Department of Curriculum and Instruction
Program Reports: Summary of Data
May 2019

The Department of Curriculum and Instruction focused on continuous improvement based on data. Each program area gathered data from course evaluations, adjuncts, instructors, and research to determine necessary course and program updates. Professors managed the programs, ensuring rigor and relevance of content, alignment of courses, and overall administration of programs.

Foundations

Data Sources:

One important data source reviewed by the Foundations program was the Blackboard Exemplary Course Rubric Course evaluation feedback. The Curriculum and Instruction program completed a peer review of the Professional Writing course providing feedback on rubric components and ideas for improving the course. This data along with the data collected from the course survey and adjunct feedback were used to make changes to the course, enhancing communication, increasing accessibility, and providing opportunities for students to practically apply knowledge gained in the course to situations in their field of study.

Program Accomplishments:

The Foundations team is proud to have implemented a new course in 2018 Fall A, Professional Writing for Educators. The Foundations team also took two foundation courses and revised Research and Tests and Measurements more rigorous and applicable to programs throughout the department.

MACI Programs

MACI - Teacher Certification
Data Sources:

In anticipation of the proposed changes in the Texas Teacher Certification testing for 2020, the MACI team has been reviewing the rigor of the MACI Teacher Certification courses. The Curriculum Crosswalk has been updated and all assessments have been aligned to the current TEA standards; however, projected revisions to courses will begin in the Fall of 2019 to align with the new testing requirements.

A course review process was completed by the Counseling Team for the Role of the Teacher course using the Exemplary Course Program rubric. The feedback was used to improve instructions, enhance assessments, and increase accessibility in the course.

TExES passing rates continue to be analyzed for possible areas of needed improvement (https://www.angelo.edu/content/files/26067-dsr-17-18pdf). The average scores per domain for 2017-18 (*n=57*) are: 72.98 (Domain I), 77.42 (Domain II), 71.89 (Domain III), and 77.50 (Domain IV), with an overall average score of 261.31. Because the data are not disaggregated by graduate and undergraduate programs, it is difficult to determine the exact areas of needed improvement for the graduate students in initial teacher certification programs (*n=20*). Regardless of the availability of disaggregated data, Domain I and III continue to be areas of concern.

The Program Assessment Report continues to show the information from courses that contributes to the student learning outcomes for the program. These are aligned directly into the InTASC standards required for the teacher certification.

To maintain Council for the Accreditation of Educator Preparation (CAEP) program accreditation and five-year reporting, the MACI team is reviewing all courses for assessment and multiple-measure requirements in accordance with CAEP standards.

Anecdotal data and information is provided from students and adjuncts on a frequent basis through Class Cafe, email, as well as the evaluations that students complete in Module 8 of each course. This information provides a wealth of information: what needs to be improved, what was helpful, what worked well, what was confusing, what could be clarified, what was missing, etc.

Program Accomplishments:

The MACI with Teacher Certification has a name change approved for the Fall of 2019: MACI in Teacher Studies. The name change ensures that the degree will be aligned with the programs at Texas Tech University and more aligned with the purpose of the degree plan in which a certification is not required.

The MACI team decided to pursue an aggressive marketing campaign in an effort to increase enrollment. A recruitment brochure is in the process of being developed. In addition, a Facebook page has been launched, and a LinkedIn page is in process of being created.

Individual contact emails were sent to candidates who had not registered for courses and had not yet completed their degree or certification program. Though responses were not received from all candidates contacted, several responses were received. At least two candidates responded by registering for courses, and other

candidates at least provided feedback with why they could or could not continue their studies at this time. This information is helpful for planning purposes.

MACI-Advanced Instructor Program
Data Sources:

Data were gathered from an advisory board of instructional professionals who are employed in settings other than K-12 educational settings. Their specific feedback on outcomes and course content allowed the MACI team to determine which courses in the MACI-AI program should be revised.

The Program Assessment Report continues to show the information from courses that contributes to the student learning outcomes for the program. These are aligned directly into the appropriate instructor standards.

Anecdotal data and information is provided from students and adjuncts on a frequent basis through Class Cafe, email, as well as the evaluations that students complete in Module 8 of each course. This information provides a wealth of information: what needs to be improved, what was helpful, what worked well, what was confusing, what could be clarified, what was missing, etc.

