Department of Teacher Education – C of E Data Day report prepared by Dr. Lucksinger May 1, 2013
Report information provided by Pat Bain, Dr. Banker, Dr. Bustos, Dr. Gee, Dr. Hakes, Dr. Lucksinger, Dr. Maxedon, Dr. Purkiss, Dr. Solomon, Mr. McGilvery

Data Day Report for Undergraduate Degree Programs in College of Education
EC – 6 Generalist and 4-8 Generalist & 4-8 ELAR

I. **Summary of Efforts to utilize the Data**:
The Department of Teacher Education has been reviewing various data sets throughout the year (TExES, TAC requirements and recent changes to educator preparation, IDEA, SBEC Matrices, ASU Core Curriculum changes for Fall 2014, individual course feedback, EPI Center information, enrollment data, etc.) An Action Plan was established in order to revise B. S. in IDST degree plans to meet the changes in state core curriculum and to meet more stringent passing requirements for EC-6 Generalist and 4-8 Generalist content certification for TExES. Disaggregation of TExES Content (EC-6 Generalist) information proved helpful as T. Ed. department representatives met with other departments on campus to solicit their assistance in preparing our candidates for these generalist content tests. In addition individual courses were reviewed using various data sets. See information that follows:

ECH 3350: Developmentally Appropriate Environments – Dr. Maxedon follows Domain Six of the TExES Content exam because the course is the (only) ASU content for that domain. It's a multiple subject course with a lot of practice pieces, including three lesson plans that are part of the SPA data for NCATE/CAEP. She compares the performance of candidates to the records of their performance in class and looks at overall performance of the group. She uses the scores to provide feedback for adjustments as needed.

EPSY 3303 Child & Adolescent Development - IDEA data used to implement changes needed. As a result faculty have included more videos and information that connects the class information to teaching. Every semester faculty use data collected from assignments and exams to tweak the questions asked on such assignments and exams. Faculty also use IDEA data to see what is being taught and what aligns to the IDEA objectives that chosen for this class. Eight of the 13 competencies on the PPR are taught in this class – faculty look at the PPR data but generally do not find it useful they cannot drill down to each competencies to know what our candidates are missing. Generally the average domain scores are good. Case Study data is compiled and reviewed each semester.

ED 2323 Introduction to Computers - plans are to drop it from required course work in Fall 2014. It was determined that a specific course in technology/computers was no longer needed. Educational technologies will be incorporated into several other courses.

ED 4309 Mathematics: Instructional Strategies for the Elementary & Middle School Teacher – IDEA data to help determine if candidates think the class assists them in becoming prepared to teach in the classroom. Faculty have candidates complete the practice TExES test for the math section. They look at the results and note which competencies they might need to improve. Faculty address those questions that the majority of candidates missed so that they know why. Candidates can also ask questions about any of the test to gain a better knowledge of what is being asked and the correct answer. Faculty used the TExES to revise the rubric used when assessing candidates teaching in the classroom. For example, faculty added a phrase about using feedback to adjust their teaching.

ED 4311 - Social Studies: Instructional Strategies for the Elementary & Middle School Teacher
TExES data was used. Pre-service teacher candidates still score low in the Social Studies domain – which involves 10 standards. The difficulty with using such data is failure to receive information on which standards caused the most errors – the scores reported only show an overall score for social studies – not individual standards.

ED 4314 Science: Instructional Strategies for the Elementary & Middle School Teacher
Every semester data is collected from assignments to tweak and change assignments and make changes in topics. IDEA data is used to see that teaching aligns to the IDEA objectives chosen for this class. Science education faculty complete a mock science portion of the TExES test with candidates looking at each question and competency included in the test. Faculty analyze the answers with candidates and from this suggest the areas in which candidates need to review. Faculty use information from this to help support the teaching techniques used. For example, if the candidates miss the water cycle question, faculty try to incorporate the water cycle as an example in a lesson planning assignment. Dr. Purkiss has in the past been able to get individual copies of TExES science results from the EPI center and has drilled down to the competency level for each candidate. From this analysis Dr. Purkiss has talked with the Biology faculty. But this drilling down is long and tedious; this data is not available from TEA by competency.

RDG 4602 Reading and Language Arts in the Elementary and Middle School – NCATE data helps Dr. Solomon focus on what classroom teachers are looking for in candidates in their classrooms – for instance, candidates who take the initiative to take on tasks in the classroom without being asked. TExES data is hard to correlate to the course.

RDG 3332 & 3336 – Dr. Hakes reviewed the data sets individually and with others.

