing accurately on similar tasks. In addition, the students are urged to do well to provide an accurate assessment of their knowledge with respect to the material as they advance throughout the program.

The FEBAT is scored on a faculty-created rubric with a 5-point scale. Scores from 0-4 are administered based on the quality of the definition provided for each term; 4-point answers are those most similar to the definitions provided by Cooper, Heron, and Heward (2007), a textbook based on the Behavior Analysis Certification Board task list. At least 25% of FEBAT administrations are scored by two Board Certified Behavior Analysts to ensure interrater reliability.

Criterion

Passing Rates On FEBAT 

80% of candidates will score 80% or better on the FEBAT rubric (see attached) at the final administration. Because this is a new objective for the 2013-2014 school year, we are setting a moderate initial criterion.

Curriculum changes are being made to focus more heavily on the task list created by the Behavior Analysis Certification Board. Furthermore, all classes in the future will be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only.

Therefore, achievement of the criterion in the 2013-2014 school year seems plausible.

Finding

Passing Rates On FEBAT  

No student exceeded 80% on the final administration of the FEBAT. The average score was 50.55 with a range of 35 to 65.5. Due to failure to meet this goal, this criterion will be maintained. See attached for individual scores.

Criterion

Demonstrated Improvement On The FEBAT

Because the FEBAT is administered six times (five times for the 2013-2014 cohort, see attached list) during a candidate's graduate career, it serves as a method of formative evaluation. Therefore, students will improve their performance from the initial administration of the FEBAT to the final administration by 20%.

Finding

Demonstrated Improvement On The FEBAT

Eight out of nine students improved their scores on the FEBAT by at least 20% from the initial administration (average 31.2%). However, given the overall low scores, we will maintain this criterion next year.

Action

Formative Evaluation Of Behavior Analytic Terms (FEBAT)

Cirriculum changes are being made to focus more heavily on the task list created by the Behavior Analysis Certification Board. Furthermore, all classes in the future will be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only. Additionally, review cards featuring terms similar to those in the FEBAT have been incorporated into classes.

Objective (L)

Behavior Analysis Certification Exam

Candidates will pass the Behavior Analysis Certification Exam at percentages comparable to the national average.

Indicator

Percentage Of Candidates Passing Behavior Analysis Certification Exam

The Special Education MA/MED (Low Incidence Disabilities And Autism) graduate program prepares students to take the Behavior Analysis Certification Exam, the final step in becoming a Board Certified Behavior Analyst. Therefore, the true test of the program's effectiveness is the percentage of students passing the exam every year.

The Behavior Analyst Certification Board reports the percentage of students passing the exam and the national average. In 2012, a total of 9 first-time test takers completed the BCBA; 3 passed the examination, resulting in a pass-rate of 33%. The reported national data for 2012 showed a passing rate of 58%; thus, our passing rate was significantly below national average.

Criterion

Passing Rate On BCBA Exam

As a measure of continuous improvement, the criterion for this objective is that the passing rate for each year exceed the passing rate for the previous year as it approaches the national standard. Annual data (starting in 2012) will be graphed and progress will be tracked as the program continues to expand and develop. Therefore, the passing rate for 2013 must exceed 33%. Note that data are available each academic year for the candidates who graduated the previous year.

Finding

Passing Rate On BCBA Exam

The Behavior Analyst Certification Board reports the percentage of students passing the exam and the national average. In 2013, a total of 11 first-time test takers completed the BCBA; 4 passed the examination, resulting in a pass-rate of 36%. The reported national data for 2012 showed a passing rate of 58%; thus, our passing rate was significantly below national average.

Action

Passing Rate On BCBA Exam  

As a measure of continuous improvement, the criterion for this objective is that the passing rate for each year exceed the passing rate for the previous year as it approaches the national standard. Annual data (starting in 2012) will be graphed and progress will be tracked as the program continues to expand and develop. Therefore, the passing rate for 2014 must exceed 36%. Note that data are available each academic year for the candidates who graduated the previous year.

Goal

Production Of Scholarly Research Project 

Candidates will write a research paper, conforming to APA style

Objective (L)

Research Proposal 

Candidates will develop a high-quality research proposal in SPED 6314. Candidates will demonstrate mastery of this skill by the end of 6317.

Indicator

Faculty Developed Rubric 

The research proposal will be scored by instructors of SPED 6314.