Program Accomplishments:

The MACI-AI program has one new course build for the summer session of 2019. The new course, Instructional Coaching, provides instruction on mentoring and coaching in the adult education or instructional settings. Other new courses in the Advanced Instructor program will be ready for the Fall of 2019. In addition, changes will made to the courses to ensure that instruction of adults will be the focus for all courses.

The MACI team decided to pursue an aggressive marketing campaign in an effort to increase enrollment. A recruitment brochure is in the process of being developed. In addition, a Facebook page has been launched, and a LinkedIn page is in process of being created.

Individual contact emails were sent to candidates who had not registered for courses and had not yet completed their degree. Though responses were not received from all candidates contacted, several responses were received. These candidates provided feedback with why they could or could not continue their studies at this time. This information is helpful for planning purposes.

Counseling Programs

Data Sources:

During the spring semester, part of the counseling team took the feedback provided by the certification team on the Human Growth and Development course to

refine it and submit for the Blackboard Exemplary Course Award. The feedback found some areas that needed tweaking according to the Blackboard Exemplary Course Rubric, and these were addressed in the course template.

TExES passing rates continue to be analyzed for possible areas of needed improvement (https://www.angelo.edu/content/files/26067-dsr-17-18pdf). The average scores per domain for 2017-18 (*n=107*) are: 81.80 (Domain I), 78.39 (Domain II), and 82.91 (Domain III), with an overall average score of 261.36. This shows the counseling team that Domain II, Planning and Implementing the Developmental Guidance and Counseling Program, is the area that needs the most attention and could use additional strengthening within coursework (https://www.tx.nesinc.com/content/docs/152PrepManual.pdf).

As required by the university, the Program Assessment Report continues to show the information from courses that contributes to the student learning outcomes for the program. These are tied directly into the standards required for the school counselor certificate as established by TAC Chapter 239 (http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/ch239a.html) and include:

- Learner-Centered Knowledge
- Learner-Centered Skills
- Learner-Centered Process
- Learner-Centered Equity and Excellence for All Learners
- Learner Centered Communications
- Learner-Centered Professional Development

Information regarding program marketing and recruitment had been discussed frequently at program meetings throughout the last year. In order to see where we were going, there was a need to see where we had been. Data was requested for program enrollment from 2010-present. The data reviewed showed that the enrollment in the counseling programs continues to show increased growth. From fall 2010 until spring 2019, total enrollment in the counseling programs has increased from 75 candidates to 502 candidates.

Anecdotal data and information is provided from students and adjuncts on a frequent basis through Class Cafe, email, and adjunct one-on-one meetings, as well as the evaluations that students complete in Module 8 of each course. This information provides a wealth of information: areas to improve, things that are working well, things that are confusing, things that may need clarification, etc.

Program Accomplishments:

The EDSC 6303 Human Growth and Development course was submitted as a contender for the Blackboard Exemplary Course Award. Some of the highlights within the course included course design utilizing Transparent Assignment Design, interaction

and collaboration through the use of FlipGrid and a group project, assessment using authentic application fo real-world skills, and learner support with clear accessibility and accommodation.

For the 2017-28 school year, the latest dates available, the passing rate on the school counselor exam for the 107 candidates who took the exam was 100%. Based on the data mentioned above, and due to new program requirements, the counseling team is excited for the rollout of EDSC 6301 Comprehensive School Counseling Programs. This should strengthen candidate knowledge in Domain II, while also contributing to the new requirements set by the state in TAC Chapter 239 (http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/ch239a.html).

The data collected for the Program Assessment (PAR) report shows the counseling team where we can make course revisions to increase rigor. For example, the PAR from 2017-18 indicated the need to revise rubrics to be less open to rater interpretation and increase inter-rater reliability. These rubrics have been revised and integrated into courses. PARs for 2018-19 are currently being reviewed and written.

As mentioned, the data on enrollment trends shows that there is continuing growth in the counseling programs. Due to this, the counseling team decided that at this time we did not wish to pursue an aggressive marketing campaign. However, we did ask for branding and recognition of the programs through implementation of Facebook, Twitter, and LinkedIn social media pages. Within just a few weeks, the Facebook page has already gotten 103 followers and the Twitter page has 12 followers (as of May 1).

