TEACHER PREPARATION PROGRAM

PROGRAM ASSESSMENT
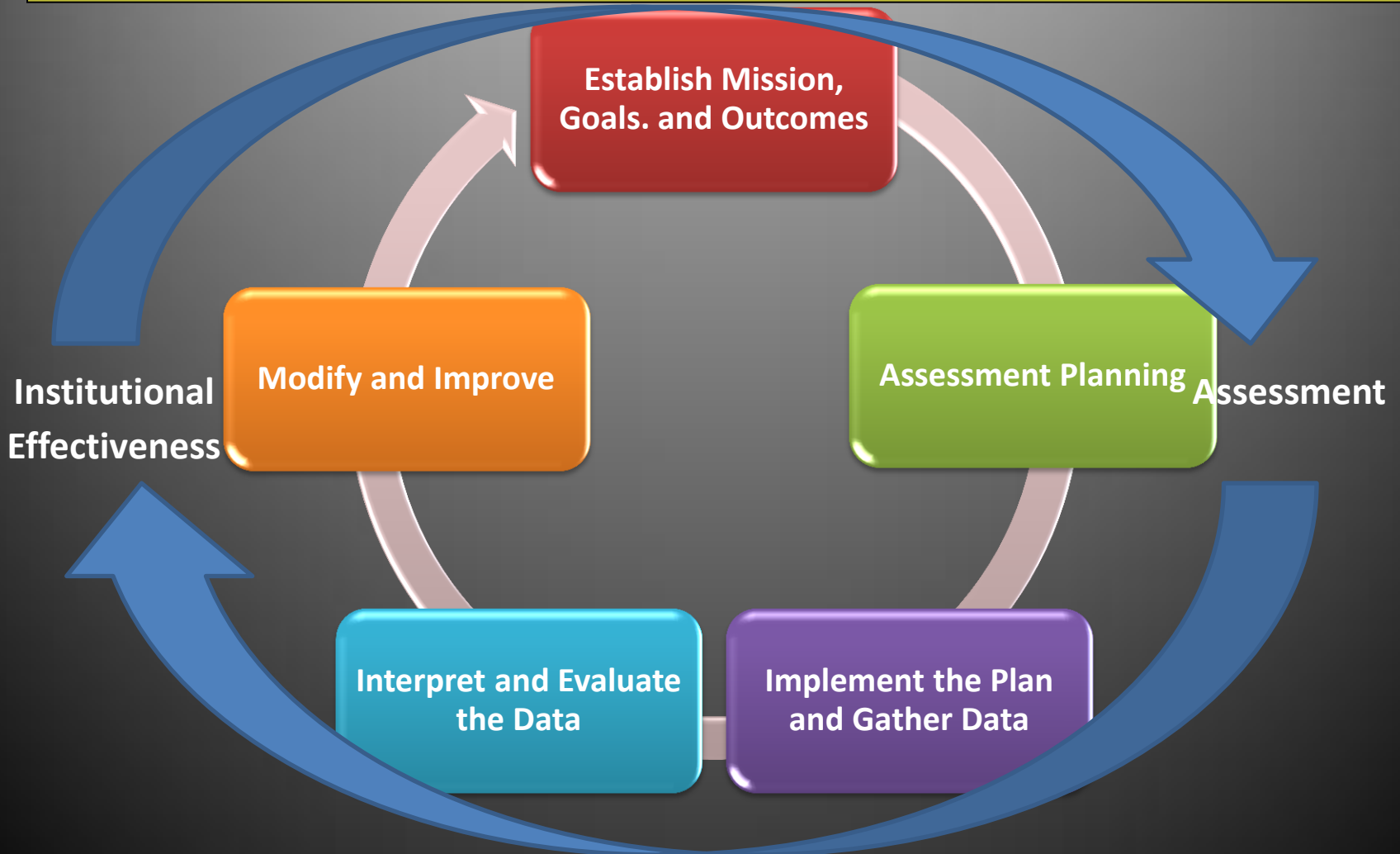# 2013-14

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Program Assessment: Methods and Procedures

The Teacher Preparation Program at A&M-Texarkana utilizes 1) evidence-based research, 2) stakeholder advisory and 3) candidate performance data to inform continuation and revision of program practices.

