

Prairie View A&M University  
Whitlowe R. Green College of Education  
Exhibit 2.4.g

2.4.g. Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system.

In the spring 2012 the entire Whitlowe R. Green College of Education changed the functionality and look of our student file folders. We changed from regular manila file folders to six-section file folders with brads. This was done in an effort to stop the loss and damage of important documents for each student. The six-section file folders for the undergraduate students contain the following sections and items:

- 1<sup>st</sup> section – TEA checklist, degree plan (updated as the student matriculates), registration forms.
- 2<sup>nd</sup> section – (Admission to Teacher Education) Code of Ethics acknowledgement, Admission to Teacher Education letter, admissions packet.
- 3<sup>rd</sup> section – (Miscellaneous forms) Change of major, Pre-Approved Transfer, Substitution, Review hours for content and PPR, PPR Certify Teacher Score, PPR Representative Score, Content Certify Teacher score, Content Representative score, PPR Official Test Application, Content Official Test Application.
- 4<sup>th</sup> section – (Admission to Student Teaching) Application packet, checklist, approved/disapproved letter, placement information, student teaching data sheet.
- 5<sup>th</sup> section – (Field Experience Forms) Validation forms and logs, Initial contact form, Field Experience Observation forms, Student Teaching record.
- 6<sup>th</sup> section – Graduation audit, communication logs or emails of importance.

**Student Label should contain:**

Last name, First name  
Student ID#  
Certification Area (EX: Math 4-8. ELAR 8-12)

The six-section file folders for the graduate students contain the following sections and items:

- 1<sup>st</sup> section – TEA checklist and degree plan (updated as the student matriculates).
- 2<sup>nd</sup> section – (Registration forms) registration forms.
- 3<sup>rd</sup> section – (Admission to Graduate School) Application for admission to the graduate school and the respective program.
- 4<sup>th</sup> section – Application to Candidacy, GRE Scores, Graduate Degree Plan, and transcripts.
- 5<sup>th</sup> section – (Miscellaneous Forms) Review hours, representative test scores, application to take official TExES test(s).
- 6<sup>th</sup> section – Graduation audit, communication logs or emails of importance.

**Student Label should contain:**

Last name, First name  
Student ID#  
Degree Program (EX: Special Education, C&I-Reading Education, Educational Leadership)

The Office of Student Teaching has also undergone some transformations and changes. The student teacher observation/evaluation form has been streamlined from two pages down to one. The evaluation is now available online so that the university/content/mentor supervisors can complete it electronically for easier data collection and analysis. Professional development has been increased to include soft skills

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students need to have in order to be successful. The student teacher handbook is ever changing and evolving as new items come up or are improved upon.

The initial contact form has also been redone. A FERPA release of information form has been created. The training session(s) for cooperating teachers has been redone.

Additional changes within each department are identified below.

**Department of Curriculum and Instruction:Initial Program**

The Unit's initial teacher education program revised criteria for admission, retention, and exit from the program. Satisfactory quality (as measured by grade point average) is a requirement for admission to, retention and exit from the initial teacher preparation program for all candidates.

To be admitted to Teacher Education candidates are required to complete the University Core Courses in academic acceptable standing (2.5 on a 4.0 scale). Candidates must also have a minimum of "C" in the areas of English and Mathematics core courses. The state exam for minimum skills (THEA) is an additional requirement for admission. The minimum passing score is a 230 in THEA Reading. During the 2013 spring semester, the CUI faculty implemented an Interview Matrix for all candidates. The candidate must receive a total of  $\geq 9$  points in order to have an acceptable matrix.

Ongoing assessments for the EC-6 program represent the substantive changes implemented during data assessment meetings with the Dean of the Unit and include the state practice examination for the TExES® Pedagogy and Professional Responsibilities (PPR) and Generalist EC- 6 area examinations. The test items on the TExES® representative examinations are multiple choice, and measure the candidate's knowledge, or require the application of the content knowledge to resolve specific problem(s). Some of the questions also require the candidate to make an assessment of the application of content knowledge in a given scenario. The NAEYC Standards and the TExES® PPR and EC-6 Generalist Standards are used to plan these assessments.

Additional changes adopted in initial programs were changes that affected admissions as well as program activities, including adjustments to the course content and syllabi. An assessment coordinator was hired to monitor program activities that were instituted as a result of the assessment results. The Unit also recommended that prospective teachers avail themselves of the Performance-based Academic Coaching Teams (PACT) website that one of our sister institutions developed to support novice and veteran teachers. One of the major across-the-board changes resulting from the analysis of test data was to purchase test-taking software, called Certify Teacher, for all candidates to use. The departments increased the pass rate on the representative test that candidates took from 80% to 90%, after completion of a mandatory six-hour certification test review. We also encourage candidates to acquaint themselves with the review modules that the TExES® Certification Exam Review for Teachers (T-CERT) has available online.

As a result of the SACS Reaffirmation of Accreditation, the Curriculum and Instruction department hired content supervisors with advanced, specialized degrees, to supervise teacher interns during clinical internship with an expanded focus on recruiting supervisors with special education expertise. The department also implemented training for clinical professors, cooperative field supervisors and candidates to acquaint them with state standards for candidates' field experience. The TExES® competencies and domains as well as applicable INTASC and SPA standards are imbedded in the standards that clinical supervisors use to assess candidates.

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**Special Education and Educational Diagnostician Programs**

An identification of curricula weakness during the 2011 academic year required the department to make substantive changes in content for initial programs and delivery mode for the advanced Educational Diagnostician program.

Modifications and changes to the non-licensure program were implemented based on data analyzed by Department Heads and Program Coordinators. In spring 2012, an admission process was implemented for those candidates in the Educational Diagnostician program. In order to be eligible to enroll in the Practicum course for Educational Diagnostician certification, candidates must complete an application and submit it along with the following documentation: completion of a Master's degree, Teacher certification from TEA, Teacher service record with proof of at least 2 years of teaching, Deficiency Plan, 6 hours of official review outside of the classroom, and a passing score of  $\geq 290$  on Certify Teacher.

**Department of Educational Leadership and Counseling:Advanced Program**

During the summer of 2011, the ELAC department developed a practicum manual for counseling and administration candidates that included a step-by-step guide for candidates. The manual was developed to address a specific concern relating to site assessment of candidates, data collection and the obvious need to provide written guidance and rigor during the internship phase of the program. All manuals developed and implemented during the summer of 2011 adhered to the state mandated requirements of documented 160 clinical internship hours. The revised protocol also measured the intern's competency along five professional domains: leadership, administration, equity, community relationship and professional responsibility. The impetus for the revision was that candidate logs indicated that they were not completing all activities related to the internship observation standards. This observation protocol became effective fall 2012.