Anecdotal data provided by adjuncts and students has given the counseling team a reason to implement a better system for candidate tracking processes. Due to the number of students within the program, as well as the number of adjunct instructors interacting with students, the information that is being provided in weekly feedback is now being tracked in the Counseling Team Google Drive. Not only are student concerns (such as academic integrity violations) being tracked, but now there are also tracking processes for outstanding students and those students that are considered at-risk. This has narrowed the number of students that need to have a closer eye on them each term and gives our team a better way to see if there have been any prior issues or instances of documentation.

Principal Certification Program

Data Sources:

TExES passing rates were analyzed for past performance on the soon to be retired (068) Principal assessment.

https://www.angelo.edu/content/files/26067-dsr-17-18pdf

The average scores per domain for 2017-18 (*n=32*) are: 75.36 (Domain I), 71.05 (Domain II), and 76.18 (Domain III), with an overall average score of 245.3. According to assessment data released by TEA, ASU had a total of 9 candidates pass the (968) Principal as Instructional Leader EC-12 certification assessment during the approved trial testing window. On September 1, 2019, the (268) Principal as Instructional Leader EC-12 certification assessment will become the only principal certification assessment available for candidates, as the (068) principal assessment will officially be retired. Additionally, all principal certification candidates will be required to complete an additional portfolio-based assessment known as the (368) Performance Assessment for School Leaders (PASL).

For purposes of Council for the Accreditation of Educator Preparation program reporting, the alignment of Performance Assessment for School Leaders (PASL) with National Educational Leadership Preparation (NELP) standards has been carefully observed, and new course construction is embedding the NELP standards that are required for 2021 program reports and beyond.
https://www.ets.org/s/ppa/pdf/nelp-building-level-standards-alignment.pdf
The Performance Assessment for School Leaders (PASL) is carefully aligned to the Texas Principal Standards, as they are outlined in Texas Administrative Code, Ch. 149
http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html
PASL and Principal Standards TAC Chapter 149 Alignment Chart can be accessed via the following link:
https://www.ets.org/s/ppa/pdf/texas-principal-certificate-standards-alignment.pdf

Principal Assessment Resources
Performance Assessment for School Leaders (PASL) Handbook
https://www.ets.org/s/ppa/pdf/pasl-candidate-educator-handbook.pdf

Principal as Instructional Leader EC-12 prep manual
https://www.tx.nesinc.com/content/docs/268PrepManual.pdf

Anecdotal data and information is provided by candidates and adjuncts on a frequent basis through Class Cafe, email, and adjunct one-on-one meetings, as well as the evaluations that candidates complete in Module 8 of each course. Additionally, in the new principal certification courses, data is collected at the end of each module regarding navigation, aesthetics, content and resource layout, etc. This information provides a wealth of information: areas to improve, things that are working well, things that are confusing, things that may need clarification, etc.

Program Accomplishments:

For the 2017-28 school year, the latest dates available, the passing rate on the principal exam for the 32 candidates who took the exam was 100%. Additionally, out of the 11 candidates that attempted the (968) Principal as Instructional Leader EC-12 trial assessment, 9 received passing scores.

With the assistance from the EPP, an application for the new Principal as Instructional Leader EC-12 certification was submitted to and approved by the Texas Education Agency. A Performance Assessment Alignment Chart was required by TEA before approval for the new certification was awarded. A link to the document is provided here: https://drive.google.com/open?id=1_kcbZsAjpmcvBooik00_GdGHTuzhYADD

The proposal for a Master of Science in Educational Leadership with Texas Principal Certification was accepted and approved by the college and university curriculum committees. It is anticipated to be fully operational Fall 2019, and will be a 36 hour degree.