Criterion

Passing Rate On The Rubric  

To evaluate the research proposal in SPED 6314, 80% of the candidates will score 80% or better on the attached rubric. Please note that the rubric has changed from last year to more closely reflect the sections, subsections, and writing style of research manuscripts in the field of behavior analysis.

Because only 60% of students achieved the 80% criterion last year, it will be maintained this year. Last year, the area identified to improve was written description of procedure on the research proposal. This year, we will maintain that goal in addition to targeting written description of results.

Finding

Research Proposal In SPED 6314 

Candidates submit a research proposal at the end of the semester. The proposals are scored with the attached rubric that looks at competency domains such as "Introduction", "Method," and "Description of Procedure." Students' performance (n = 10) on the 160 point rubric averaged 82.9%. Range of performance was 61.6-95.7%. The lowest domain of candidate performance was in the area of results. Candidates performed well on providing background information on subject selection, identification of target skill, etc.

Findings from this year show a 5.2% average improvement from last year.

Criterion

Improvement Of Research Project From Fall (SPED 6314) To Spring (SPED 6317) Of Last Year  

We have added a second criterion in 2013-2014 to evaluate continuing improvement on this goal in future years. Candidates complete final drafts of their research projects in both SPED 6314 (Fall) and SPED 6317 (Spring). These are evaluated using the same rubric, the updated rubric used to also assess the first criterion (see above). Therefore, we would like to see a 10% increase in scores on 80% of candidates' final project in SPED 6317, relative to the score they received on the final project they

submitted in SPED 6314. The range for improvement will vary based on the candidates' initial performance, but a 10% increase for 80% of candidates is feasible, given the low percentage of candidates that score above 90% on the project in SPED 6314. To achieve this goal, we intend to have the candidates submit multiple drafts throughout the semester to allow us to shape their written behavior.

Finding

Improvement Of Research Project From Fall (SPED 6314) To Spring (SPED 6317) Of Last Year 

To determine improvement in scientific writing ability, scores were compared on the student's research projects from Fall to Spring semesters. All students improved across semesters; only six out of eleven improved more than 10% relative to their Fall performance. The average scores out of 160 points were 130.1 (81.3%) and 151.7 points (94.8%) in Fall and Spring, respectively. Furthermore, the average improvement from Fall to Spring was 18.3% when calculated as percentage of Fall scores and 13.5% when calculated as percentage of the total 160 points. All students made noticeable improvement in their writing across semesters, even if they did not meet the criterion.

Action

Research Proposal In SPED 6314 

Students will begin working on their research proposals much earlier in their academic careers (Spring semester of their first year).

Students will be introduced to a wider variety of research throughout their classes.

Students will receive increased emphasis on written description of procedures - clarity and conciseness - in the early portion of the course. Students will be afforded opportunities to submit drafts of the proposal prior to the final submission at the end of the course.

The accuracy criterion of 80% of candidates was not obtained - two candidates fell short in their initial drafts in SPED 6314. Thus, 80% will remain the criterion level of accuracy for the research proposal.

Previous Cycle's "Plan for Continuous Improvement"

This year, we have already made many changes and plan to continue to do so. We began getting the 2013-2014 students focused on their research projects in Spring of 2013. We have had the students read more research than previous years. We are working to change the course sequence towards both of the aforementioned goals as well. We are having the students conduct small research projects in classes early on to prepare them for their larger research project. We have changed the way that practicum is conducted so that they are receiving maximum experience in the field, if possible. We have changed the curriculum in several classes to focus more strongly on the Behavior Analysis Certification Board Task List in order to prepare them for both comprehensive exams and the BCBA exam. Overall, we are making any change necessary to improve the intensity of the curricular and research focus for the student.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Any failures on the plan for continuous improvement in the last year were due to understaffing. The program accepted too many students into the first year cohort and did not get the new faculty member that was expected. Furthermore, the coordinator of the program was very ill in the last year. We will continue to implement the plan in the coming year with two healthy staff members and a reasonable number of students.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

This year, we have already made many changes and plan to continue to do so. We began getting the 2014-2015 students focused on their research projects in Spring of 2013. We have had the students read more research than previous years. We are working to change the course sequence towards both of the aforementioned goals as well. We are having the students conduct small research projects in classes early on to prepare them for their larger research project. We have changed the way that practicum is conducted so that they are receiving maximum experience in the field, if possible. We have changed the curriculum in several classes to focus more strongly on the Behavior Analysis Certification Board Task List in order to prepare them for both comprehensive exams and the BCBA exam. Overall, we are making any change necessary to improve the intensity of the curricular and research focus for the student.

