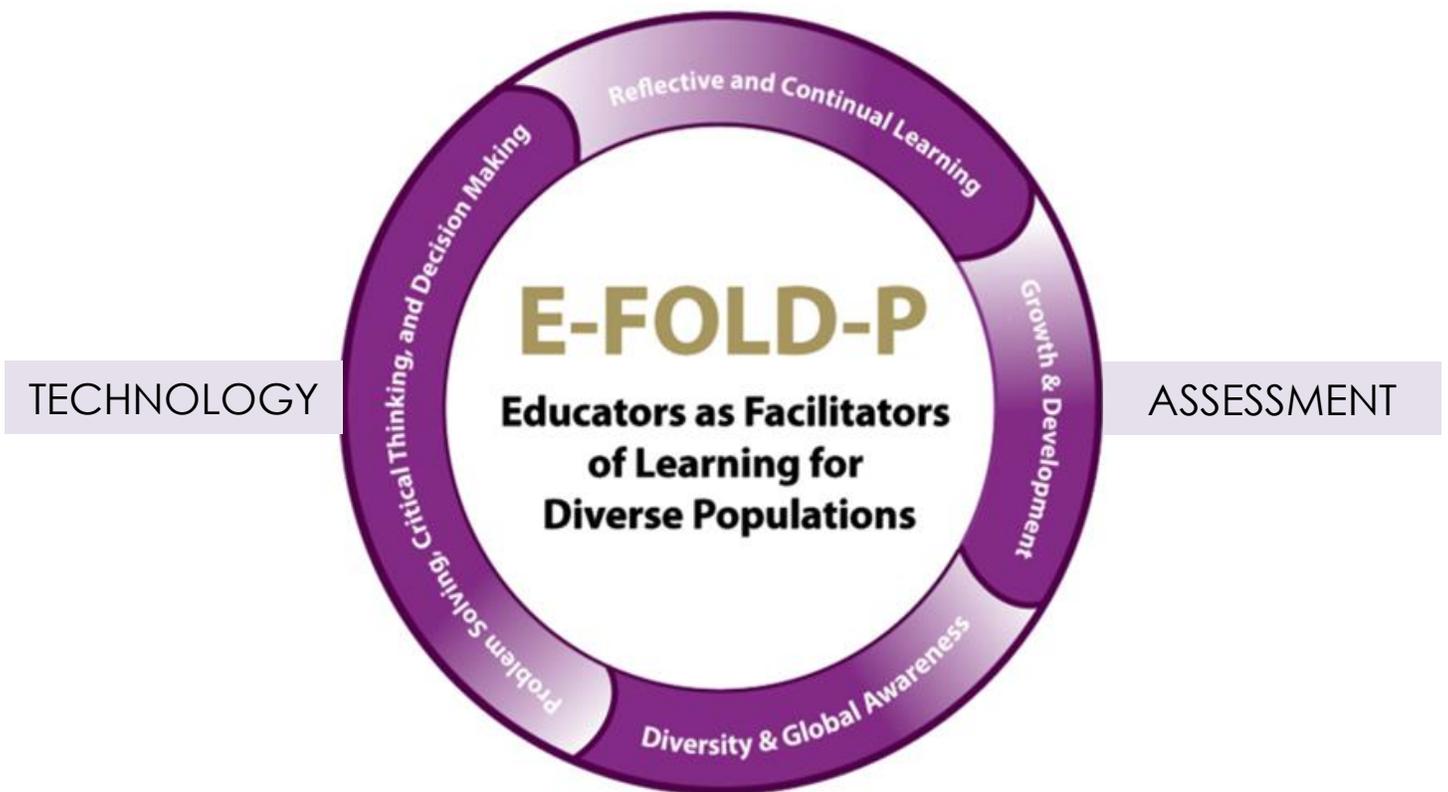


PRAIRIE VIEW A&M UNIVERSITY  
WHITLOWE R. GREEN COLLEGE OF EDUCATION

PROFESSIONAL EDUCATION UNIT  
ASSESSMENT HANDBOOK



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**THE PURPOSE OF THIS ASSESSMENT HANDBOOK IS TO DESCRIBE THE PROFESSIONAL EDUCATION UNIT ASSESSMENT SYSTEM (UAS). THIS MANUAL WAS CREATED TO ASSIST PROFESSIONAL EDUCATION FACULTY MEMBERS, STAFF, STUDENTS, AND COMMUNITY STAKEHOLDERS IN THEIR UNDERSTANDING OF THE UNIT'S ASSESSMENT SYSTEM.**

## **INTRODUCTION**

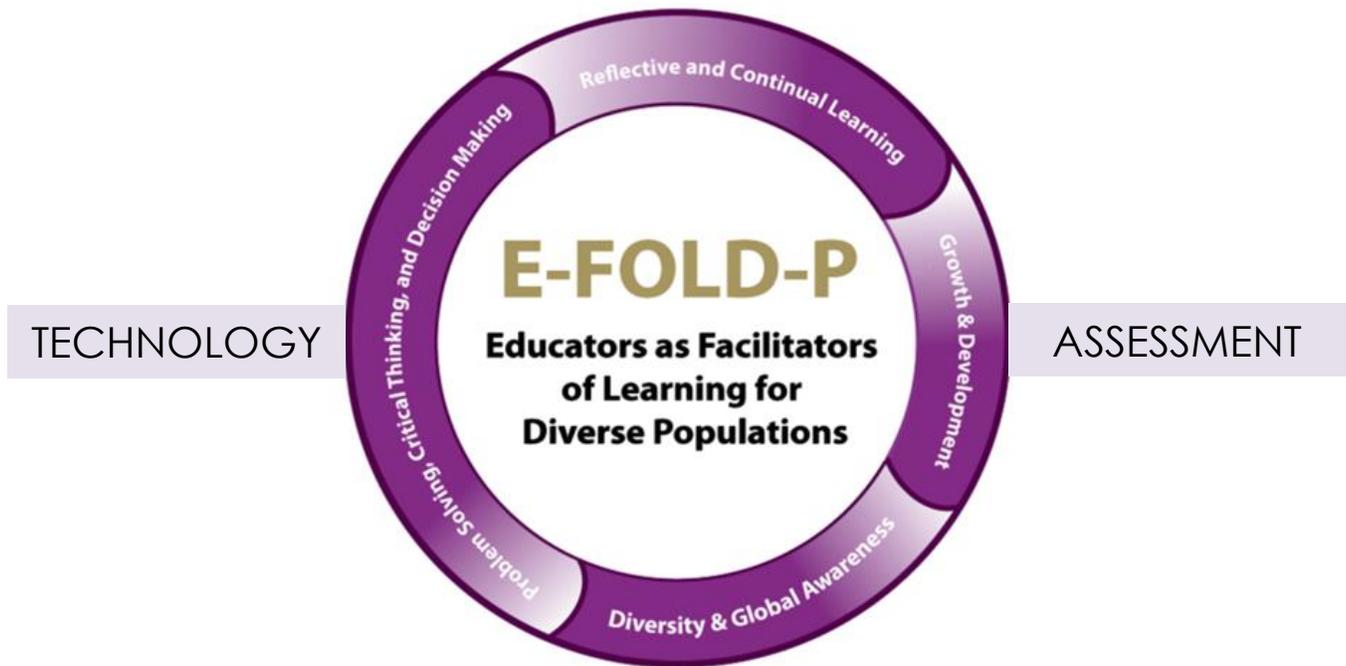
The Whitlowe R. Green College of Education (WRGCOE) at Prairie View A&M University has a long history of preparing quality teachers and other school personnel. The Unit's graduates can be found serving as teachers and administrators in schools throughout Texas and the nation. The critical shortage of teachers in certain fields and a sharp decline in the number of minority candidates entering teacher education have prompted the Unit to make vigorous efforts to attract diverse bright young men and women to the profession of teaching. In its efforts to meet the demands and challenges associated with excellence in teaching, the College of Education continues to respond to the changing educational needs of the community.

## **PURPOSE AND GOALS**

The Whitlowe R. Green College of Education is the designated teacher education unit of the University. The objectives of the WRGCOE center on the areas of pre-service, in-service, and continuing education of teachers in elementary and secondary schools. Programs are designed to meet the needs of a diverse student population including but not limited to elementary teachers, subject area teachers, teachers of children with special needs, counselors, and those who aspire for supervisory and administrative roles in elementary and secondary schools.

## CONCEPTUAL FRAMEWORK

Our teacher education program focuses on Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P).