New course builds:
EDCT 6301 School Culture for Principals
EDCT 6302 Instructional Leadership for Principals
EDCT 6303 Human Resource Management for Principals
EDCT 6304 Leadership for School Principals
EDCT 6305 Capstone in Educational Leadership with Texas Principal Certification
EDG 6341 Role of the Principal-revised

Superintendent Certification Program

Data Sources:

TExES passing rates were analyzed for past performance on the Superintendent certification assessment. https://www.angelo.edu/content/files/26067-dsr-17-18pdf
The average scores per domain for 2017-18 ($n=5$) are: 71.25 (Domain I), 70.83 (Domain II), and 71.67 (Domain III), with an overall average score of 245.8. Because of low enrollment numbers, cohorts for the superintendent certification program will be implemented in Fall 2019. Curriculum for the superintendent courses will also continue to be improved and aligned to the Texas Superintendent Standards, as outlined in the Texas Administrative Code Chapter 242
http://ritter.tea.state.tx.us/sbecrules/tac/chapter242/ch242.html

For purposes of Council for the Accreditation of Educator Preparation program reporting, the alignment of Performance Assessment for School Leaders (PASL) with National Educational Leadership Preparation (NELP) standards has been carefully

observed, and new course construction is embedding the NELP standards that are required for 2021 program reports and beyond.
https://www.ets.org/s/ppa/pdf/nelp-district-level-standards-alignment.pdf

Program Accomplishments:

Onlinemasters.com selected Angelo State University for the following awards: Best Master's In Education Administration Programs: Best for Superintendent Careers
https://www.onlinemasters.com/best-degree-programs/education/education-administration/

Education Administration Program

Data Sources:

One important data source reviewed by the educational administration program is the Blackboard Exemplary Course Rubric Course evaluation feedback from the Student Development and Leadership (SDL) program. The SDL program completed a peer review of the Structure and Organization course providing feedback on rubric components and ideas for improving the course and/or enhancing accessibility. This data was used to make changes to the course, enhancing visual appeal, increasing accessibility, and providing opportunities for students to provide input on the course during the course as well as after course completion.

A new data source was implemented this semester with Practical Application Surveys administered to students in the educational administration program. Beginning in the spring semester a survey was implemented questioning students on the impact of practical application assignments and seeking feedback for improvement opportunities. This data is used to revise application-based assignments and determine the effectiveness of the assignments through students' perspectives.

End of Course Surveys are important data sources for the educational administration program. Each term end of course surveys are collected providing comprehensive feedback from students on the course. The feedback is used to make improvements to courses.

Another data source utilized by the educational administration program includes adjunct communication. Each week communication with adjuncts provides data for course improvement, outlines what works, and highlights areas that need clarification. This data is critical for improving courses..

The educational administration program utilizes the Program Assessment Report (PAR) for data collection and analysis. Through the PAR process we collect data addressing the following student learning outcomes:

- ○ <u>SLO 1</u>: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

- ○ <u>SLO 2</u>: Explain the budgeting process and make connections to the Interstate School Leaders Licensure Consortium Standards.
- ○ <u>SLO 3</u>: A building-level education leader applies knowledge that promotes the success of every study by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
- ○ <u>SLO 4</u>: Present and defend judgments about the information and assignments related to research.

The budget process assignment, budget-vision relationships assignment, defend or design structure presentation, and professional development workshop presentations are assignments assessed and aligned with the PAR.

Program Accomplishments:

The educational administration program is excited to submit Structure and Organization for the Blackboard Exemplary Course award. Transparent design, practical application assignments, and feedback surveys were integrated into the course in efforts to meet the Blackboard Exemplary Course status.

A revised degree was proposed and approved enabling the educational administration program to recruit students in broader areas. The goal is to serve administrators in various organizations and not focus solely on K-12 principals. In addition to the new degree approval a certificate was approved in distance education, which expands the student populations served by the program. We hope to launch this certificate next year.

Marketing and recruiting efforts were completed throughout the spring semester and we are proud to have new marketing materials to support the expanded program focus. The program is in the process of establishing a Facebook page. We still need to register the page but should be live any day and will play an important role in recruiting.

Educational administration is proud to accomplish Increased practical application assignments and content rigor. Each educational administration course has been revised to increase the rigor and expectations of students. In addition, we have increased practical application assignments challenging students to continuously apply what they are learning to the profession.

