

Unit Effectiveness Plan for 2003-2004
Department(Unit): Curriculum and Instruction
College (Division): Dean - School of Education

Unit Mission or Purpose:						
The mission of the Department of Curriculum and Instruction is to develop and deliver an educational program that ensures its students are prepared for successful careers in the areas of teaching, and to be a recognized contributor in the areas of basic and applied research dealing with general, as well as specific, areas of curriculum and instruction. Through effective teaching, quality research, and meaningful service, the Department is committed to the advancement of teaching and learning for all people.						
Articulation of how unit mission/purpose relates to University mission:						
The School will pursue knowledge, truth and excellence in a student-centered academic community. The School will build educational alliances to advance lifelong learning well into the 21st century based upon a foundation of shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility.						
Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
<p>Increase quantitative reseach production in conjunction with the No Child Left Behind federal program.</p> <p>All tenured and tenure-track faculty members will be engaged in research production and will submit at least three manuscripts for publication each year.</p> <p>A minimum of six grant proposals will be submitted to outside</p>	Strategy 4 A	<p>Faculty will be informed of goal and will hold regular meetings to discuss individuals progress in reseach production.</p> <p>A survey of faculty needs and interests will be conducted by the Dean's research intern in Spring 2003. Survey results will be used to facilitate research endeavors.</p> <p>Grant moneys will be pursued.</p>	<p>Survey results will be analyzed.</p> <p>Number and amount of grant proposals submitted and received will be tabulated.</p> <p>Full-time faculty member progress and production efforts will be kept and reported for the 2002-2004 school years to the chair of the department.</p> <p>Faculty needs assessment results will be analyzed</p>	<p>Results of Assessment: 80% of faculty surveyed reported the need for more resources and support to help with research and publication efforts.</p> <p>Two out of 19 tenured and tenure-track faculty submitted 3 manuscripts each of the last two years.</p>	<p>Need a faculty member expert in statistics.</p> <p>Faculty will consider redesigning graduate degrees to include more quantitative research analysis and production.</p> <p>Need to support faculty by providing updated training and</p>	<p>Funds to recruit faculty member who has expertise in statistics.</p> <p>Funds to bring in research consultant for training and to purchase research design software, etc.</p>

<p>agencies for funding for research or program development purposes.</p> <p>Technology skills of all full-time faculty will be improved and faculty will have greater assessibility to technology for teaching and research.</p>		<p>Faculty technology needs assessment will be conducted. Workshops and modules will be available for faculty members to improve their technology skills.</p>	<p>and a survey regarding faculty satisfaction of workshops and modules will be conducted in Spring 2004.</p>	<p>Five grants proposals were submitted, one national and four state. All were funded.</p> <p>Faculty received training in InTel, LiveText, and Web page design. 90-95% of faculty were satisfied with InTel and Web-page design. 60% were satisfied with LiveText.</p> <p>Intended Outcome Achieved: Yes and No</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>	<p>computer support on quantitative research design and statistics.</p>	
<p>Faculty members will be involved with a local school on their choice.</p> <p>All tenured and tenure-track faculty members will be involved in one</p>	<p>Strategy 2 B</p>	<p>Faculty members will be informed on the goals.</p> <p>Regular faculty meetings will be held to discuss faculty needs and efforts in meeting these goals.</p>	<p>Faculty members will be surveyed in April 2004 regarding their involvement in local school service work and professional associational involvement.</p>	<p>Results of Assessment: 95% of faculty were highly involved in local school service work and professional</p>	<p>Need to hire additional clinical faculty to supervise students at the local field sites to relieve regular faculty so they can</p>	<p>Funds to hire additional clinical faculty.</p>