RDG 3335 Reading Development in the Elementary School – Dr. Solomon has not had the opportunity to teach it enough to consider data; no data received from Dr. Bullion-Mears, Dr. Bustos, or Dr. Hakes for 3000 level reading classes.

RDG 4301 Assessment and Evaluation of Reading and Writing – TExES data is hard to correlate to the course as it is not specific enough. The major assessment in the course is a notebook/case study on a single child. Looking at these assessments tells me that the class would benefit from having access to struggling readers.

ED 3314 Linguistically Diverse Learners– Dr. Solomon stated she has not had the opportunity to teach it enough to consider data; Dr. Hakes reviewed the data sets individually and with others.

General Comments: Dr. Maxedon continuously observes the TExES data for outcomes related to candidates who designate themselves as Hispanic or Latino/Latina. Their performance specifically in ECH courses and generally as candidates is one about which she has a great deal of passion and concern. Dr. Maxedon typically looks beyond the data to the candidate, as all EC-6 Generalist and SPED, take ECH 3350. She looks for outcomes that might relate to discrepancies between pragmatic language and academic language. A recent example is that of 66 total test-takers, 19 (29%) declared themselves Hispanic or Latino/a. Twenty-six of the total test-takers failed the exam (39% of the total). Eight of those who failed represented themselves as Hispanic or Latino/a, which was 30% of the total failing and 42% of the total Hispanic or Latino/a self-designated. In Dr. Maxedon's opinion the failure rate is too high for the group in general and out of proportion for the Hispanic/Latino/a group in particular.

Dr. Hakes had release time during Fall 2012 in which she reviewed the SBEC Content Matrix information for updates.

II. **Accomplishments resulting from utilization of the Data:**
Meetings with other departments on campus who prepare candidates for EC-6 Generalist and 4-8 Generalist Content TExES was very productive. This included discussions with Math, Biology, Geology, Social Sciences, and Music. Plans include adjustments in course offerings and in some current course content are being made to address better content preparation in departments across campus. The Fall 2014 B.S. in IDST degrees for the Department of Teacher Education now reflect the results of these discussions and the utilization of the data available.

In response to SB 866 related to dyslexia information incorporated into teacher preparation, the faculty reviewed the requirements and courses at ASU. Specific courses were identified as ones that would cover the dyslexia requirements stipulated by TEA. Those are SPED 2361, RDG 4301, RDG 3332, and RDG 4320 (Appendix A).

The TAC, Title 19, Part 7, Chapter 228, Rule §228.30 criteria was reviewed by the faculty and course work identified to address the elements in rule. A matrix was established to display and document the results of this review (Appendix B.)

The following provides specifics about Department of Teacher Education course work in content and pedagogy courses:

- ECH 3350 includes an orientation to the relationship of the course to the TExES content exam. The candidates are informed of changes in passing score computation and they discussion information to support their abilities to make connections between information in their personal lives and information for them as professionals. An example of that is the presence of MyPlate posters in the UC and the comparison of the food pyramid and MyPlate for Chapter 21 (Nutrition).
- ECH Actions taken in class by Dr. Maxedon: (1) Every writing opportunity becomes an opportunity to reflect on academic language. (2) Every assignment becomes an opportunity to mediate academic instructional language. (3) Difficult academic concepts are mediated through peer interaction and pragmatic-to-academic modeling in a redundancy model. (4) On some occasions code-switching has been use and (5) Sample test items presented as part of class curriculum.
- ED 4309 Math- In general the TExES EC-6, 4-8 practice tests gives candidates a sense of the types of questions that will be on the certification test, which is beneficial. Hopefully, the candidates have a better understanding of what they need to do when they are in the classroom teaching mathematics as a result of the revision of the observation rubric.
- ED 4311 Social Studies - From utilization of the data (TExES low scores in Social Studies), faculty spend more teaching time reinforcing the breadth of the Social Studies realm (e.g., history, geography, economics, culture, government) and providing examples for integrating social studies across the curriculum – specifically using content-area vocabulary and key terms where candidates will know they are learning social studies concepts.
- Block I Social studies faculty designed a new assignment to focus on a spiral curriculum and TEKs vertical alignment – to further enhance the pre-service teacher candidates' social studies' vocabulary. Response from the candidates indicates they have a greater understanding of the span of social studies concepts – and how the state curriculum is scaffolded across grade levels.
- ED 4314 Science - It is hard to say how candidates have benefitted as Dr. Purkiss does not know which competencies we are being successful on with the EC-6 Generalist or 4-8 Generalist tests. The same applies to the PPR. The mock test does benefit the candidates as they are perhaps more prepared with what the questions are like and also which competencies they may need to review more closely. Dr. Purkiss knows that her teaching has improved as a result of looking at assignment and test data and by reviewing IDEA results.
- RDG 4602 RDG/LA– NCATE data collected in this course helps Dr. Solomon focus on what classroom teachers are looking for in candidates in their classrooms – for instance, candidates who take the initiative to take on tasks in the classroom without being asked.
- RDG 4301 – Data collected from class assignments has made Dr. Solomon select different text books, focus more on the assessment/intervention cycle.
- EPSY 3303 Case Study rubric is reviewed and revised as needed.