*The conceptual framework for both the initial and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning.*

The PVAMU conceptual framework model – Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P) – supports the major goals of the Teacher Education Unit. E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to:

1. Develop and prepare candidates as:
  - problem solvers, critical thinkers, and decision makers;
  - reflective and continual learners who utilize effective teaching practices;

- facilitators of student growth and development, by precept and example;
  - educators with understanding and appreciation of human diversity and global awareness.
2. To promote the professional development and competence of students preparing for student teaching.
  3. To prepare beginning professionals as problem-solvers, critical thinkers, and decision-makers who are able to communicate these cognitive skills to students.
  4. To prepare beginning professionals as facilitators of student growth and development by exhibiting a positive self-esteem and concept, and by being able to transmit these affective components to learners.
  5. To prepare beginning professionals as reflective and continual learners who initiate and distribute knowledge and skills and who utilize effective teaching practices.
  6. To prepare beginning professionals as those who understand and appreciate human diversity, and who demonstrate global awareness by recognizing that diverse learners can meet all learner outcomes.

**PRAIRIE VIEW A&M UNIVERSITY  
WHITLOWE R. GREEN COLLEGE OF EDUCATION  
CONCEPTUAL FRAMEWORK**

**Shared Vision**

**Coherence**

The Unit principles emphasized in the conceptual framework provide a system for ensuring coherence among program development, course work, clinical practice, and assessment of candidate performance across a candidate's program.

**Dispositions**

This Unit's philosophy is articulated in the core beliefs and dispositions that drive the conceptual framework, guide the development of programs, and guide the delivery of each program. These core beliefs and dispositions are born of consideration for the Unit's goals for excellence in teaching; the examination of established national, state, and Unit standards for teaching and learning; and the review of curriculum experiences and expectations in all programs.

**Diversity**

Understanding and appreciating human diversity is one of the primary goals of the Unit's conceptual framework. The Unit ensures that knowledge, skills, and dispositions related to diversity are integrated into all coursework field experiences and assessments. The field experiences including student teaching, practicum, and internships occur in rural, urban and suburban school districts with highly diverse student populations, in terms of race, ethnicity, national origin and economic status.

**Technology**

The Unit's commitment to technology is demonstrated through course experiences and assessments requiring the use of technology to collect, organize, analyze and present information. The Unit faculty is committed to the effective use of educational and informational technology.

*The conceptual framework for both the initial and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. The framework consists of four major goals anchored by technology and assessment.*

**Reflective & Continual Learning**

The educator knows the fundamental principles of teaching and learning and uses that knowledge to guide his/her actions when confronted with real-world classroom problems.

**Technology**

**Problem Solving/Critical Thinking/Decision Making**

The educator fosters intellectual curiosity, open-mindedness, and respect for other viewpoints. They are guided by belief systems reflective of philosophical and historical knowledge of teaching and learning.

**E-FOLD-P**  
**Educators as Facilitators  
of Learning for  
Diverse Populations**

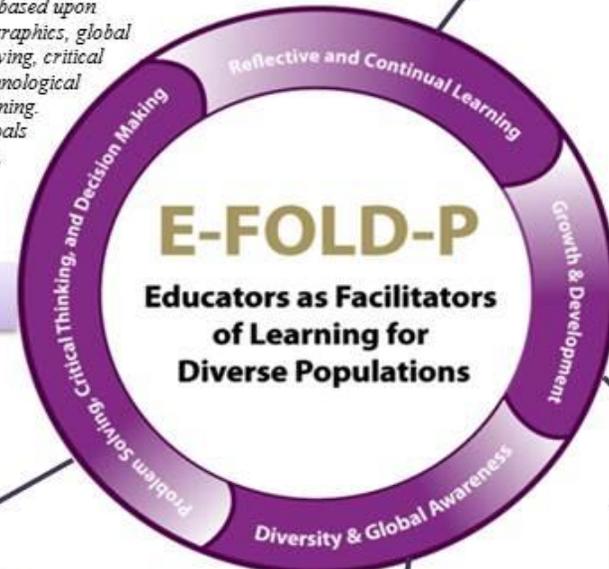
**Assessment**

**Growth & Development**

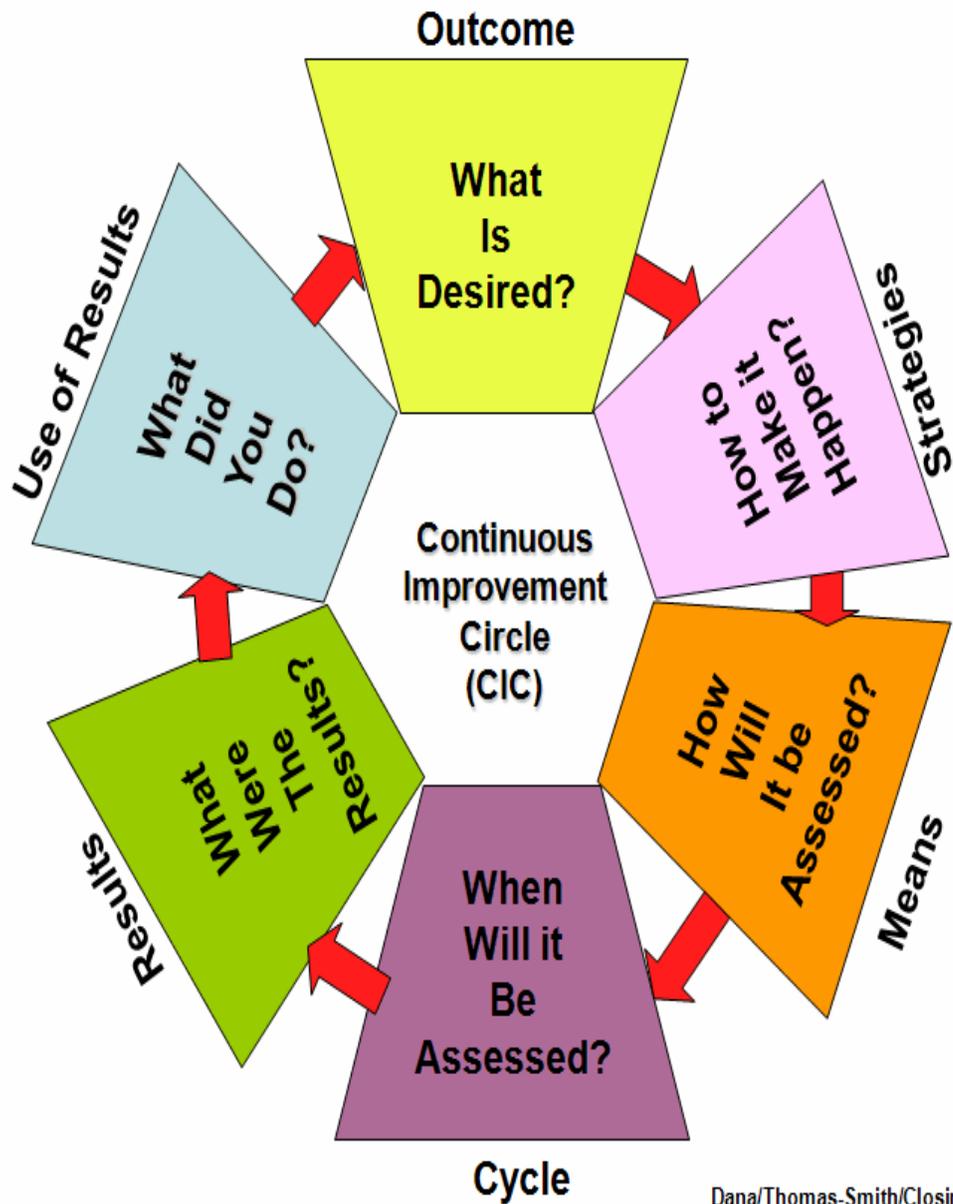
The educator demonstrates subject matter expertise and makes the subject meaningful for students.

**Diversity & Global Awareness**

The educator within diverse populations and environments knows how to assist all students especially those who have difficulties, are under prepared, or may have exceptional needs.