Evidence-Based Research: Program faculty and staff actively participate in National, State and Regional committees and events to keep abreast of current research on teacher preparation. Included are:

- Consortium of State Organizations for Texas Teacher Education Conference (CSOTTE), Annual Conference, October
- Texas A&M System Chancellor's Conference for Education, Annual Conference, October
- Center for Research, Evaluation, and Advancement of Teacher Education (CREATE), Annual PACE Conference, October
- Texas Computer Education Association (TCEA), Annual Conference, February

Stakeholder Input and Trends: A&M-Texarkana works to maintain active partnerships with community and district partners on an ongoing basis (e.g. P-20 initiatives, district meetings, etc.). To these ends, A&M-Texarkana's Education Department holds two summits (December & May), *On Teacher & Administrator Preparation and Quality*. At the summits, stakeholders discuss trends, improvements and opportunities for further partnership and scholarship. Additionally, CREATE annually provides data describing hiring and retention trends (professional impact) of A&M-Texarkana graduates in districts within a 75-mile radius.

Candidate Performance Data: A&M-Texarkana must track candidate data and report to the following funding and accreditation agencies: Texas Legislative Budget Board, Federal Title II Programs, Southern Association of Colleges and Universities, Texas Higher Education Coordinating Board, Texas Education Agency, Texas A&M System Board of Regents.

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Methods and Procedures, Page 2

Teacher Preparation Program (TPP) Data: Components of the following are tracked to support TPP vision, mission and core values:

1. TEA Accreditation Data

    Standard 1: Certification Test Pass Rates

    Standard 2: Administrator Appraisal Data (Start 2013- 14 School Year)

    Standard 3: Teacher Impact on Student Achievement (Start 2014-15 School Year)

    Standard 4: Rate of Compliance with SBEC Field Supervision Requirements (Start 2013-14 School Year)

2. Legislative Budget Board: Certification Data

3. Title II Data: Candidate Preparation in High Needs Areas including Secondary Science, Secondary Math, Special Education and English Language Learners

4. BSIS Degree Program Data: Enrollment, graduates, certification pass rates

5. TPP Undergraduate Program Admission Data (see Admission Matrix)

    GPA, TSI/THEA Scores, Oral Language Scores, Writing Sample Scores

6. TPP Enrollment – Undergraduate and Graduate Data

7. Center for Research, Evaluation and Advancement for Teacher Education (CREATE) for Proximal Zone of Professional Impact (75-mile radius in TX) – Hiring and Retention Data

8. TAMUS Student Learning Outcome Data (see Portfolio Rubric)

    Student Learning Outcomes #1-7

1. TEA Accreditation Data for Teacher Preparation Program

Standard 1: Certification Tests Pass Rates					
	FY10	FY11	FY12	FY13	FY14
PPR (all certs)	98.3%	95.9%	96.8%	99.1%	
ELAR 8-12*	85.7%	100%	100%	100%	
Generalist EC-6*	92.3%	80.3%	81.1%	83.3%	
History 8-12*	100%	100%	100%	100%	
Life Science 8-12*	100%	n/a	100%	100%	
Math 8-12*	100%	45.5%	71.4%	100% Math 4-8: 66.7%	
Science 8-12*	100%	100%	100%	n/a	
Social Studies 8-12*	100%	100%	100%	0% 1 per	
SPED EC-12*	91.7%	88.9%	83.3%	93.8%	

Undergraduate Program data only; Graduate candidates are required to pass content test for program admission.

2. Legislative Budget Board for Teacher Preparation Program

Data below represents percent of student who complete program and receive standard certification.

Certification Rate (85% min)						
	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13
# of Teacher Education Graduates	92	98	99	86	107	
# of Teacher Education Graduates Certified	84	94	89	80	88	
Certification Rate	91	95.9	89.9	93	82.2	

3. Title II Data
for Teacher Preparation Program

Goal for 2013-14, to increase number of teacher candidates prepared to teach Science, Mathematics, Special Education and English Language Learners by 5 in each category.