<p>or more professional associations.</p> <p>The inter-urban teacher preparation program will be expanded by 25%.</p>		<p>Work with Dallas Independent School District on providing incentives for teacher education students who want to work in inter-city schools.</p>	<p>Number, progress, and satisfaction of students in inter-urban teacher preparation program will be kept and analyzed in Spring 2004.</p>	<p>associations.</p> <p>100% of students in inter-urban program were satisfied with the program. Enrollment in this program did not increase but was maintained at 12 over the two years.</p> <p>Inteded Outcome Achieved: Yes and No</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>	<p>concentrate of research and publications.</p> <p>Additional school sites will be added to the inter-urban preparation program.</p>	
<p>Increase graduate enrollment and retention in all programs by 25%.</p> <p>85% of students and faculty will express satisfaction with cyber-advising and advising in general.</p>	<p>Strategy 1 A</p>	<p>Change advising positions to better accomadate student needs.</p> <p>Establish more and better communication with potential and enrolled students.</p> <p>Establish cyber-advising at the graduate level (students can register</p>	<p>Track graduate student enrollment numbers and retention rates on a semester to semester basis. Survey students in Spring 2004 regarding cyper-advising and their satisfaction with advising services.</p>	<p>Results of Assessment: Graduate program maintained a retention rate of 65%.</p> <p>Graduate student enrollment increased by 20%.</p> <p>75% of graduate</p>	<p>Duties of graduate advisors will be divided so only one graduate advisor works with EDUC graduate students after they have been admitted. Redesign and construction of additional office space so graduate</p>	<p>Funds for recruitment and retention effort.</p> <p>Space is needed for a student lounge/work area where students and faculty/staff/advisors can meet and work.</p> <p>10 computers are</p>

		without getting specific course approval from an advisor). Establish an undergraduate data management system for better tracking of students and easier communication.		students surveyed expressed dissatisfaction with cyber-advising and advising in general. They felt they were not given enough information and information was not consistent and was often unclear. Undergraduate data management system is not yet in place. Intended Outcome Achieved: Yes and No Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.	advisors can be relocated to Trimble Hall. Addition of Assistant Dean for Graduate Programs will provide guidance and support to graduate advisors and students. Discussions with faculty will take place in order to improve recruitment and retention efforts. Computers are needed for student access and use once data management system begins.	needed for students to access the data management system. Funds to remodel fifth floor of Hammond Hall to accommodate graduate advisors and improve office space facilities.
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MEDT - Education

Student Competencies:

All graduate candidates seeking initial teacher certification will acquire the knowledge and skills in the areas of 1) understanding learners,	Strategy 2 B	Hold regular discussions with faculty regarding helping candidates pass the TExES Exams. Incorporate TExES test	Evaluation committee will obtain informatin from the State Board of Educator Certification after each test administration.	Results of Assessment: Students must take a pass two TExES tests, a content test and a professional	Continue to stress TExES preparation in all courses. Practice tests will continue to be required for all	None at the present time.
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<p>2) enhancing student achievement, and 3) understanding the learning environment necessary to pass the TExES professional development examination required for the Texas Teaching Certificate.</p>		<p>taking strategy practice as well as general and specific instructional content / discussion / activities in all courses.</p> <p>Practice tests will be given to all students.</p> <p>Individual tutoring will be provided for those candidates deemed necessary and appropriate.</p> <p>Review sessions will be provided for all candidates to attend.</p>	<p>TExES tests are administered in October, December, February, April, and in June.</p>	<p>development test. Pass rates for the professional development tests for the past two years have run from 96-100%. Pass rates for most of the many content tests have run from 92-100%. A few tests such as French Oral Proficiency, Science 4-8, and Elementary Comprehensive have pass rates sometimes below 90%.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Groups Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>	<p>students. Faculty will continue to monitor pass rates in all areas and work with content faculty in areas where student have problems.</p>	
<p>Candidates will demonstrate knowledge, dispositions, and skills necessary for successful instruction of all students in schools with diverse</p>	<p>Strategy 1B and 2B</p>	<p>Faculty will incorporate into syllabi content and assignments that prepare candidates with knowledge and awareness of skills needed to work</p>	<p>Evaluation committee will collect and analyze syllabi for content and assignment relating to desired outcome in November 2003 and March 2004.</p>	<p>Results of Assessment: All course syllabi contained discussion and activities related to</p>	<p>Continue to stress the importance of working with diverse student populations.</p>	<p>Funds for training in the use of screening instruments and for purchase of software programs and other materials dealing for</p>