**Quality Without Compromise  
Closing the Loop  
The Six Question Model at Prairie View A&M University**



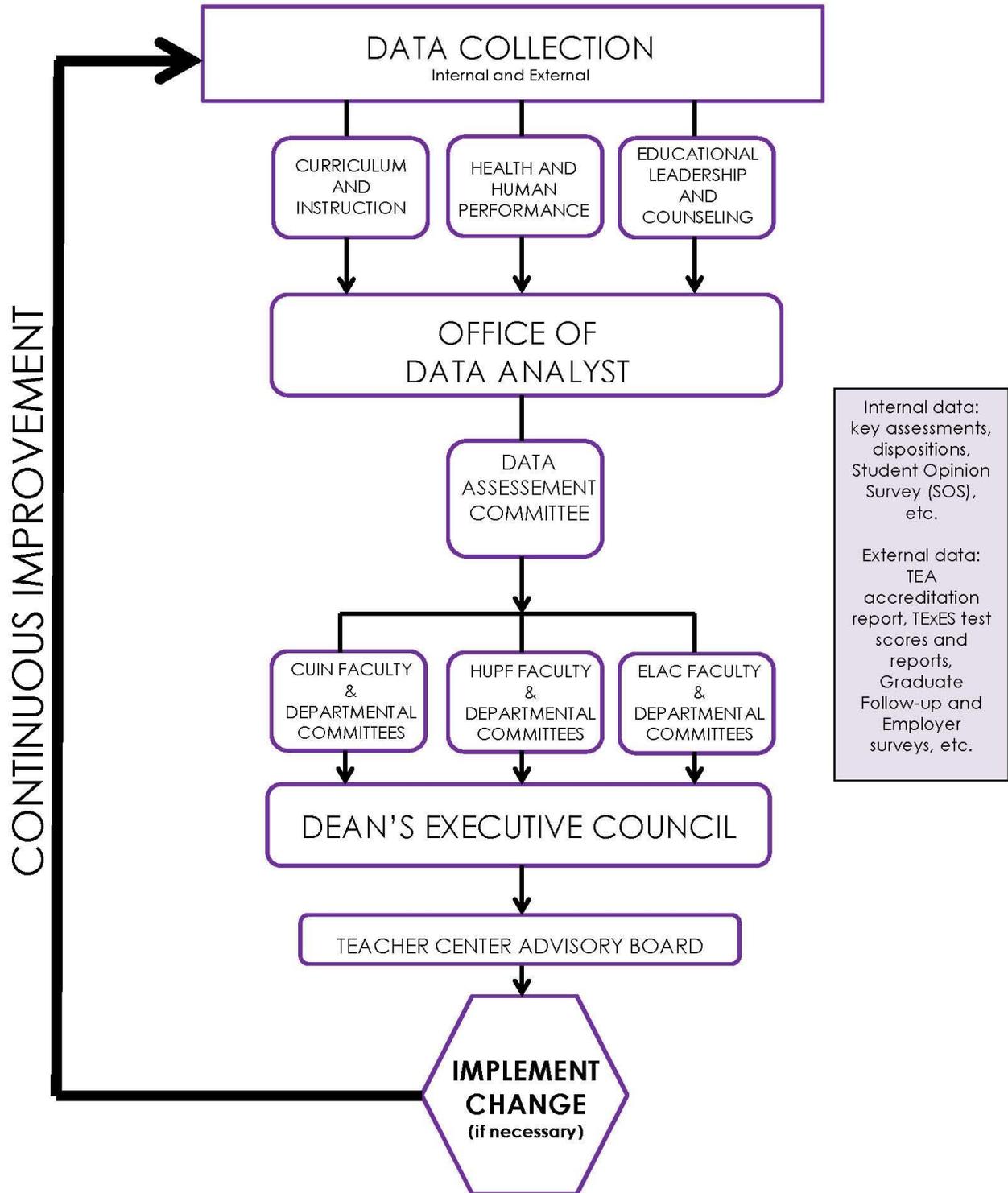
## **OVERVIEW OF THE UNIT'S ASSESSMENT SYSTEM**

The Whitlowe R. Green College of Education Teacher Education Unit Assessment System (UAS) is designed to measure and evaluate candidate knowledge, skills, and dispositions as well as to guide Unit and program improvement. The System operates at two distinct levels: 1) programs; and 2) the Unit. Initial and Advanced program-level assessment data on candidate performance and relevant operations are disaggregated by program and reviewed in order to: a) make decisions and provide feedback to individual candidates on program progress, as well as; b) used to judge the effectiveness of specific programs and practices and guide program improvement. Unit-level assessment utilizes data on unit operations as well as candidate performance data aggregated across programs, to examine Unit effectiveness.

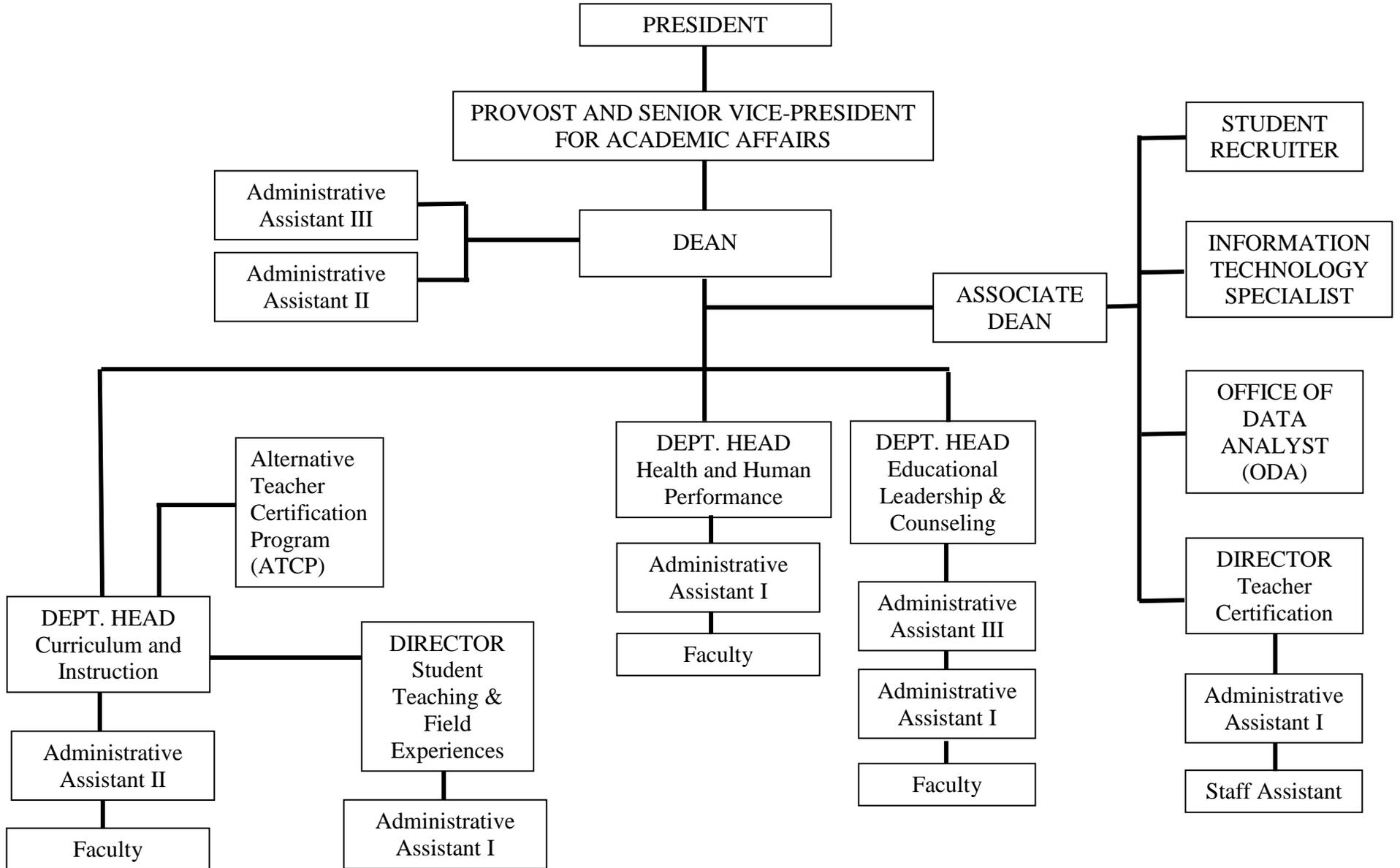
The data management is overseen by the Office of the Data Analyst (ODA). All data gathered from key assessments are channeled through the ODA and disseminated to the following committees for analysis. Program Committees (PC), functioning as assessment review committees for specific programs, examine aggregated program, candidate performance, and relevant unit data to make judgments about program effectiveness and any needed changes. The Unit Data Assessment Committee (UDAC) examines unit operations and candidate assessment data, aggregated across programs, to make judgments about unit effectiveness.

To guide program reviews, the Unit Assessment System specifies that each unit program (initial and advanced), through its PC, establishes and maintains a Program Assessment Plan (PAP) and conducts a program assessment review at least once annually in accordance with that plan. A minimum requirement of a PAP is to review programs' transition points, program admission, and admission to clinical practice/internship, exit from clinical practice, and program exit. At each transition point, candidates are to be informed of their program status, and the options for candidates who fail to meet established criteria. To implement its PAP consistent with the Conceptual Framework and unit-level guidance, each PC has identified transition points and associated evaluations/criteria and identified/developed standards-related assessments and associated rubrics. Assessment data are collected and periodically aggregated and reports generated for PCs to review and make recommendations.