4. BSIS Degree
for Students in Teacher Preparation Program

BSIS Enrollment (EC-6 Only)

FY09 Fall 2008	FY10 Fall 2009	FY11 Fall2010	FY12 Fall 2011	FY 13 Fall 2012
238	259	307	288	251
	+8.82%	+18.53%	-6.19%	-12.85%

BSIS Graduates (EC-6 Only)

FY09	FY10	FY11	FY 12	FY 13
79	65	75	96	TBD
-3.66%	-17.72%	+15.385%	+28%	

NOTE: Data does not include undergraduates seeking 4-8 or 7-12 certification; graduate certification seekers.

Certification Test Pass Rates in the BSIS Program					
	FY09	FY10	FY11	FY12	FY13
PPR Exam	94%	92%	95%	96.8%	TBD

5. Undergraduate Admission Data for Teacher Preparation Program

	Fall 13	Spring 14	Fall 14	Spring 15
# of Applicants				
# Admitted				
GPA Average				
THEA Average				
Oral Language Score Average				
Writing Sample Average				

6. ED 321 Enrollment Data

	Fall 11	Fall 12	Fall 13	Fall 14
Main Campus	33	51	40	
NTCC Site	22	30	18	
Hallsville Site	9	11	n/a	
Total	**64**	**92**	**58**	
	Spr 12	Spr 13	Spr 14	Spr 15
Main Campus	22	24		
NTCC Site	19	10		
Hallsville Site	11	n/a		
Total	**52**	**34**		
Total for Academic Year	**116**	**126**		

6. ED 508 - Enrollment Data

|	Spr 11	Spr 12	Spr 13	Spr 14
	X	31	25	
	Sum I 11	**Sum I 12**	**Sum I 13**	**Sum I 14**
	26	14	7	
	Sum II 11	**Sum II 12**	**Sum II 13**	**Sum II 14**
	18	20	8	
Total for Academic Year	**44**	**65**	**40**	

6. Enrollment Data for Field Experiences (Student Teaching, Clinical Teaching, Internships)

	Fall 11	Fall 12	Fall 13	Fall 14			
BE 491 (EC-6)	2	3	1				
ED 491 (EC-6)	34*	14	14				
ED 492 (4-8)	3	2	3				
ED 493 (8-12)	5	5	4				
SPED 475 (EC-6)	8	7	11				
ED 585 (Interns)	21*	28	17				
Total	**73**	**59**	**50**				
	Spr 12	**Spr 13**	**Spr 14**	**Spr 15**			
BE 491 (EC-6)	2	3					
ED 491 (EC-6)	41*	23					
ED 492 (4-8)	4	4					
ED 493 (8-12)	15	3					
SPED 475 (EC-6)	11*	7					
ED 510 (Clinical)	X	12					
Total	**73**	**52**					
Total for AY *PDS or ACP #'s included	**146**	**112**					

7. Employment Data

Percentage of Newly-Certified Teachers Employed Inside and Outside
the Proximal Zone of Professional Impact
2011-2013