[Jump to Top](#)

**Department of Library
Science**









Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014








Library Science MLS

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Goal	Master Texas Educator Standards For School Librarians 
	Candidate knowledge and skills to meet Texas Educator Standards

Objective (L)	<p>Candidate Knowledge, Skills, And Dispositions </p> <p>Candidates will demonstrate their knowledge, skills, and dispositions by successfully completing the TExES School Librarian (150) test that is designed to assess examinees according to the prescribed domains that include the following: Domain I - Teaching, Learning, and the School Library Environment; Domain II - Program Management, Leadership, and Connections to the Community; and Domain III - Librarianship, Information Science, and Technology.</p>
Indicator	<p>TExES </p> <p>All candidates seeking school librarian certification must take the TExES (Texas Examination of Educator Standards) for school librarians. This exam directly corresponds to the state content competencies that are designed to measure the candidates' level of mastery as it relates to the field. Results of candidate scores on the TExES test for school librarians determine the pass rate for each testing period.</p>
Criterion	<p>TExES Scores </p> <p>Candidates will pass the TExES Exam for School Librarian, and 80% of candidates will succeed upon their first effort. A scaled score of 240 is required for passing. The overall pass rate, with those who have to retake the exam, will exceed 90% of candidates.</p> <p>In 2012-2013, the candidates pass rate was 73% for first effort success; thus, the 80% criterion will remain for 2013-2014. The faculty moved from the online webinar that proved unsuccessful in supporting our candidates. Currently, the department is requiring that candidate interns successfully complete the pretest prior to the end of the semester. Also, the faculty developed a glossary list to aid the candidates as they prepared for the pretest and the TExES certification examination. For those who require remedial support, a faculty member will work with the individual candidate until the candidate experiences success in passing the TExES.</p>
Finding	<p>Candidate Knowledge, Skills, And Dispositions Findings </p> <p>The program was not successful in meeting the 80% criterion for candidates to succeed upon their first effort of passing the state's certification examination. In 2013-2014, the candidates pass rate for the examination was 71% for the first effort; thus, the 80% criterion will remain for 2014-2015. In addition, the overall pass rate for the certification examination that includes first time test takers and repeaters was 83%, which doesn't meet the criterion of 90%.</p>
Action	<p>Candidate Knowledge, Skills, And Dispostions Action </p> <p>Currently, the department is requiring that candidates successfully complete a pretest prior to the end of their coursework in the program. The faculty will continue to use the glossary list as an aid for the candidates as they prepare for the pretest and the TExES state certification examination. In addition, faculty members created several scenarios for each course that will provide candidates with the opportunity to encounter material with problem-solving questions similar to those that might be found on the certification test. The scenarios will be introduced into all required courses in Fall 2014. For those who are in need of remedial support, a faculty member will work with the individual candidate until the candidate experiences success in passing the</p>

TExES.