Prairie View A&M University  
Whitlowe R. Green College of Education  
Unit Assessment System



# WHITLOWE R. GREEN COLLEGE OF EDUCATION ORGANIZATIONAL CHART



## **ORGANIZATIONAL STRUCTURE**

The Whitlowe R. Green College of Education is organized into the following departments and offices:

### **OFFICE OF THE DEAN**

The Dean of the Whitlowe R. Green College of Education (WRGCOE) is the designated University official. The Dean is responsible for the overall operation and management of the professional education unit. The Dean reports to the Provost and Senior Vice President for Academic Affairs. The Dean reviews programs offered by the Unit, recommends the appointments of Department Heads, supervises the use of funds, space, and equipment allotted to the college, administers the college's budget, and prepares annual reports.

### **OFFICE OF THE ASSOCIATE DEAN**

The Associate Dean assists the Dean in planning, coordinating, and implementing accreditation activities, including on-site reviews, with faculty and appropriate college departments; creating and enforcing academic systems, policies, and procedures in order to ensure organizational consistency; providing fiscal leadership by securing, planning, budgeting, allocating and managing resources.

In addition, the Associate Dean provides leadership, direction, and administrative oversight for the evaluation, enhancement, and development of academic programs (undergraduate and graduate programs including online, campus based programs, distance learning, and satellite campus sites) and faculty enrichment activities.

The Associate Dean serves as a liaison by representing the values and interests of the WRGCOE with external bodies on matters relating to professional standards, accreditation reviews and other relevant activities in coordination with and/or in the absence of the Dean of the WRGCOE.

The Associate Dean leads efforts to construct and implement comprehensive academic assessment(s) including student-learning outcomes; articulates strategic vision for the WRGCOE that includes a commitment to innovative programs, developed through collaboration with faculty chairs, other departments, colleges, regional agencies, and community entities; sufficient in scope to establish the WRGCOE as an influential presence in the local, state, and national teacher education community; ensures that the WRGCOE

exercises a commitment to culturally relevant practices; provides senior leadership in the supervision, coordination, and administration of all aspects of programs and activities associated with the WRGCOE as delineated in the Faculty Handbook and as assigned by the Dean of the WRGCOE.

## **DEPARTMENT OF CURRICULUM AND INSTRUCTION**

The Department of Curriculum and Instruction (CUIN) offers undergraduate degree programs in Interdisciplinary Studies (with certification options in Generalist EC-6, Special Education EC-12, Generalist 4-8, English Language Arts and Reading 4-8, Social Studies 4-8, Science 4-8, and Mathematics 4-8). It also offers professional education courses for 8-12 certification programs in conjunction with the Colleges of Arts and Sciences and Agriculture and Human Sciences. In addition, the CUIN department offers graduate degree programs in Curriculum and Instruction (with several academic specializations), Special Education, and Curriculum and Instruction-Reading Education.

## **DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

The Department of Educational Leadership and Counseling (ELAC) offers graduate degree programs in School Administration and Counseling. In addition, the ELAC department also offers a Doctor of Philosophy (Ph.D.) degree in Educational Leadership.

## **DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE**

The Department of Health and Human Performance offers undergraduate degree programs in Health and Human Performance, as well as a graduate degree program in Health and Physical Education.

## **OFFICE OF STUDENT TEACHING AND FIELD EXPERIENCES**

The Office of Student Teaching and Field Experiences is responsible for the coordination and placement of student teachers and interns.

## **OFFICE OF TEACHER CERTIFICATION**

The Office of Teacher Certification is responsible for processing all certification applications to be submitted to the State Board for Educator Certification (SBEC).

## **OFFICE OF DATA ANALYST**

The Office of Data Analyst is responsible for data entry, reporting data, interpreting data, developing strategies that optimize statistical efficiency and data quality, and maintaining databases for projects and college functions.

## **THE ALTERNATIVE TEACHER CERTIFICATION PROGRAM**

The College of Education offers an Alternative Teacher Certification Program (ATCP) at the secondary (8-12) level in all academic disciplines taught in Texas schools. The candidates must have a baccalaureate degree with a minimum of twenty four (24) semester hours in the proposed area of certification. The College also offers an alternative certification program leading to certification in EC-12 special education.

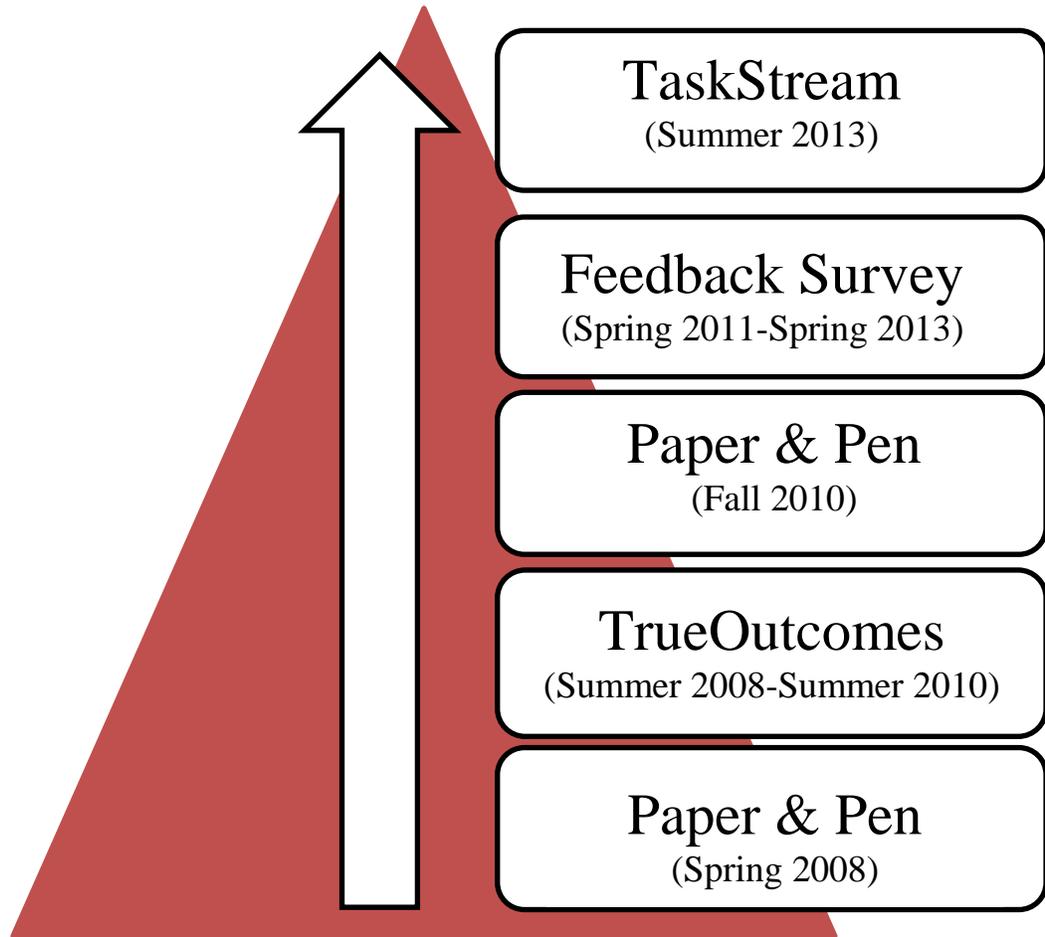
## **PROFESSIONAL EDUCATION UNIT**

The Whitlowe R. Green College of Education's (WRGCOE) professional education unit is made up of faculty, staff, and administrative personnel from within the College of Education, which is comprised of the Department of Curriculum and Instruction, Department of Educational Leadership and Counseling, and the Department of Health and Human Performance. The Professional Education Unit also includes faculty and administrators from the Marvin D. and June Samuel Brailsford College of Arts and Sciences and the College of Agriculture and Human Sciences which are involved in policy making, program review, delivery, and evaluation of initial and advanced educator preparation programs.

To ensure quality preparation programs that respond to the changing educational needs of the community, the Unit has a Teacher Center Advisory Board (TCAB) that consists of the above named PVAMU faculty, staff and administrators, as well as educators and administrators from 32 school districts within a sixty (60) mile radius, Region's IV and VI Education service centers and community members. In addition, the Unit's faculty are extensively connected to their peer colleagues in the Marvin D. and June Samuel Brailsford College of Arts and Sciences and the College of Agriculture and Human Sciences who provide the essential content knowledge to our students.