<p>student populations.</p>		<p>with diverse student populations.</p> <p>Candidates will be informed of requirement to demonstrate abilities to work with diverse student populations.</p> <p>Faculty will meet regularly and discuss ways to increase candidates' awareness and skills for working with diverse student populations.</p> <p>All candidates seeking additional professional endorsements will take practice tests in their endorsement fields.</p>	<p>Evaluation committee will collect from faculty at the end of the Fall 2003 and Spring 2004 semesters documentation of evidence regarding their candidates being able to work successfully with diverse student populations.</p> <p>Evaluation committee will collect practice tests data at the end of each practice test administration during the Fall 2003 and Spring 2004 semesters and will analyze the TExES practice test items dealing with diversity.</p>	<p>students working with diverse student populations.</p> <p>Student assessment data collected from faculty revealed that 65% of students were very capable of working with diverse student populations, 32% were capable, and 8% were identified with concerns. These concerns dealt with religious, self-esteem, safety and tolerance areas.</p> <p>Student surveys indicated they were satisfied with their preparation to work with diverse student populations in the areas of instructional strategies and assessment (80%) as compared to being prepared to work in the area of discipline (61%).</p>	<p>Faculty will incorporate results of TExES practice test question information in curriculum and discussion.</p> <p>Faculty will develop a dispositions checklist to be used as a pre and ongoing assessment. Faculty will also consider an instrument such as those produced by Gallup, Inc. for use with students as a screener. Faculty will consider training programs that are available such of those by Ruby Payne</p>	<p>working with diverse student populations.</p>
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				<p>Eight TExES Professional Development practice test questions dealing with diversity issues had a range of 30% to 80% correct answers.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>		
<p>Candidates will demonstrate proficiency in decision making skills through knowledge and understanding of the various types of decisions (i.e., command, consultative, and consensus) appropriate for different situations within educational settings and will demonstrate ability to evaluate the effectiveness of the decisions made.</p>	Strategy 2B	<p>Inform faculty of need to include decision making activities / discussions in their courses and/or syllabi.</p> <p>Rubrics for candidates self-assessment of various factors related to decision making will be utilized in a designated capstone course.</p> <p>Candidate reports in capstone course will include discussion of</p>	<p>Faculty will be surveyed in November 2003 and April 2004 concerning the decision making activities / assignments used in their courses.</p> <p>Collect and analyze assessment rubrics for students in the Fall 2003 and Spring 2004 capstone course.</p> <p>Survey candidates in April 2004 regarding effectiveness of various</p>	<p>Results of Assessment: All courses contained activities/ assignments dealing with decision making.</p> <p>Assessment rubrics collected on students in their capstone courses indicated 50% of students were accomplished, 32% were proficient,</p>	<p>Faculty will continue to discuss ways to improve students' decision making abilities. On-line materials will be sought as well as discussing how a library of materials can be developed as a laboratory for students to work in field related activities and</p>	<p>Physical space for maintaining a library and field-related activity area.</p> <p>Funds for purchasing materials related to decision-making simulations, etc.</p>

		<p>decision making choices / opportunities and the procedures used by the candidates in evaluating their decisions.</p>	<p>course decision making activities.</p>	<p>and 18% were developing. Analysis, perspectives, and assignment of responsibility were areas needing improvement. 5-10% of students had problems with appropriate decision making.</p> <p>86% of students surveyed expressed satisfaction with their preparation to make appropriate decision making for effective teaching.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>	<p>simulations.</p>	
<p>Candidates will demonstrate ability to conduct self-assessments of their instructional</p>	<p>Strategy 2 B</p>	<p>All syllabi will require candidates to reflectively evaluate their knowledge, dispositions, and skills</p>	<p>Survey instructors on course activities and student success.</p>	<p>Results of Assessment: All courses require students to be</p>	<p>Faculty will discuss how to better format their student handbooks</p>	<p>None at the present time.</p>