Texas A&M University - Texarkana
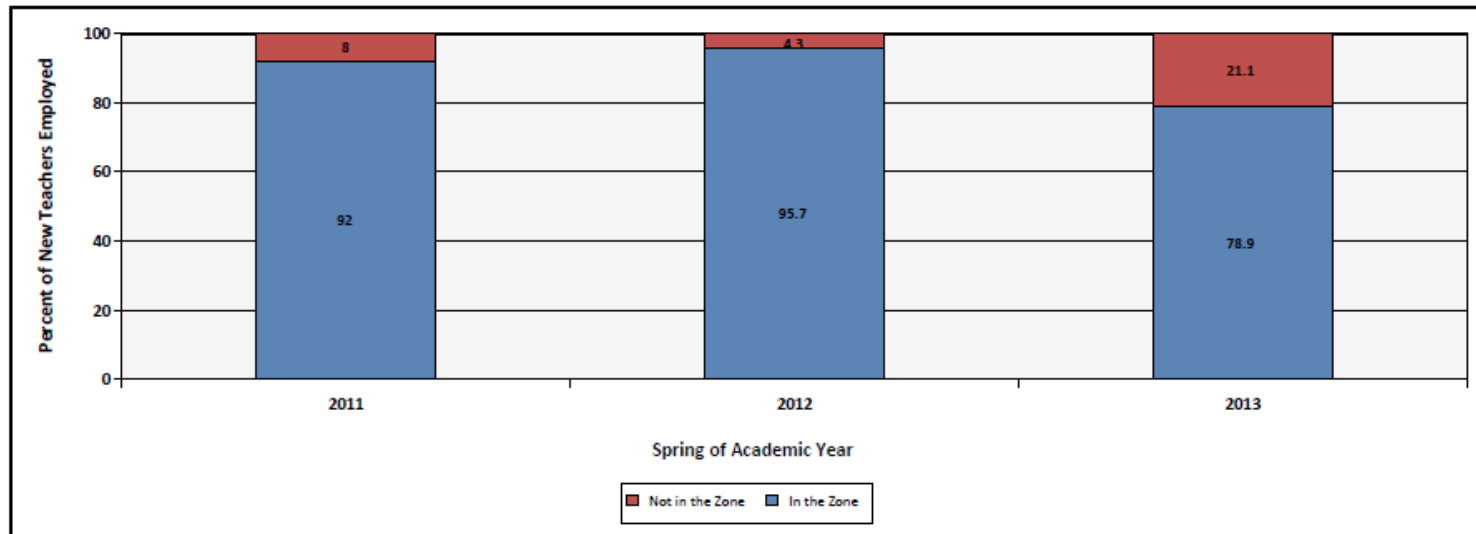
	New Teachers Employed						% Change
	2011		2012		2013		
	Number	Percent	Number	Percent	Number	Percent	2011 to 2013
In the Zone	80	92.0	67	95.7	71	78.9	-13.1
Not in the Zone	7	8.0	3	4.3	19	21.1	13.1
Total	87	100.0	70	100.0	90	100.0	0.0

7. Retention Data

Comparison of Teacher Retention Trends
Five-Year Retention of First-Year Teachers[1,2]
2009-2013
Texas A&M University - Texarkana

Legend: TAMU - Texarkana | CREATE Private Universities | CREATE Public Universities | For Profit ACPs | Non-Profit ACPs | State Total
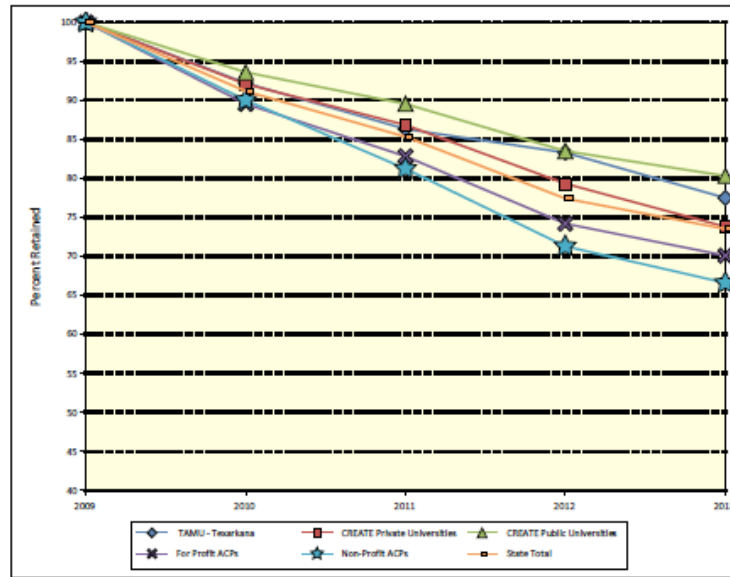
Entity/ Organization	Number Teachers	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
TAMU - Texarkana	102	100.0	92.2	86.3	83.3	77.5	22.5
CREATE Public Universities	7695	100.0	93.6	89.5	83.5	80.3	19.7
CREATE Private Universities	619	100.0	92.1	86.8	79.3	73.8	26.2
For Profit ACPs	6481	100.0	89.5	82.8	74.2	70.1	29.9
Non-Profit ACPs	3715	100.0	90.0	81.2	71.3	66.6	33.4
State Total	19756	100.0	91.2	85.3	77.4	73.5	26.5

[1] Includes teachers obtaining a standard or probationary certificate in 2007-2008 with no prior teaching experience.
[2] Texas data only tracks public school employment.
[3] Numbers less than 10 are not represented on this figure.