Lastly, educational administration has focused on serving our online students comprehensively. We have embedded a basic needs statement in all educational administration course syllabi addressing students who may be experiencing environments not sufficient for supporting success. The statement connects students to the Multicultural Center and asks them to notify the instructor if they are comfortable in

doing so in an effort to serve our online students' comprehensively and connect students to resources to aid in their success.

Student Development and Leadership
in Higher Education Programs

Data Sources:

The Student Development and Leadership in Higher Education Program (SDL) Team evaluated data related to a pilot questionnaire sent to current students, reports on new/prospective/inactive students, course content and program standards, and adjunct qualifications in order to inform decisions about continuous improvement of the M.Ed. in Student Development and Leadership in Higher Education and the Certificate in Academic Advising. The data collected and reviewed this semester was focused in three primary areas: information to support the recruitment and retention of SDL students, information to improve the course content and offerings, and information to support a highly qualified instructor team.

The SDL team administered a pilot Current Candidate Questionnaire to 43 SDL students enrolled in the Assessment Course and received 19 valid responses. The findings assisted with information about our current students, their employment, and areas of interest. For example, 17 are currently employed in education with 5 in K-12 institutions, 3 community colleges, 5 at 4-year institutions, and 4 health science centers. There areas of employment vary with 5 in admissions/enrollment management, 3 advisor positions, and a variety of other student development areas. This information will assist in informing our curriculum choices and course content for the program.

The SDL program also reviewed adjunct qualifications. SDL has 8 qualified adjuncts entering Summer 2019. They are all qualified at a 3 or higher in most courses with one adjunct needing additional details to qualify more fully.

Based on our review of information this semester, SDL will continue with the following initiatives: regular dissemination of the current candidate questionnaire to a broader group of SDL students, expanded social media presence for current and prospective SDL students, and continued communications to prospective/new/inactive students. In addition, based on the continued discussion about program standards, course content, and adjunct qualifications, SDL will launch two new initiatives over the summer and fall: new adjunct one-on-one meetings as a way to gather information from the adjuncts and support their development and a new SDL advisory group to inform program initiatives and course content.

Program Accomplishments:

While not a course specific to SDL, the SDL team submitted EDG 6305 Legal and Ethical Principles to the Blackboard Exemplary Course Submission as part of their course review process. In addition, they made significant revisions to the Spring B EDG 6369 Assessment of Student Outcomes course, specifically updated instructional materials using the framework of an assessment cycle, additions of learning activities related to sources of assessment evidence and rubrics, as well as refining the culminating assessment presentation and report. These changes were based on a review of the course curriculum and its alignment with program standards as well as best practices for online learning. This is also in preparation for the new course approved for Spring 2020, Program Administration and Assessment.

SDL improved program communications this term. SDL used reporting related to new admitted students, prospective applicants, and inactive students to enhance communications to students at each stage. For example, SDL reviewed reports on inactive students (student who are admitted to the program, but are not enrolled). Of 50 SDL inactive students, they identified approximately 15 SDL students with no enrollment history and 15 in good standing. Of 22 Academic Advising Certificate inactive students, there were 12 with no enrollment history. These students were emailed with information about enrollment and registration options.

Following review of the Current Candidate Survey, SDL identified information to use to promote current student enrollment via social media to help with recruitment. 14 of the respondents are willing to let us promote their enrollment in the program. With this information as well as discussions with Communications and Marketing, SDL began social media campaigns for the program on Facebook and Twitter (@SDLAngeloState).

Field Experience Program: Practicums & Internships

Data Sources:

The current model of practicum experiences has shown improvement in order to meet all state requirements. As standards and requirements tend to change frequently at the state or national level, the practicum team has worked hard to continually evolve and improve while incorporating all new requirements and standards for practicums and internships as set forth in Texas Administrative Code (TAC). Therefore, the department's practicums and internships addressed all of the requirements in the Texas Education Agency's (TEA) Chapter 228 (2018) for the Texas Certification Programs.

The Spring 2019 practicum allowed candidates to obtain supervised experience and integrate the theoretical and practical information gained during their graduate programs (Superintendent, School Principal, School Counselor, and SDL) through field-based experiences under the supervision of a site supervisor (mentor) and a field

supervisor (evaluator). This supervisory team collaborated to ensure candidates were gaining at least 160 hours of experiences tied to the preparation standards in their field. Three times during the semester, candidates recorded their hours, reflected on their experiences, and performed an activity putting the standards into practice for an evaluation by a field supervisor. All of these records were scored by university instructors, who provided additional feedback and resources for candidate success. The records and communication served as documentation and evidence for compliance.