Goal	Portfolio Demonstrating Mastery Of Standards 
	Library science candidates prepare a final assessment portfolio for the MLS to demonstrate mastery and competence standards adopted by the field.
Objective (L)	Candidate Preparedness 
	Candidates will demonstrate mastery of their knowledge, skills, and dispositions gained in the Library Science program on the final assessment of portfolio. The portfolio is governed by the <i>ALA/AASL Standards for Initial Preparation of School Librarians (2010)</i> . The five standards include: Standard 1 - Teaching for Learning; Standard 2 - Literacy and Reading; Standard 3 - Information and Knowledge; Standard 4 - Advocacy and Leadership; and Standard 5 - Program Management and Administration.
Indicator	Final Assessment Portfolio  
	<p>Every graduate program requires a final product for its course of study. The Department of Library Science has determined that the electronic portfolio is currently the best method of providing evidence that the candidate is prepared for the world of school librarianship. The electronic portfolio is designed for candidates to demonstrate through artifacts and reflection their completion and mastery of the American Association of School Librarians (AASL) and National Council for Accreditation of Teacher Education (NCATE) Standards.</p> <p>The candidate must meet acceptable or target evaluations of their final assessment portfolio. Professors review the portfolios using rubrics developed by faculty for this purpose.</p>
Criterion	Pass Rates For Portfolio 
	All candidates will obtain an assessment of either acceptable or target as indicated by department rubrics on the final portfolio. Since candidates met the desired ratio of 30% Acceptable and 70% Target, the new percentages will be 20% Acceptable and 80% Target. This ratio has been adjusted to align the goal with the 2012-2013 results.
Finding	Portfolio Demonstrating Mastery Of Standards Findings 
	Pass rates for Portfolio for 2013-2014 were as follows: 0% Unacceptable; 47% Acceptable; and 53% Target.
Action	Portfolio Demonstrating Mastery Of Standards Action 
	While the 100% pass rate was maintained for Portfolio, the percentage of candidates who scored Target was 53%, which is a drop when compared to last academic year's pass rate. The remainder of the 47% of candidates scored at the Acceptable level. In support of the candidates' success with Portfolio, edits were made to the Anecdotal Resume to provide clarification to the suggestions, recommendations, and requirements that are included in the document. These changes were made and in place for Fall 2013. When reviewing the Portfolio scores, Fall 2013 scores are comparatively lower than the Spring 2014 scores. With the edits in place for the first time in Fall 2013, this may have resulted in the lower scores when compared with the Spring 2014 scores where candidates had more time to become familiar with the edits. This may have been one factor contributing to candidate's not meeting the criterion. The program will maintain the current criterion of 20% Acceptable and 80% Target for the 2014-2015 academic year.

Previous Cycle's "Plan for Continuous Improvement"

Based on the first attempt pass rate of 73% for the TExES exam, the Department recognizes that preparation for the exam must include an online component in order to accommodate candidates who live throughout Texas since the MLS program is currently totally online. In order to accomplish this, the Department will pilot an interactive online platform to engage graduates and graduate candidates in a study session with materials related to the TExES examination. The session will be recorded for later viewing.

For 2013-2014 the Department will adjust the pass rates for Portfolio to 20% Acceptable and 80% Target. The ratio will be adjusted to better reflect and provide a more realistic goal based on the results of 2012-2013. In addition, the Department plans to implement more course discussions surrounding the ALA/AASL Standards for Initial Preparation of School Librarians (2010)* and how assignments are related to those standards and their elements. In doing so, the graduate candidates will be encouraged to make authentic decisions as they create artifacts for assignments that may be included in their Portfolio.

*The ALA/AASL Standards for Initial Preparation of School Librarians were developed by American Association of School Librarians (AASL), a division of the American Library Association (ALA).

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

For the online component that was attempted in order to accommodate the online library science candidates who live throughout Texas, the program did not experience significant results. Attendance was very low at the live session without any candidates stating that later viewing of the recording was beneficial.

In 2013-2014, for the TExES certification examination the candidates pass rate was 71% for first effort success; thus, the 80% criterion will remain for 2014-2015. The overall score which includes first time test takers and repeaters was 83%, which doesn't meet the criterion of 90%.

Faculty members increased discussion and inclusion of the *ALA/AASL Standards for the Initial Preparation of School Librarians (2010)*. This is most apparent in the LSSL 5366 Library Internship course where interns are expected to have documented experiences related to all five of the standards and their elements. These standards and elements are a core component for the development of the Portfolio. Pass rates for Portfolio for 2013-2014 were as follows: 0% Unacceptable; 47% Acceptable; and 53% Target.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

Currently, the department is requiring that candidates successfully complete a pretest prior to the end of their coursework in the program. The faculty will continue to use the glossary list to aid the candidates as they prepare for the pretest and the TExES certification examination. The faculty created several scenarios for each course that would provide candidates with the opportunity to encounter problem-solving opportunities similar to those that might be found on the certification test. The scenarios will be introduced into courses in Fall 2014. For those who require remedial support, a faculty member will work with the individual candidate until the candidate experiences success in passing the TExES. The program will maintain the criterion of 80% pass rate for first time test takers and an overall score of 90%.

While the 100% pass rate was maintained for Portfolio, the percentage of candidates who scored Target was 53%, which is a drop when compared to last academic year's pass rate. This left 47% scoring at the Acceptable level. The program will maintain the current criterion of 20% Acceptable and 80% Target for the 2014-2015 academic year.

[Jump to Top](#)