PACE 2013

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Source Data
Teacher Certification and Assignment Files, AEIS, TEA

TEACHER PREPARATION
Student Learning Outcomes – SY 2013-14

COMMUNICATION

1. Effectively communicate with students, including students whose home language is not standard English, as well as with parents and other school personnel. (Portfolio & PPR Test)

CRITICAL THINKING AND PROBLEM SOLVING

2. Critically evaluate your own instructional effectiveness to plan future lessons and improve your teaching of all students over time. (Portfolio)

GLOBALIZATION AND DIVERSITY

3. Connect concepts and use differing perspectives to engage others in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues showing evidence of global sensitivity. (Portfolio)

ETHICAL DECISION-MAKING/SOCIAL RESPONSIBILITY

4. Critically evaluate your own participation in collaborations with peers and in your instructional practices to understand the effect of your choices and actions on others – use of ethical reasoning. (Portfolio)

TEACHER PREPARATION
Student Learning Outcomes – SY 2013-14

DISCIPLINE SPECIFIC CONTENT KNOWLEDGE

5. Demonstrate competency in content area and content pedagogy. (Portfolio & TExES Content Test)

    - EC-6 candidates demonstrate competency in language arts, social science, mathematics, science, technology applications, physical education and health and the arts. (EC-6 generalist)
    - 4-8 candidates demonstrate competency language arts & reading, social science, mathematics, science.
    - Secondary candidates (Grades 7-12) demonstrate competency in specific content area.

6. Demonstrate competency in pedagogy including learner development, learning differences, learning environments, assessment, planning for instruction and instructional strategies. (Portfolio & PPR Test)

INTEGRATION OF BROAD KNOWLEDGE

7. Develop, select and implement and assess instruction based on 1) individual learning goals and needs (culturally & linguistically responsive), 2) standards (including TEKS, CCRS, ELPs and student IEPs), 3) evidence-based teaching methods and instructional materials (including technology) and 4) assessment strategies aligned with learner goals. (Portfolio , PPR Test, TExES Content Test)

TEACHER PREPARATION
Student Learning Outcomes: Curriculum Map

	ED 311	ED 321, ED 508	RDG 350, RDG 343, RDG 501	SPED 410	ED 331 ED 506	ED 435, 486, 487	RDG 352, 354, 562, 563	SPED 417 (EC-6 Only)	BL 491, ED 491, 492, 493, 494, 510, 585, SPED 475	SPED 418 ED 557
Communication SLO #1	I,A	I, A	I, A	I, A	R, A	R,A	R,A	R,A	R,A	R, A
Critical Thinking & Problem Solving SLO #2	I, A	I, A	I, A	I, A	R,A	R, A	R, A	R, A	R, A	R, A
Globalization/Cultural Diversity SLO #3	I, A	I,A	I,A	I,A	R,A	R, A	R, A	R, A	R, A	R, A
Ethical Decision Making/Social Responsibility SLO #4	I, A	I, A	I, A	I, A	R,A	R, A	R, A	R, A	R, A	R,A
Discipline Specific Knowledge SLO #5						R, A			R, A	
Discipline Specific Knowledge SLO #6	I,A	I,A	I, A	I, A	R,A	R, A	R, A	R, A	R, A	R,A
Integration of Broad Knowledge SLO #7	I	I	I	I	R	R	R	R	R	R, A

Key: I = Introduced, R = Reinforced, A = Assessed

TEACHER PREPARATION
Student Learning Outcomes: Assessment Cycle

Data Collection: Annually
Review, Analysis & Interpretation: Spring Semester
Recommended Revisions: Fall Semester
Implementation of Revisions: Spring Semester

Academic Year	13-14	14-15	15-16	16-17	17-18	18-19
SLO #1	√	√	√	√	√	√
SLO #2	√	√	√	√	√	√
SLO #3	√	√	√	√	√	√
SLO #4	√	√	√	√	√	√
SLO #5	√	√	√	√	√	√
SLO #6	√	√	√	√	√	√
SLO #7	√	√	√	√	√	√

TAMUS Student Learning Outcome Data

Process under construction: Group (3 or more) randomly review % of graduating seniors each semester with qual rubric.