All of the forms and documentation were placed in a digital folder, including: TAC Chapter 228, the Practicum Handbook, all of the standards required for curricula and coursework, candidate applications, training guides, site supervisor qualifications, field supervisor training certificates, field supervisor State Board for Educator Certifications, and curriculum vitae for every clinical expert. Additionally, documentation was collected in a separate folder for each candidate by name, including: 160 hour logs, reflections, field supervisor evaluations, site supervisor evaluations, and self-evaluations. (These folders provide documentation in the form of practicum artifacts for TEA in the event of an audit, as well as for evidence of successful performance required for certification.)

At the end of the semester, tallies for all of the communication methods utilized with the candidates were calculated so that a record of all of the ways that candidates were supported were documented. Copies of the actual communication were saved and archived, including course announcements and Class Café discussion board communication. Also, as Chapter 228 requires ongoing communication and support by field supervisors, ongoing communication logs were collected for each supervisor. Candidate evaluation details were inputted into a Google Form, to include the date, the time-in and time-out of the observation, and field supervisor comments. This helped validate that the department was following the TEA requirements for all evaluations. All of these documents were placed in a digital folder in the department's drive, along with a digital map of all of the Spring 2019 practicum locations:
https://www.easymapmaker.com/map/b34d473f5f78e3372f9ac301b41378e3

In summary, the field experience program utilized data from these sources:
·   Site and Field Supervisor Training
·   Site Supervisor Qualifications
·   Field Supervisor Training Certificates, Certifications, Qualifications
·   Field Supervisor Evidence of Ongoing Communication
·   Candidate Records of Observations: Dates, Time, Field Supervisor Comments
·   Candidate Folders with Artifacts: Logs, Evaluations, Reflections, Final Self-Evaluation
·   TaskStream Reports by Standards for Each Program

·   Blackboard Communication
·   Survey Results

Program Accomplishments:

In the Spring 2019 semester, 178 candidates completed practicums in the following programs: 116 school counseling, 8 professional practice school counselors, 40 school administration, 8 student development and leadership, and 2 superintendents. Of the 178 candidates, 177 completed practicums in Texas, and 1 completed a practicum out of state at the University of Nevada, Reno, for a total of 130 districts and 172 schools. To provide support and feedback to the candidates, there were 178 Site Supervisors, 17 Field Supervisors, 11 Instructors, and 1 Lead Professor.

For the Summer 2019 practicums, all courses have been revised to include transparent design and to become fully ADA compliant in regard to formatting. The new courses will be piloted in the summer, and data will be collected to determine effectiveness and student satisfaction.

Reference

Texas Administrative Code (TAC) §228 (2018). *Requirements for Educator Preparation Programs*. Retrieved from http://ritter.tea.state.tx.us/sbecrules/tac/chapter 228/ch228.html#228.35

Curriculum & Instruction Research and Publication Activities
Spring 2019

Book Chapters

Casarez, L. L., Hooks, D., Shipley, R. B., & Swafford, D. (in press). Snapshot: Foundations of Universal Design for Learning, accessibility, and curricular quality. In S. L. Gronseth & E. M. Dalton (Eds). Universal access through inclusive instructional design: International perspectives on UDL. New York: Routledge.

Casarez, L. L., Murphy, A., & Van Brunt, B. (pre-press). Family and relationships. In L. Gonzalez, D. Paladino, & J. Watson (Eds). College Counseling and Student Development Services: Addressing the Needs of the Contemporary College Student. Alexandria, VA: American Counseling Association.

Dissertations Defended

Dickison, B. R. (2019). Decreased State Appropriations and their Impact on Texas Public Four-Year Higher Education Institutions Tuition Rates through Deregulated Tuition. Doctoral Dissertation, College of Education, Department of Educational Psychology and Leadership, Texas Tech University.

Lyons, K. (2018). Facilitating Young Children's Conceptual Knowledge of Mathematics through Physical Activity. Doctoral Dissertation, College of Education, Department of Educational Psychology, Texas Tech University.