The Teacher Center Advisory Board meets each semester to evaluate and review the courses that our students are expected to take, to discuss program changes and implementation of those suggested changes. Our university colleagues provide further support to the Unit by serving on the Academic and Graduate Council, which offers oversight and assistance with program admissions and curriculum changes. The Unit also maintains strong partnerships with area school districts through Prairie View A&M University Local Cooperative Advisory Board and the Teacher Advisory Board.

## DATA COLLECTION, ANALYSIS, AND DISSEMINATION



## CONTINUING DEVELOPMENT OF THE UNIT'S ASSESSMENT SYSTEM

The transformation of data collection started in the spring of 2008 when the Whitlowe R. Green College of Education started a massive data collection process. This process was called “paper and pen” because candidates used paper and pen to evaluate their dispositions, evaluate the departments and the Unit as a whole, and complete other surveys at the end of each semester.

The University, in fall 2007, decided to adopt TrueOutcomes as the electronic assessment system university wide. It was determined that TrueOutcomes, a web-based tool, would be used for basic data collection and management for student assessment across all programs at Prairie View A&M University beginning in the summer of 2008. Due to the continuous improvement of the data collection process, this system was found to be deficient because it was unable to provide feedback from all the information that was contained within.

During the summer of 2010, the University stopped using TrueOutcomes and the Whitlowe R. Green College of Education had to save all information that was placed in this system to hard drives and CD-ROMs. As a result, the Unit went back to “paper and pen” because the University had not yet acquired a replacement for TrueOutcomes. During the transition period the Unit used the opportunity to improve on existing data collection and documentation, as well as develop additional instruments and procedures to collect data.

Spring 2011 marked the beginning of another transformation of the data collection process of the Whitlowe R. Green College of Education. The University started using a survey tool known as Feedback Survey. This tool is owned by Prairie View A&M University and so the data that is stored in it will not be lost. This tool also has the capabilities to store very large volumes of different types of data. This survey tool is also equipped with analysis functionalities capable of producing certain analytical reports. However, the Unit will stop using this survey tool as of the end of the spring 2013 semester.

After significant work by the University's assessment and technology management teams, the University has decided to adopt Taskstream. Taskstream has been purchased by the University and is scheduled to go live in the summer of 2013. It will allow the Unit to manage the assessment of student learning in a variety of undergraduate and graduate degree programs as well as the assessment of general Education across undergraduate curriculum. This system will allow the Unit to manage the creation and submission of student performance tasks for evidence of student learning, data and reporting required to respond to various accreditation and program specific needs and the continuous improvement of learning. The system will support the assessment of student work by one or more evaluators and will allow the University to generate reports on dis-aggregate and aggregate student performance data, evaluate program performance, fulfill data requirements from regional and special accreditors, and sort by demographics.

## DATA MANAGEMENT SYSTEM

Data Collection & Artifacts	Beginning of Semester	End of Semester
Syllabi	X	
Instructor's vita	X	
Faculty Roster	X	
Dispositions		X
iREAD Assignment		X
Pre-Test / Post-Test	X	X
Student Opinion Survey (SOS)		X
Graduation Exit Survey		X
Evaluation of Field Supervisor form		X
Artifacts/Student Work Samples		X
Key Assessments		X
Closing the Loop		X
Student Teacher Evaluation (PDAS)		X
Employer Survey		X

## TRANSITION POINTS

<b>Transition Points for Initial Programs</b>					
<b>Programs</b>	<b>Admission to Teacher Education</b>	<b>Admission to Student Teaching</b>	<b>Exit from Clinical Practice</b>	<b>Program Completion</b>	<b>Certification</b>
<b>All Initial Programs</b>	Core GPA of $\geq 2.50$	GPA of $\geq 2.50$ in CUIIN professional coursework	Teacher Work Sample	Cumulative GPA of $\geq 2.50$	Score of $\geq 240$ TExES Content area exam (by program)
	Disposition Assessment	GPA of $\geq 2.50$ in Major coursework	4 field Evaluations (PDAS)	Completion of all required coursework	Score of $\geq 240$ TExES PPR exam
	Interview Matrix	Proof of at least 12 hours of review (6hr content and 6hr PPR)	E-Portfolio	Graduation Exit Survey	Employer Survey
	THEA Reading score $\geq 230$	Score of $\geq 90\%$ on Representative Content and PPR exams		E-Portfolio	Graduate Follow-up Survey
		Score of $\geq 290$ on Certify Teacher Content and PPR exams		Disposition Assessment	

### **Initial Programs**

Candidate progress is formally monitored at each transition point, and the procedures are described below. In the initial programs, credentials are reviewed and approved by the Unit's Admission to Teacher Education Committee, at the first transition point, and by the Admission to Student Teaching Committee at the second transition point.

#### **Transition Point 1: Admission to Teacher Education**

- 1) The undergraduate candidate submits a completed application packet

- for Admission to Teacher Education to their academic advisor.
- 2) The advisor verifies that all documentation is completed and included in the packet. They will also verify that the candidate has met all the requirements for admission to Teacher Education.
  - 3) The advisor presents the candidate's application packet to the Admission to Teacher Education Committee in the Whitlowe R. Green College of Education, which meets once each semester.
  - 4) The Chair of the Admission to Teacher Education Committee notifies the candidates by letter of their admission or denial status. A copy of the letter is maintained in the candidate's file.
  - 5) The names of those who have been admitted are then forwarded to the Dean and the Department Heads.
  - 6) Undergraduate students who have been admitted to Teacher Education are permitted to enroll in the CUIIN 3000 level professional education courses. Candidates who are not admitted are provided advisement and remediation.

### **Transition Point 2: Admission to Student Teaching**

- 1) The candidate submits a completed application packet for Admission to Student Teaching to the Director of Student Teaching and Field Experiences.
- 2) The Director verifies the completion of all requirements for admission to Student Teaching.
- 3) The Director presents all applicant packets to the Admission to Student Teaching Committee, which meets once a semester.
- 4) The Chair of the Admission to Student Teaching Committee notifies the candidates by letter of their admission or denial status. A copy of the letter is maintained in the candidate's file. Candidates who are not admitted are provided advisement and remediation.
- 5) The Director then begins the student teaching placement process.
- 6) Once placements have been secured, the student teacher candidate is notified and given all the needed information regarding their cooperating teacher, school placement, grade level, subject, etc.

### **Transition Point 3: Completion of Clinical Practice**

- 1) The Director of Student Teaching and Field Experiences verifies the successful completion of all requirements for student teaching.
- 2) The academic advisor verifies the completion of all requirements for a degree and submits a graduation audit with an approved recommendation to the registrar's office for the award of the respective degree.

### **Transition Point 4: Program Completion and Recommendation for Certification**

- 1) The Certification Office verifies the completion of all requirements for

- program completion and recommendation for certification.
- 2) The Certification Office recommends candidates who have completed all requirements, including passing state test scores, for certification by the State of Texas.

## Transition Points for Advanced Programs

Programs	Admission to Graduate Program	Admission to Candidacy	Admission to the Internship	Program Completion	Certification
<b>All Advanced Programs</b>	Minimum Bachelor's degree	GRE Scores	2 years Teaching experience	Cumulative GPA of $\geq$ 3.00	Score of $\geq$ 240 TExES exam (by program)
	Three (3) letters of recommendation	Completion of 12 SCH with GPA $\geq$ 3.0	Score of $\geq$ 90% on Representative exam	Completion of all required coursework	Employer Survey
		E-Portfolio		Graduation Exit Survey	Graduate Follow-up Survey
		Disposition Assessment		E-Portfolio	
				Disposition Assessment	

### Advanced Programs

In the advanced programs, credentials are reviewed and approved by the Office of Certification. The monitoring procedures are as follows:

#### Transition Point 1: Admission to the Graduate Program

- 1) The graduate candidate submits and application packet for Admission to Graduate School.
- 2) The completed packet is submitted to the Office of the Data Analyst.
- 3) The Data Analyst verifies the completion of all requirements for admission to the Graduate School/Degree program.
- 4) The Data Analyst presents the application packet for approval or denial to the identified Program Area Department Head and then to the Dean of the Whitlowe R. Green College of Education.
- 5) Students who are admitted to Graduate School are permitted to enroll in six graduate semester credit hours (6 SCH). Candidates not admitted are provided advisement and remediation.

### **Transition Point 2: Admission to Candidacy**

- 1) The candidate submits a completed application for Admission to Candidacy to their academic advisor along with a copy of their GRE scores.
- 2) The candidate's advisor verifies the completion of all requirements for admission to candidacy and submits the application to the Department Head.
- 3) The Department Head approves the application for admission to candidacy and submits the form to the WRGCOE Dean's office for signature and approval.
- 4) The application for admission to candidacy along with a copy of the GRE scores is then delivered to the Dean of the Graduate School for processing.