III. Improvements to consider for coming year based on review of data:

- Review and revise the TAC Title 19, Part 7, Chapter 228, Rule 228.30 Chart to make adjustments for the Fall 2014 changes in degrees.
- Review and revise the SBEC Matrices for adjustments for Fall 2014 changes in degrees.
- Revision of B. S. in IDST degree concentrations with teacher certification for the Fall 2014 changes.
- The current EC-6 Generalist curriculum has no room to break the ECH 3350 course into the more ideal two components, i.e., Physical and Motor development of young children and Fine Arts for young children. Dr. Maxedon thinks it would be super, and appropriate, if the literature for children course that is up-coming would include the Fine Arts (as literature response) and that would release the load for ECH 3350. Also, the course is prefixed ECH and that refers to birth through eight. It is obviously not useful to focus on infant and toddler activities, but the course focuses on ages three-eight. We have no course that addresses the multiple subjects (physical education, health, safety, nutrition, movement, art, music, and theater) for grades 4-6. Thus the scrutiny mentioned above. Scores might improve if the course could be extended or if candidates had a choice of taking it in ECH or middle childhood. In reality it would be ill conceived to extend the course as it stands because it is obvious that since every EC-6 candidate, Generalist and SPED, is required to take ECH 3350 the class numbers tend to get large even with two sections per semester and one section first summer session of each year. The amount of graded practice per subject is large specially compared to single subject courses, e.g., science, mathematics, reading. Each candidate needs time to explore the requirements and try his or her hand at it, get feedback, and revisit the work. The organizational skills and the effort over time that is needed by everyone involved is tremendous. Furthermore, the lesson planning is considered mid-phase, i.e., candidates have had some introduction and perhaps minimal practice. In this course, candidates learn the pedagogy of the subjects and practice organizing multiple pedagogical elements for the first time. This practice forms the basis of integrated planning (ECH 4350) and weekly and daily planning (blocks I & II). So, it's a shame that the department is locked into the current curriculum, because candidates hardly get time to inhale much less process the implications of the coursework. In Dr. Maxedon's opinion the entire ECH curriculum needs to be overhauled.
- Explicit invitations for practice TExES testing.
- ED 4311: Social Studies faculty would like to see data that is more detailed to provide a clear focus on areas that need reinforcement. Faculty will continue to emphasize the major purposes of social studies.
- ED 4314: Science, Dr. Purkiss needs competency data if we are to improve results on the generalist and the PPR tests. We don't know where we are failing – most domains have many competencies, we need to de able to see each competency.
- Dr. Purkiss also thinks we need completer data and not just everyone who has taken the test data recorded. The data on the candidate test averages for 2011 – 2012 EC-6 generalist (on the college of education website) shows

the average score to be 233.9 that is below passing. But I understand we had a 96% pass rate that year – there is a problem with the way this data is shown.

- Disposition data as a class average is not a good gauge of each candidates understanding of the traits of effective teachers. We need to put in place a tracking system for each candidate in education – then we can see patterns or catch a problem that a faculty member is seeing.
- RDG 4602 - Dr. Solomon would like to give cooperating teachers in RDG 4602 an informal checklist early in the semester so that she is not hearing about problems at the very end of the semester when the NCATE Assessment 8 survey is complete.
- Dr. Hakes suggests program changes as well as changes within individual courses.   First of all to do this continue the Data Day activities and extend them into afternoon workshops where individual courses are considered for improvements based on these data. To keep us up to date with how other NCATE programs are incorporating improvements send us on visitations to these sites. We should go in teams and then conduct a briefing session with the faculty. Also I would like to suggest that we be given release time perhaps an hour less of office hours each week to work all semester on larger programmatic changes while serving on a committee appointed for the accomplishment of this task. The committee would visit sites, review our data sets, solicit ideas from faculty, identify needs from the larger educational community, and construct a plan for improvements. This would extend Data Day from largely an informative use to an action-based use of the data in the context of the training we provide.