Shipley, G. (2019). The Influence of Emotional Intelligence on Servant Leadership: Comparing Self-Perceptions to Observers' Perceptions of Leaders in Texas Higher Education. Doctoral Dissertation, College of Human Sciences and Educational Studies, Irvin School of Education, Hardin-Simmons University.

Published Articles

Agan, T. L., Anderson, D. A., Atwood, A., Casarez, L. L., Heron, A., & Self, R. N. (2019, March). FlipGrid to enhance communication in distance education. Delta Kappa Bulletin: Collegial Exchange, 85(4). http://magazine.dkg.org/2019/85-4/2019-Mag-85-4.html

Sokolow, B.A., Van Brunt, B., Lewis, W.S., Schiemann, M., Murphy, A., Molnar, J. (2019). The NaBITA Risk Rubric: The NaBITA 2019 Whtepaper. Berwyn, PA: National Behavioral Intervention Team Association.

Tasker, T. J., & Cisneroz, A. (2019). Open-ended questions in qualitative research: Keeping an open mind as researchers. *Curriculum and Teaching Dialogue, 21*, in publication.

Published Proceedings

Casarez, L. L., Anderson, D., Atwood, A., & Heron, A. B. (2019, February). FlipGrid as communication tool in online courses. Paper presented at Southwest Educational Research Association. San Antonio, TX.

Engle, J. & Livengood, K. (2019). Assessment, Differentiation, & Technology: Meeting Student Needs. In K. Graziano (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1813-1817). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 2, 2019 from https://www.learntechlib.org/primary/p/207890/.

Heron, A. B., & Atwood, A. M. (2019, February). Designing Online Assessments with Confidence. Workshop presented at Southwest Educational Research Association. San Antonio, TX.

Editorial Review Boards

Casarez, L. (2019-2022). Journal of Professional Counseling.

Dickison, B. R. (2018-2019). American College Personnel Association.

Accepted Research Proposals

Agan, T. L., Casarez, L. L., & Self, R. N. (2019). Documenting Graduate Practicum Clock Hours While a Full-Time Employee. Angelo State University, San Angelo, TX.

Anderson, D., & Livengood, K. (2019). Bridging the Gap: One-Stop Shop with Blackboard Organizations. Blackboard World 2019, Austin, Tx.

Research Presentations

Agan, T. L. (2019, April). Love of Learning. Presentation: Phi Kappa Phi Honor Society Induction. Angelo State University, San Angelo, TX.

Agan, T. L., & Self, R. N. (2019, February). Building Your Personal Leadership Legacy. Presentation: Fort Concho Elementary Distinguished Scholars, San Angelo, TX.

Agan, T. L., Schoen, H., Self, R. N. (2019, February). Data-Driven Practicums and Internships. Presentation: Southwest Educational Research Association Conference, San Antonio, TX.

Agan, T. L., & Hansen, K. (2019, February). Current Trends in Teacher Education.Presentation: Southwest Educational Research Association, Waco, TX.

Agan, T. L., & Casarez, L. L. (2019, January). DKG Bulletin: The Art of Getting Published. Presentation: Delta Kappa Gamma Alpha Beta Chapter, San Angelo, TX.

Agan, T. L., Casarez, L. L., & Self, R. N. (2019, January). Leadership & Communication. Presentation: Counselor Group. Angelo State University, San Angelo, TX.

Agan, T. L. (2019, January). Roles, Responsibilities, & Resources in Academics. Presentation: Transfer Student Orientation, Angelo State University, San Angelo, TX.

Atwood, A., & Heron, A. B.(2019, April). Collaborating Our Way to Success: Counselors and Counselor Educators Joining Forces to Increase School Counselor Preparedness. Presentation: Gulf Coast Counseling Association Conference. Corpus Christi, TX.

Barrios, A.M., Jones-Adams, L., & Engle, J. (2019, February). Lean on Me: Analyzing Necessary Supports for New Faculty Success. Presentation: The Association of Teacher Educators Conference, Atlanta, GA.

