

The College of Education

Analysis of Undergraduate Learning Goals as Related to Student Performance in Student Teaching

Student teaching is assessed using the Texas Beginning Educator Support System (TxBESS). This is the preferred mentoring system of the Texas Education Agency and the State Board for Educator Certification. The TxBESS is aligned with the state's standards for Pedagogy and Professional Responsibilities, and the state teachers' assessment system (PDAS). The College of Education has aligned the Undergraduate Learning Goals with these standards.

Outcomes and Goals: Attached is a TaskStream Report with each Undergraduate Learning Outcome and the measured standards. The Outcomes and goals are derived from this data.

1. All candidates have either scored a 3 or a 4 on all learning outcomes.
2. All candidates are proficient.
3. Criteria used to select areas for improvement is less than 70% of candidates scoring a 4.

Overall Goals:

1. Have University Supervisors review the Undergraduate Learning Goal Alignment for efficacy.
2. Have the College of Education Undergraduate Program Advisory Group review the Undergraduate Learn Goals alignment and data analysis.

Learning Goal 1 - Liberal Knowledge and Skills of Inquire, Critical Thinking, and Synthesis.

- c. analyze complex issues and construct conclusions.
- d. use-problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.

The associated TxBESS standard is 1.c. The candidate selects key knowledge and skills

Data: 3 (32.26% of candidates) 4 (67.74% of candidates)

Goal: Increase the number of candidates scoring at the highest level on this standard.

1. Share these data with the Teacher Education Council and with the Departments of Teacher Education and Curriculum and Instruction.
2. Have content areas increase the opportunity practice Learning Goal 1.
3. Target practicum classes where candidates interact with students to engage students to increase analysis and problem solving.
4. Determine the extent candidates are engaged in analysis, problem-defining, and problem-solving skills in the use of state public-school test data.

Learning Goal 2 - Core Skills

- a. comprehend and critically interpret information in written and oral forms;
- b. communicate information and ideas effectively.

The aligned TxBESS standards are:

3b. The candidate uses questioning and discussion techniques.

Data: 3 (33.87% of the candidates) 4(66.13% of the candidates)

4c. The candidate communicates with families/caregivers.

Data: 3(43.55% of the candidates) 4(56.45% of the candidates)

Goal 1. Increase the emphasis and practice in the use of questioning and discussion techniques during pre-student teaching practicums and practice teaching sessions.

Goal 2. Work with school districts to provide more opportunities for candidates to observe and interact with families.

Learning Goal 3 - Specialized Knowledge

- b. acquire research skills and specialized vocabulary for critical discourse;

The aligned TxBESS standard is:

3b. The candidate uses questioning and discussion techniques.

Data: 3 (33.87% of the candidates) 4(66.13% of the candidates)

Goal 1. Increase the emphasis and practice in the use of questioning and discussion techniques during pre-student teaching practicums and practice teaching sessions.

Learning Goal 5 - Cultural Identity

- a. demonstrates respect for differences among cultures;
- b. practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.

The aligned TxBESS standard is:

2d. The candidate manages student behavior.

Data: 3 (32.26% of candidates), 4(67.74% of candidates)

Goal 1. Reexamine field placement sites to maximize candidate involvement at Title schools.

1. Move toward all field placements to campuses with diverse student enrollment.
2. Include assessment of candidates interactions with diverse students as part of the field experience evaluations.