EC-6 with Special Education program
Information provided by Dr. Banker and Mrs. P. Bain
Summary compiled by Dr. Lucksinger

I.   **Summary of Efforts to utilize the Data:**
Overall review of the B.S. in IDST EC-6 Generalist is also reflected in this degree plan. Specifics about Special Education follows:

SPED 3360, 3364, 3365: Looking at data from the TExES, Domain 1 needs more improvement than what has already been done in having pre-service teachers evaluate and understand the individual need students with disabilities. The average score for that domain was 67.74 %. It is to be noted strongly that the data from TExES as currently reported does not pinpoint exactly where the problems lie. There are many competencies within a Domain and we do not have enough information to address what competencies the candidates are lacking.

- Looking at data from the TExES, Domain 4 needs more improvement for pre-service teachers to grasp the foundations of, and professional roles of teachers. The average score is passing at 72.84%, but is lower than desired.
- Rubrics were improved to align them with individual standards for the critical assignments in Taskstream.
- Looking at the Disposition data for Fall 2012, the student teachers consistently rated themselves lower than the supervisors but not significantly lower. Only one area of Professional Development could be considered significant if appropriate statistics were run.
- Add in Fall 2014 degree revisions EPSY 3303 Child and Adolescent Development to the required courses for SPED.

SPED 4362 and SPED 4363 - Data used: TExES 2012

- The data used revealed that 2 candidates failed the TExES. They had trouble in all 4 domains.
- Dr. Banker and Mrs. Bain discussed the potential needs and determined Domains I and IV were the domains to address. Domains II and III are covered in the regular education courses.
- Dr. Banker and Mrs. Bain discussed points and areas to emphasize in SPED classes.

II. Accomplishments resulting from utilization of the Data:

Revision of this degree plan is on-going. Draft of the proposed changes has been reviewed. Adjustments currently underway for Fall 2014 requirements.

SPED 3360, 3364, 3365:
- TExES pass rate is 89.47% for both SPED exam and PPR exam
- Critical Assessments are aligned with the SPA standards in methods and block courses and the data is in Taskstream.
- Methods courses are all now hybrid taught courses to allow time for the field-based portion of the critical assignments.

SPED 4362/4363:
- Candidates learned of disabilities they did not know existed or knew little about.
- Candidates learned different ways of assessing students with different needs.
- Candidates learned more about modifications.
- Some of the candidates were invited to attend ARD meetings while they were observing at the schools.

- Candidates were sown data keeping; forms used; assessment reports by some of the teachers at the schools.
- Candidates learned implementation strategies to use for improving or changing inappropriate behaviors.

III.   Improvements to consider for coming year based on review of data:

- Plans for Fall 2014 degree revisions include adding EPSY 3303 Child and Adolescent Development to the required courses for SPED.

SPED 3360, 3364, 3365:
- Due to the change in NCATE's requirement of SPAs aligning their standards with NCATE/CAEP, new standards are now available so that assessments and rubrics will need to be re-written and re-aligned. This action should be better for us as instructors and the candidates because the number of standards will be fewer and more concise.
- Domains 1 and 4 improvements need to take place in methods and block courses.
- It is to be noted strongly that the data from TExES as currently reported does not pinpoint exactly where the problems lie.

SPED 4362/4363:
- Continue with reviewing all types of disabilities and handicaps (especially rare cases).
- Candidates will continue to observe in self-contained special education classrooms instead of inclusion classrooms.
- Continue with same activities and lessons with emphasis on acronyms used in special education.
- Emphasis on student and parents' rights.
- Continue administering the practice and released TExES, explaining each missed item.
- Encourage supervising teachers to let candidates attend ARDS; discuss modifications, explain different acronyms
- Instructor to be at each school when the ASU candidates are observing. SAISD is very gracious to allow ASU candidates to observe in their special education classrooms. Appreciation must be shown!

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Secondary Certification Information (8-12)
Professional Education
Information provided by Dr. Christine Purkiss & Mr. Chris McGilvery
Summary by Dr. Lucksinger

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I.   **Summary of Efforts to utilize the Data**

ED 2323 Introduction to Computers: Utilize pre and post test data to document growth of candidates' learning for SACS. This course will be dropped in Fall 2014 from secondary professional education course work. It was determined that a specific course in technology/computers was no longer needed. Educational technologies will be incorporated into several other courses.

ED4321: Utilize standards from both TExES and PPR to ensure candidates are familiar with the role and responsibility of an effective educator.