### **Transition Point 3: Admission to Internship**

- 1) Candidates must have completed two years of teaching and maintained a 3.0 GPA.
- 2) Candidates must have successfully completed the Departmental Representative exam with a score of  $\geq 90\%$ .
- 3) Candidates submit an application for Admission to Internship.
- 4) Admission to Internship Committee reviews application for admission to internship and approves or denies admission.
- 5) If candidate is admitted to the internship, the candidate is allowed to register for the internship course(s).

### **Transition Point 4: Program Completion and Recommendation for Certification**

- 1) The Director of Certification verifies the successful completion of all requirements for certification.
- 2) The candidate must complete the official TEXES® exam(s) with a score of  $\geq 240$ .
- 3) Candidates are required to submit official transcripts, teaching service record, and a completed application for certification for the State of Texas.
- 4) The candidate will receive their certification once state fees are received and verified by the Office of Teacher Certification.

At transition point four, all candidates (both initial and advanced) will complete exit surveys and all employers of the candidates will also be asked to complete employer surveys. It is very important to the program that each candidate responds to the exit survey and encourages his/her employer to respond as well. Data collected about the candidate's performance helps the WRGCOE to continue to maintain and develop a quality program.

## Transition Points for Principal Certification

Programs	Admission to Graduate Program	Admission to Candidacy	Admission to the Internship	Program Completion	Certification
<b>Principal</b>	Minimum Bachelor's degree	GRE Scores	2 years Teaching experience	Cumulative GPA of $\geq 3.00$	Score of $\geq 240$ TExES exam (#68)
	Three (3) letters of recommendation	Completion of 12 SCH with GPA $\geq 3.0$	Score of $\geq 290$ on Certify Teacher for the Principal Qualifying exam	Completion of all required coursework	Employer Survey
		E-Portfolio	E-Portfolio	Graduation Exit Survey	Graduate Follow-up Survey
		Disposition Assessment		E-Portfolio	No grade of "C" will be accepted toward certification
				Disposition Assessment	Master's Degree

## Transition Points for Counseling

Programs	Admission to Graduate Program	Admission to Candidacy	Admission to the Internship	Program Completion	Certification
<b>Counseling</b>	Minimum Bachelor's degree	GRE Scores	GPA average of $\geq 3.0$	Cumulative GPA of $\geq 3.00$	Score of $\geq 240$ TExES exam (#68)
	Three (3) letters of recommendation	Completion of 12 SCH with GPA $\geq 3.0$	Score of $\geq 290$ on Certify Teacher for the Counselor Qualifying exam	Completion of all required coursework	Employer Survey
		E-Portfolio		Graduation Exit Survey	Graduate Follow-up Survey
		Disposition		E-Portfolio	No grade of

		Assessment			"C" will be accepted toward certification
				Disposition Assessment	Master's Degree

## KEY ASSESSMENTS

The Unit's Dean, faculty, and Program Coordinators hold program area meetings to identify strategies that would enhance candidates' continual professional growth as required by the conceptual framework, state and national standards at the initial and advanced preparation levels; and, the Unit collects five (5) artifacts per course each semester. Three of the five artifacts are standard in all courses which have been identified as the pre-test, post-test, and iRead assignment. The remaining 2 assessment items are collaboratively identified and selected by faculty. The artifacts (key assessments) are compiled and an artifact data sheet is completed per course which identifies specific curriculum and instructional methods used to measure candidates' learning outcomes, activities, how the artifacts are assessed, closing the loop, specific program standards, and competencies and domains.

In particular, the development and utilization of a pre-/post-test to identify candidate's individual content knowledge of the subject matter at the beginning and conclusion of the semester allow faculty to reflect and revise instructional methods to ensure that students' professional educational process is maximized. The analysis of the pre-/post-test results allow faculty to make curriculum and instructional adjustments based on best practices, the common core, E-Fold-P, and the conceptual framework. The pre-/post-test questions capture a snapshot of the course content to assist faculty in identifying areas where advanced non-licensure candidates may struggle with over the course of the semester.

The assessment instruments are designed and revised to promote fair and consistent results with remediation efforts recommended to address candidate deficiencies.

## **ASSESSMENT OF UNIT OPERATIONS**

Assessment of the Professional Education Unit operations are consistently undertaken by the Unit in relation to its governance, planning, budget, personnel, facilities, services and policies/procedures, and resources that support the Unit's mission.

Unit operations are assessed in the following manner:

- All tenure, tenure-track, and non-tenure faculty members at Prairie View A&M University are evaluated by students/candidates enrolled in each course (SOS – Student Opinion Survey). The SOS are processed by the Office of Institutional Research and included in the yearly performance reviews of faculty.
- The Dean of the WRGCOE has the responsibility to effectively manage, coordinate, and oversee the governance, planning, budget, personnel, and facilities of the Unit. The Dean's performance is evaluated yearly by the University President.
- All candidates enrolled in initial and advanced programs complete an Exit Survey upon program completion. Candidates are asked to assess areas such as: program admission procedures, advising and support services, student teaching/internship placement, availability of courses, quality of instruction, and overall quality of the program.
- All graduates are asked to complete a Graduate Follow-Up survey in order to collect additional information regarding their preparation received, job readiness, and recommendations for changes to the program.
- An Employer Survey is sent to the surrounding school districts in order to collect information regularly to assess the abilities of our candidates out in the workforce.

## **FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMINATION OF BIAS**

The following strategies are examples of how the unit strives to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

The unit ensures that the assessments are linked to the unit's conceptual framework; and the NCATE, and SPA Standards as indicated above and demonstrated in the alignment matrices in the Exhibits.

Initial undergraduate candidates are informed of all requirements in the educator preparation program when they initially meet with their education advisor and before they submit their application for admission to the Teacher Education program. Advanced candidates are informed of the requirements when they sign their program of study. **Information about the conceptual framework, dispositions expected of candidates, transition points, key assessments, and other requirements are included in the handbook for each initial and advanced program, which candidates receive early in their program. The handbooks are also located on the COE web site.**

Rubrics to assess candidates' work are shared with the candidates before the rubrics are used. Thus, candidates know what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision.

At the beginning of each semester, the Director of Student Teaching and Field Experiences discusses the rubrics that are used to assess candidates with the student teachers, cooperating teachers, and university supervisors. Rubrics that are used for program specific assessments are discussed with the candidates each semester by the program faculty members.

Data are triangulated wherever possible to enhance the reliability of findings. For example, many of the same questions are asked on the "Program Completer Survey," "Graduate Follow-Up Survey," and "Employer Survey" for both the initial and advanced programs. Also for the initial programs, the student teacher, cooperating teacher, and university supervisor each independently completes the disposition survey at the end of the semester.

In order to show candidate progress during a semester, some performance assessments e.g. the PDAS may be administered twice--first for practice with suggestions provided for remediation by the instructor, and then for a final score or grade (e.g., PDAS, and Cooperating teacher evaluation).

## **USE OF INFORMATION TECHNOLOGIES IN THE UNIT ASSESSMENT SYSTEM**

The Whitlowe R. Green College of Education's Unit Assessment System collects and maintains candidate data, including but not limited to name, demographic information, ethnicity, GPA at transition points, and test scores. The Unit maintains assessment information, handbooks, forms, and rubrics on the college's website for easy access and viewing.

The WRGCOE uses Statistical Package for the Social Sciences (SPSS) to assist in analyzing and reporting certain data. SPSS allows for in-depth data access and preparation, analytical reporting, graphics and modeling.

Currently unit data are maintained in Excel spreadsheets and stored on computers, jump drives and an external hard drive. As the Unit transitions to Taskstream in the summer of 2013, the data will be entered and maintained within the Taskstream system, with some data remaining in Excel spreadsheets.

## **PRESENTING DATA TO PRAIRIE VIEW A&M UNIVERSITY LOCAL COOPERATIVE ADVISORY BOARD**

In an effort to maintain a culture of continuous improvement and transparency within the unit, collected and analyzed data are shared with Prairie View A&M University's Local Cooperative Advisory Board. Their feedback is highly valued and respected. Suggestions and feedback is used to move forward with implementing any necessary changes in our programs and degrees.

## **SHARING DATA ON CAMPUS**

The unit and program assessment reports, along with the recommendations of the University Local Cooperative Advisory Board, are shared by the Dean of the Whitlowe R. Green College of Education with the Program Coordinators, Department Heads, and Provost.