Carlisle, S.O., Livengood, K., & Engle, J. (2019, November). Forging Tools for Fostering Cultural Awareness in an Online Course. Presentation: 29th Annual Conference of the National Association for Multicultural Education Conference, Tuscon, AZ. (Accepted)

Carlisle, S.O. & Livengood, K. (2019, June). Connection and constructive critiques: Using online journals to improve instructor feedback. Virtual Presentation: EdMedia + Innovate Learning Conference, Amsterdam, Netherlands. (Accepted)

Casarez, L. L., Anderson, D., Atwood, A., & Heron, A. B. (2019, February). FlipGrid as communication tool in online courses. Presentation: Southwest Educational Research Association. San Antonio, TX.

Casarez, L. L., Lyons, K. N., & Carlisle, S. O. (2019, January). Testing anxiety: Causes, symptoms, and strategies. Presentation: Permian Basin Mental Health Conference. Presentation: Midland, TX.

Cisneroz, A., Schoen, H., & Summerlin, J. (2019, February).Exploring the Impact of a Graduate Student Writing Course. Presentation: Southwest Educational Research Association Conference, San Antonio, TX.

Delgado, M., Honea, J., Lyons, K., Wagnon, M., & Walters, S. (2019, January). Tech-Smart Family Seminar. Southland Baptist Church, San Angelo, TX.

Engle, J. & Livengood, K. (2019, June). Technologies for Teaching: Tools for Mentoring New Faculty. Virtual Presentation: EdMedia + Innovate Learning Conference, Amsterdam, Netherlands. (Accepted)

Engle, J. & Hargraves, J. (2019, July). Personalizing Learning: Engaging Students in Online Environments. Presentation: BBWorld 2019 Conference, Austin, TX. (Accepted)

Engle, J., Tasker, T., & Schroeder, A. (2019, May). Feedback that Rocks: Composing Rubrics for Personalization and Consistency. Presentation: The United States Distance Learning Association Conference, Nashville, TN. (Accepted)

Engle, J. & Livengood, K. (2019, March). Assessment, Differentiation, & Technology: Meeting Student Needs. Virtual Presentation: The Society for Information Technology and Teacher Education Conference, Las Vegas, NV.

Gandar, R., O'Briant, M., & Casarez, L. L. (2019, June). Journey through careers and the personal graduation plan...Where to start? Presentation: Region 15 College and Career Conference. San Angelo, TX. (accepted)

Gandar, R., O'Briant, M., & Casarez, L. L. (2019, February). Journey through careers and the personal graduation plan...Where to start? Presentation: Texas Professional School Counselor Conference. San Antonio, TX.

Murphy, A. & Molnar, J. (2019, April). Cultural Competency, Closed Communities, and Bias on the BIT. Presented at National Behavioral Intervention Team (NaBITA) Regional Conference, Concord, CA.

Murphy, A. & Reece, C. (2019, April). Overview of NABITA Standards and BIT Care Manual. Presented at National Behavioral Intervention Team (NaBITA) Regional Conference, Concord, CA.

Murphy, A., Van Brunt, B. & Lewis, W.S. (2019, April). Review of Recent Attacks. Presented at National Behavioral Intervention Team (NaBITA) Regional Conference, Concord, CA.

Murphy, A., Schiemann, M., Molnar, J. (2019, April). How to be an Effective Chair of the BIT. Presented at National Behavioral Intervention Team (NaBITA) Regional Conference, Concord, CA.

Shipley, G., Hansen, K., & Lyons, K. (2019, March). Building Digital Bridges: Supporting Learners Experiencing Food Insecurity. Texas Distance Learning Association, Galveston, Texas.

Shipley, G., Hansen, K., & Lyons, K. (2019, February). Campus Convivencia-Food Insecurity Among College Students. Southwest Education Research Association. Conference, San Antonio, Texas.

Shipley, G., Behrends, M., Coronado, S., & Lemaster, A. (2019, April). The Intersection of Emotional Intelligence and Servant Leadership. Texas Women in Higher Education Conference, San Antonio, Texas.

Tasker, T. J., Cisneroz, A., & Engle, J. (2019, May). Top Hits: A Play List of Field-Based Learning Activities. Poster Presentation: The United States Distance Learning Association Conference, Nashville, TN. (Accepted)