ED 4322: This course prepares our candidates to become even more familiar with the PPR exam by taking the practice PPR exam found online and aligning each question to the appropriate competency. Using the TExES data provided this activity demonstrates the success rate of this module. Our secondary candidates demonstrate a 99% first time pass rate in 2012.

ED 4323: This course is the culminating course prior to teaching and requires candidates to be familiar with lesson preparation, diverse learners, integrating technology, lesson delivery, etc. Candidates are assessed on their lesson planning and microteaching for NCATE data.

II.   **Accomplishments resulting from utilization of the Data:**
- Pre and post data allow faculty to make improvements to the course via assignment instructions, supplementary materials, etc. to ensure candidates gain the appropriate knowledge and skills.

- Utilizing data allows for the secondary program to make any improvements necessary. We are currently implementing a process to ensure all secondary candidates are participating in the PPR module assignment.

- Also, assessing our candidates lesson planning and microteaching allows the secondary program faculty to address any areas of concern prior to student teaching. But it also, allows faculty to begin a process to help candidates grow to become effective educators.

- Candidates are aware of the TExES and PPR competencies and standards to become familiar with effective practices, methods, etc. of a successful educator.

III. Improvements to consider for coming year based on review of data:

- Utilize the data to develop secondary PPR data to differentiate from other programs. Right now all candidates take the EC-12 PPR – we do not separate out different programs, so it is virtually impossible to tell what group of candidates need help. Identify which competencies within each domain our candidates are not meeting. Which group of candidates are not meeting the domains?

- Need to utilize the EC-12 PPR data and determine a procedure, implementation, and streamline PPR preparation so that faculty and candidates are aware of how and when to prepare.

- Disposition data in its current form is not useful for tracking any candidate who might need some help. We need to be tracking each individual candidate for this data to mean anything and be useful.

SB 866 Dyslexia Chart

Angelo State University
Department of Teacher Education

SB 866 Dyslexia Teacher Preparation	ECH-6 Generalist	ECH-6 Generalist with SPED	Grades 4-8 Generalist and ELAR	Secondary/All-Level certification
Characteristics	SPED 2361	SPED 2361	SPED 2361	RDG 4320
Identification/Testing	RDG 4301	RDG 4301	RDG 4301	RDG 4320
Modifications/multisensory Strategies for teaching	RDG 3332	RDG 3332	RDG 3332	RDG 4320

TEXAS ADMINISTRATIVE CODE, TITLE 19, PART 7, CHAPTER 228, RULE §228.30

	ECH 2305	ECH 3350	ECH 4350	ED 2302	ED 2323	ED 3314	ED 4309	ED 4311	ED 4314	ED 4315	ED 4321	ED 4322	ED 4323	ED 4972	ED 4973	ED 4974	ED 4975	EPSY 3303	RDG 2306	RDG 3332	RDG 3335	RDG 3336	RDG 3339	RDG 4301	RDG 4320	RDG 4602	SPED 2361	SPED 3360	SPED 3364	SPED 3365	SPED 4362	SPED 4363
(1) the specified requirements for reading instruction adopted by the SBEC for each certificate;																			X	X	X	X	X		X							
(2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educator's Code of Ethics);			X	X							X	X		X	X	X	X															
(3) child development;	X	X	X															X														
(4) motivation;					X						X	X						X		X				X	X							
(5) learning theories;		X	X								X	X	X					X			X											
(6) TEKS organization, structure, and skills;		X	X	X	X		X	X	X	X		X	X	X	X	X	X							X	X			X	X			
(7) TEKS in the content areas;		X	X		X		X	X	X		X	X	X							X								X	X			

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
(8) state assessment of students;			X		X				X	X					X				X		X				X							
(9) curriculum development and lesson planning;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(10) classroom assessment for instruction / diagnosing learning needs;		X			X	X	X	X		X	X											X		X				X				
(11) classroom management/ developing learning needs;	X		X	X			X		X			X					X									X						
(12) special populations;					X				X	X				X											X							
(13) parent conferences / communication skills;	X			X	X				X			X																				
(14) instructional technology;			X	X					X	X	X							X	X	X					X							
(15) pedagogy / instructional strategies;		X	X			X	X	X	X	X	X	X	X	X	X	X		X	X	X			X	X	X	X	X	X	X	X	X	X
(16) differentiated instruction;		X			X	X	X	X	X	X	X	X	X	X	X	X		X					X	X	X	X	X	X	X	X	X	X
(17) and certification preparation.	**ONLINE – 6 CLOCK HRS**																															