# APPENDICES

**Admission to Teacher Education Screening Checklist**

Candidate Name: \_\_\_\_\_ TEA ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Name: \_\_\_\_\_ Area of Certification: \_\_\_\_\_

*Failure to provide the documents listed below will result in denial of your application!*

- \_\_\_\_\_ Completed Application
- \_\_\_\_\_ Copy of Driver's License (front and back)
- \_\_\_\_\_ TEA ID Number
- \_\_\_\_\_ Interview Matrix completed by Advisor
- \_\_\_\_\_ Three (3) **FACULTY** Letters of Recommendation
- \_\_\_\_\_ Updated Degree Plan
- \_\_\_\_\_ Current Transcript (Unofficial or Official)
- \_\_\_\_\_ Calculated GPA ( $\geq 2.50$ ) for Completed University Core (42 SCH)  
**(NOTE: You must have COMPLETED your 42 hour core.)**
- \_\_\_\_\_ Documentation of Criminal Background check
- \_\_\_\_\_ Signed Texas Educators' Code of Ethics Statement of Affirmation form
- \_\_\_\_\_ All Class Substitutions forms
- \_\_\_\_\_ THEA Reading Score ( $\geq 230$ ) [No Exemptions/Substitutions/Exceptions]
- \_\_\_\_\_ THEA Writing Score ( $\geq 220$ ) or a grade of "C" or better in ENGL 1123 or ENGL 1133
- \_\_\_\_\_ THEA Math Score ( $\geq 230$ ) or a grade of "C" or better in MATH 1113

**DO NOT WRITE BELOW THIS LINE – FOR OFFICE USE ONLY**

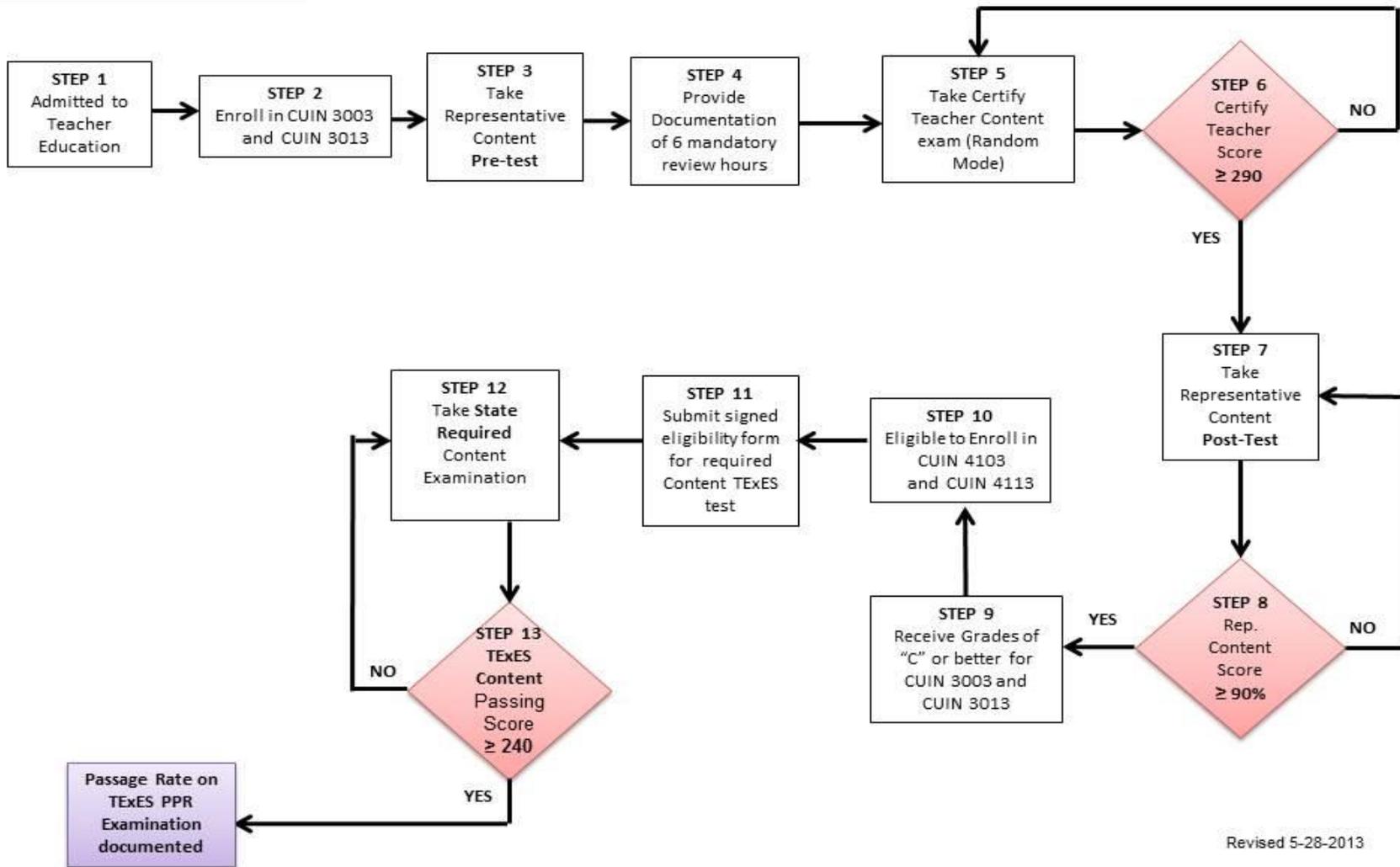
ADMITTED: \_\_\_\_\_ Yes \_\_\_\_\_ No

COMMENTS: \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_

**Content Area**

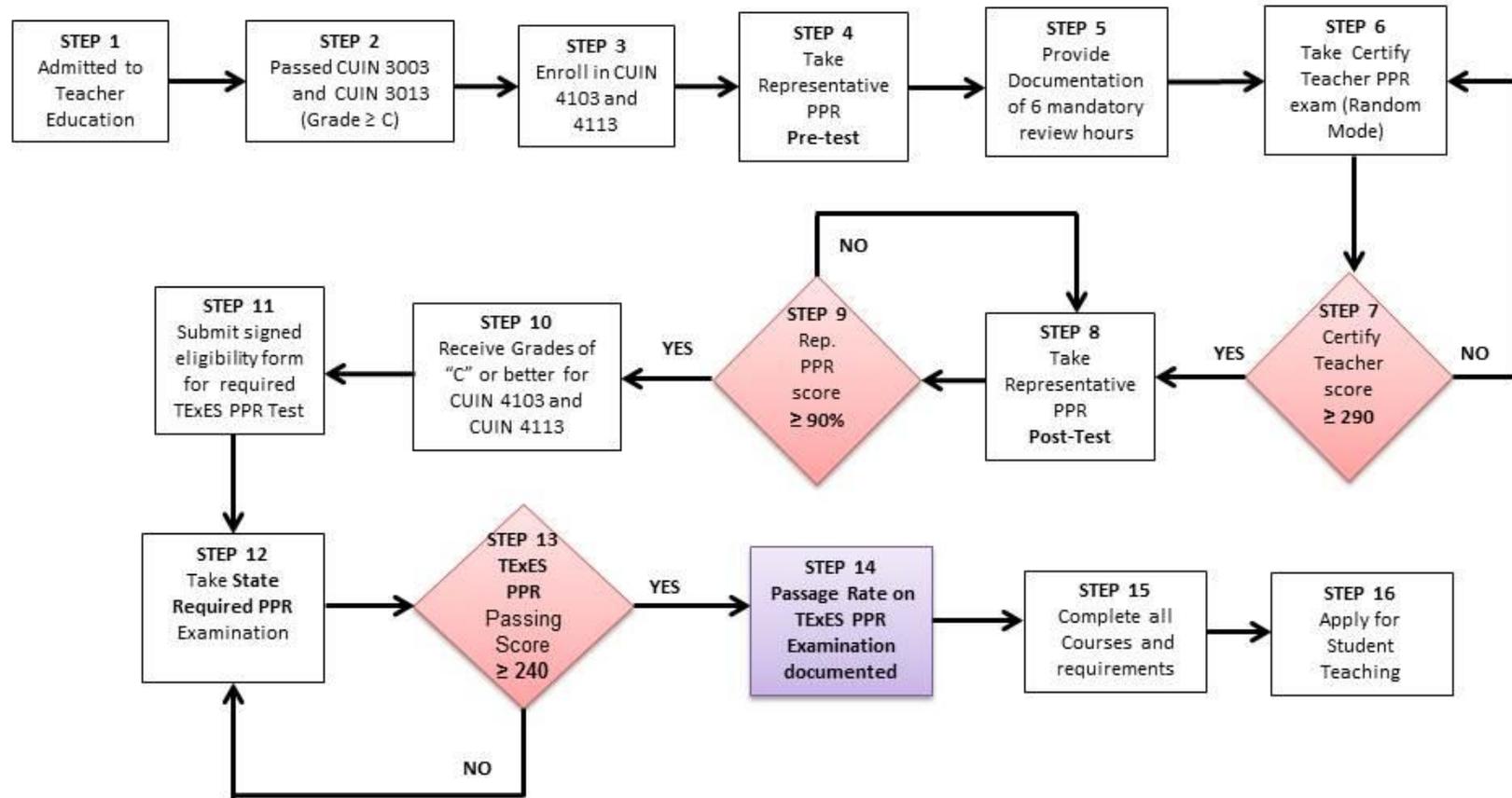
**COLLEGE OF EDUCATION  
UNDERGRADUATE TExES FLOWCHART  
EFFECTIVE FALL 2013**



Revised 5-28-2013

**Pedagogy and Professional Responsibilities (PPR)**

**COLLEGE OF EDUCATION  
UNDERGRADUATE TExES FLOWCHART  
EFFECTIVE FALL 2013**



Revised 5-28-2013

Prairie View A&M University  
 Semester: \_\_\_\_\_ Year: \_\_\_\_\_  
 STUDENT TEACHING CHECKLIST

