

## Assessments in addition to TExES

Key assessments used in addition to the TExES indicating that the Unit's candidates in initial teacher preparation programs demonstrate the content knowledge delineated by professional, state, and institutional standards include GPA, Professional Development and Appraisal System (PDAS), electronic portfolio, as well as graduate and employer surveys. For all initial programs, GPA data is collected at admission to the desired education program, entry to clinical practice, exit from clinical practice, and program completion. A minimum cumulative GPA of 2.50 is required for entry into the Teacher Education Program, entry into clinical practice, exit from clinical practice and program completion. A minimum GPA of 2.50 is also required in the major or subject area discipline and in the professional core.

GPA is collected for the major or area of concentration represents the courses from the discipline area and academic core. The professional GPA is calculated from all of the courses in the professional core noted by an education (ED) prefix. Consequently, because the coursework with the ED prefix includes the domains of content knowledge, the average major GPA is significantly and consistently above 2.50 indicating strength across all discipline areas.

Admission to Student Teaching is the second major transition point in the Initial Teacher Education Program. Part of the evaluation for Admission to Student Teaching is the evaluation of the candidate's performance in the Major Content Area. The minimum GPA required for candidates' Major is 2.50 on a 4-point scale. Candidates who do not satisfy this requirement are denied admission into Student Teaching and advised of a course of action in order to correct any deficiencies or, in extreme cases, advised out of the program.

The attached table indicates that 91.5% of our students average Major GPA are consistently 3.00 or higher. In order to continue in the program, Initial candidates are monitored throughout their programs of study and are required to maintain a grade point average of 2.50 in both professional education courses and content area.

The Professional Development and Appraisal System (PDAS) is the State's approved instrument for appraising its teachers and identifying areas in need of improvement is used by the Unit to assess teacher candidates' performance during student teaching. The PDAS was developed under a legislative mandate to establish a fair and practical appraisal process that acknowledges and reinforces good teaching practices and quality professional development. The PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-centered Instruction adopted by the State Board for Educator Certification (SBEC). The eight domains include Active, Successful Student Participation in the Learning Process; Learner-centered Instruction; Evaluation and feedback on Student Progress; Management of Student Discipline, Instructional Strategies, Time and Materials; Professional Communication; Professional Development; Compliance with Policies, Operating Procedures and Requirements; and Improvement of All Students' Academic Performance

Domains II and VII are the principal domains that address Content Knowledge. Analysis of these PDAS domains from fall semester 2005 to fall semester 2007 indicate that over 95% of

the Unit's initial candidates scored 3.5 or above on a scale of 4.00. These scores suggest that our candidates' content knowledge falls within the Target area.

Candidates Overall PDAS Mean Scores by Programs

PROGRAM	FALL 2005		SPRING 2006		FALL 2006		SPRING 2007		FALL 2007	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
BILINGUAL EC-4	-	-		-	1	3.98	-		1	2.92
GENERALIST EC-4	19	3.84	12	3.84	18	3.78	7	3.85	16	3.87
GENERALIST 4-8	-	-		-	2	4.00	3	3.84	-	-
ELA/READING 4-8	1	3.82	10	3.67	4	3.79	9	3.76	5	3.69
MATHEMATICS 4-8	2	3.87	4	3.78	2	4.00	2	3.98	1	4.00
SPECIAL EDUCATION EC-12	-	-	3	3.71	8	3.48	-	-	3	3.15
ELA/READING 8-12	-	-	1	3.80	-	-	-	-	1	2.05

PHYSICAL EDUCATION EC-12	-	-	1	<b>3.49</b>	-	-	-	-	-	-
SCIENCE 4-8	1	<b>3.86</b>	1	<b>3.86</b>	1	<b>4.00</b>	3	<b>3.87</b>	-	-
SOCIAL STUDIES 4-8	-	-	1	<b>3.72</b>	1	<b>4.00</b>	1	<b>2.94</b>	3	<b>3.89</b>
MUSIC EC-12	-	-	-	-	1	<b>3.60</b>	2	<b>3.93</b>	2	<b>3.93</b>
<b>TOTAL</b>	23	<b>3.84</b>	33	<b>3.75</b>	38	<b>3.75</b>	27	<b>3.80</b>	33	<b>3.68</b>

At the initial level, teacher graduates were also surveyed to determine their opinion about their preparation in the areas of Content Area, Content Knowledge and Skills, Professional and Pedagogical Knowledge, their ability to help all students learn, preparation related to Knowledge and skills in their Field, and their ability to create positive environments for student learning. The return rate for the initial level graduates was approximately 98%. The mean for Content Knowledge is approximately 2.6 with a mode of 3 with an N return of 33. The survey results suggest that our candidates at the initial level rate their preparation for content knowledge as between acceptable and excellent

Surveys were also sent to employers to evaluate our graduates' performance on the job about their preparation in Content Area, Content Knowledge and Skills, Professional and Pedagogical Knowledge, their ability to help all students learn, Preparation related to Knowledge and skills in their Field, and their ability to create positive environments for student learning. Approximately 350 surveys were mailed to area schools with a return rate of 10%. The low return rate is because several of these schools did not have any of our graduates working on their campus. With a mean for Content Knowledge of approximately 2.4 and a mode of 2 results of the employer survey suggest that our candidates are rated by employers as acceptable or above in the area of Content Knowledge.

The portfolio evaluation, in addition to continued monitoring of student TEXES scores and passage rates, helps faculty assess its teaching in the content areas. It also helps evaluate student reading, writing and critical thinking skills. The portfolio contains: a vita, a critical introduction,

and selected artifacts and projects from their former and current coursework. Students include graded essays with comments from instructors and subsequent or previous versions of those essays. Presenting a portfolio of their best work, students must include one essay accompanied by the various drafts produced through revisions; and primarily essays that demonstrate critical reading, thinking, and writing (i.e. work that shows evidence of analysis, synthesis, and evaluation as part of the thinking process). The evaluative portfolio is aligned with NCTM standards. Although 2006 and 2007 assessments reveal lower enrollment and desired scores, data indicates improvement in student enrollment and performance is necessary for the program to be successful. It is hoped that new courses designed to prepared students for broad knowledge of content as well as for teaching specialization will increase enrollment.