NAME: \_\_\_\_\_ LAST 3 DIGITS OF STUDENT ID: \_\_\_\_\_

To student teach, the following information must be submitted to the Student Teaching Office on or before _____.		YES	NO	COMMENTS
1.	Copy of Driver's License ( <b>FRONT and BACK</b> )			
2.	Student Teaching Application ( <b>Must be TYPED and SIGNED</b> )			
3.	Banner Registration Form: <b>Advisor signature</b> indicating correct student teaching course(s) per degree plan.			
4.	Official Transcripts from all Academic Institutions to include transfer grades.			
5.	Completed Degree Plan to include grades received and semesters taken(EX: Fall 2011) <b>Signed by Advisor.</b>			
6.	Degree Program Approval Form ( <b>Signed by Advisor and Dept. Head</b> ) to include your GPA for each program area.			
7.	Copy of CUIIN 3003, 3013, 4103, and 4113 Validation forms with corresponding logs for required field experiences.			
8.	Documentation that <b>TEXES Representative content examination</b> has been taken and passed with a score of $\geq 90\%$ .			
9.	Documentation that <b>TEXES Representative Pedagogy (PPR) examination</b> has been taken and passed with a score of $\geq 90\%$ .			
10.	Documentation that <b>Certify Teacher content examination</b> has been taken and passed with a score of $\geq 290$ . ( <i>Random Mode</i> )			
11.	Documentation that <b>Certify Teacher pedagogy (PPR) examination</b> has been taken and passed with a score of $\geq 290$ . ( <i>Random Mode</i> )			
12.	Documentation that TEXES Preparation Review Hours ( <b>minimum of 6 hrs for content. Signed by TEXES Coordinator</b> )			
13.	Documentation that TEXES Preparation Review Hours ( <b>minimum of 6 hrs for PPR. Signed by TEXES Coordinator</b> )			
14.	Copy of Professional Resume.			
15.	Copy of TB test results ( <b>No more than one year old</b> ).			
16.	Printout of successful completion of <b>online</b> Graduation Application <b>signed by Advisor.</b>			
17.	Criminal History Form for school district where student teaching will take place. ( <b>Student Teaching Office</b> )			

**NOTE: Interdisciplinary Studies majors** - Please verify with the Curriculum and Instruction department that your Admission to Teacher Education Letter and all substitution forms are in your file.

**NOTE: All Secondary majors** - Please provide copies of all Substitution forms from your department along with this packet and verify with the Curriculum and Instruction department that a copy of your Admission to Teacher Education letter is in your file.

**FOR OFFICE USE ONLY:**

Verification of Admissions to Teacher Education letter and Substitution forms: (**please initial below**)

Letter \_\_\_\_\_

Substitutions \_\_\_\_\_

Prairie View A&M University  
Whitlowe R. Green College of Education  
Pedagogy Evaluation Form  
(Based on the Professional Development and Appraisal System)

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Total Minutes: \_\_\_\_\_

Teacher Candidate: \_\_\_\_\_ University Evaluator: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_ / \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

School District: \_\_\_\_\_ Campus: \_\_\_\_\_

**Domain I: Active, Successful Student Participation**

Evaluation Criteria	Target	Acceptable	Un-acceptable	N/A
1. Engaged in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Successful in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Critical thinking / problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Self-directed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Connects learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain III: Evaluation & Feedback**

Evaluation Criteria	Target	Acceptable	Un-acceptable	N/A
1. Monitored and assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assessment and instruction are aligned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Learning reinforced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Relearning and re-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain II: Learner-Centered Instruction**

Evaluation Criteria	Target	Acceptable	Un-acceptable	N/A
1. Goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Learner-centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Critical thinking and problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Motivational strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pacing/sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Value and importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Appropriate questioning and inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain IV: Management of Discipline, Teaching Strategies, Time & Materials**

Evaluation Criteria	Target	Acceptable	Un-acceptable	N/A
1. Discipline procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Self-discipline and self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Equitable teacher-student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Expectations for behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Redirects disruptive desired behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reinforces desired behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Equitable and varied characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Manages time and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Signature  University  Cooperating Teacher

Teacher Candidate's Signature \_\_\_\_\_

Administrator's Signature _____	Copy Received _____	
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Revised 5-22-2013

**Admission to Educational Diagnostician Program Screening Checklist**

Date Submitted: \_\_\_\_\_

Candidate Name: \_\_\_\_\_ TEA ID#: \_\_\_\_\_

Contact Number: \_\_\_\_\_ Email: \_\_\_\_\_

*Failure to provide the documents listed below will result in rejection of your application!*

- \_\_\_\_\_ Completed Application
- \_\_\_\_\_ TEA ID Number
- \_\_\_\_\_ Current Transcript (Unofficial or Official)
- \_\_\_\_\_ Documentation of Criminal Background check
- \_\_\_\_\_ Documentation of Teacher Certification(s) from TEA
- \_\_\_\_\_ Teacher Service Record showing at least 2 years of teaching experience
- \_\_\_\_\_ Deficiency plan (obtained from Office of Teacher Certification)
- \_\_\_\_\_ Certify Teacher score of  $\geq 290$  on Educational Diagnostician exam
- \_\_\_\_\_ Documentation of 6 hours of Educational Diagnostician review  
(Certify Teacher and/or Face-to-face review)
- \_\_\_\_\_ Completion of Master's degree requirements

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ADMITTED: \_\_\_\_\_ Yes \_\_\_\_\_ No (If no, please comment)

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

OVERRIDE COMPLETE FOR PRACTICUM:

Initial \_\_\_\_\_ Date \_\_\_\_\_



### Educational Diagnostician Application

#### Personal Information

Full Name: \_\_\_\_\_  
Last First M.I.

Address: \_\_\_\_\_  
Street Address Apartment/Unit #

\_\_\_\_\_ City State ZIP Code

Home Phone: ( ) \_\_\_\_\_ Alternate Phone: ( ) \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Student ID#: \_\_\_\_\_ TEA ID#: \_\_\_\_\_

Birth Date: \_\_\_\_\_  
Sex: (Circle One) Male Female Ethnicity: (Circle One) African-American White Hispanic Other

Semester you began the program:  Spring  Summer I  Summer II  Fall  \_\_\_\_\_  
Year Year Year Year

#### Previous Educational Experience

Please answer the following questions (circle YES or NO).  
 If yes, please list major: \_\_\_\_\_  
**YES NO** Do you currently possess a master's degree? And minor: \_\_\_\_\_

**YES NO** Are you currently pursuing a master's degree in conjunction with certification?

#### Teacher Certification Information

Please list all teaching certifications you currently possess: (Attach Official TEA Documentation)

\_\_\_\_\_

\_\_\_\_\_

#### Teaching Experience Information

Please list all teaching experience you possess along with years of service: (Attach a copy of Teacher Service Record)

\_\_\_\_\_

\_\_\_\_\_

Candidate Signature \_\_\_\_\_ DATE \_\_\_\_\_

#### OFFICE USE ONLY

Does the Candidate have grades of "B" or higher in each of the following courses? (Verify with transcript)

RDNG 5643	Diagnosis and Correction of Reading Difficulties	GRADE	_____
SPED 5353	Individual Testing of Exceptional Children	GRADE	_____
SPED 5263	Diagnostic and Prescriptive Techniques for the Exceptional Learner	GRADE	_____

Is the Candidate in the last semester of the Educational Diagnostician Program?  
 (Verify with transcript) **YES** \_\_\_\_\_ **NO** \_\_\_\_\_

Candidate is ELIGIBLE to enroll in SPED 5343 – Practicum **YES** \_\_\_\_\_ **NO** \_\_\_\_\_

Advisor Signature \_\_\_\_\_ DATE \_\_\_\_\_