<p>knowledge, dispositions, and skills according to various state and national competencies and standards and will develop plans for continuing to improve their instructional skills.</p>		<p>using various state and national lists of competencies and/or standards.</p> <p>Candidates will be required to reflect on their learning throughout all their coursework.</p> <p>Candidates in their capstone course will conduct pre and post assessments of their abilities to meet competencies/standards and develop plans for continuous improvement.</p>	<p>Collect and analyze capstone candidates' self-assessments in Spring 2004 semester.</p> <p>Survey students in April 2004 on program's emphasis and effectiveness of reflective self assessment.</p>	<p>reflective and to conduct various types of self-assessment. Faculty reported that 85% of students were successful in submitting appropriate reflection and self-assessment documents.</p> <p>95% of capstone student self-assessments showed successful abilities to self-assess. Instruments were tied into their practice and preparation for their certification exams. Areas of weaknesses were identified mainly as those where students were unable to gain enough experiences.</p> <p>71% of students surveyed reported their courses included "a lot" or</p>	<p>to address reflection and self-assessment. More will be done to help students see the benefit for reflection and self-assessment - rather than just as an assignment.</p>	
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				<p>"very much" reflection and self-assessment activities. However, only 49% of students reported that reflection and self-assessment added "a lot" or "very much" to their learning how to teach.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>		
<p>Candidates will demonstrate abilities to use technology for various types of effective communication and data management/analysis purposes.</p>	<p>Strategy 2 A</p>	<p>Faculty will be trained in the use of LiveText (a software data management system required for student purchase).</p> <p>Faculty will address technology for communication and data management / analysis in their various course syllabi.</p>	<p>Faculty syllabi for Fall 2003 and Spring 2004 semesters will be collected and analyzed. A matrix of technology skills and course requirement will be developed in Spring 2004.</p> <p>Number of candidates taking on-line and in-class Research and Evaluation course will be collected.</p>	<p>Results of Assessment: All faculty received training in LiveText.</p> <p>Matrix of technology skills and course requirements was developed. Some courses (such as)</p>	<p>Faculty will discuss course matrix of technology requirements and increase requirements in some courses. This will involve faculty training in some areas.</p>	<p>Funds for purchase of palm pilots and other technology devices students are encountering in the public schools.</p> <p>Continued training opportunities and technology upgrades.</p>

		<p>Research and Evaluation course section will be available to students on-line.</p>	<p>Candidates in each section will be surveyed.</p> <p>Candidates success of TExES practice test questions requiring data analysis issues will be collected and analyzed.</p>	<p>need to include more technology components. Need for faculty to have access and training in the use of Palm Pilots was identified.</p> <p>79 students took the on-line Research and Evaluation course from Fall 2002 - Summer 2004 as compared to 4 students who took the in-class course. Three on-line students expressed a wish they had taken the course in-class. 97% of all on-line students express satisfaction with their on-line experience.</p> <p>Student surveys indicated that 83% were satisfied with their ability to utilize technology for instruction purposes, 71% for data management, and 77% for</p>	<p>Continue with LiveText training for faculty.</p> <p>Faculty will look at better techniques for helping student use technology for data management and communication purposes.</p> <p>Continue on-line course offerings.</p> <p>Faculty will address practice test questions and incorporate appropriate thinking strategies in their classes.</p>	
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				<p>communication.</p> <p>4-5 questions dealing with data analysis were found in each of the PPR Practice Tests. A sampling of student scores revealed that on 1-2 questions in each test, only 60-70% of students identified the correct answer. This varied with each test.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, faculty members.</p>		
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MED - Curriculum and Instruction

Student Competencies:

All Masters candidates seeking additional teacher certification endorsements will acquire the knowledge and skills in the various competency areas	Strategy 2B	<p>Hold regular discussions with faculty regarding helping candidates pass the TexES Exams.</p> <p>Incorporate TExES test taking strategy practice as</p>	<p>Evaluation committee will obtain informatin from the State Board of Educator Certification after each test administration.</p> <p>TExES tests are</p>	<p>Results of Assessment: Pass rates on Master Reading, Master Reading - Technology, ESL Generalists EC-4,</p>	Continue to stress TExES preparation in all course.	None at the present time.
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<p>required for their desired endorsements. These endorsements include areas such as Early Childhood, English as a Second Language, Bilingual, Master Reading Teacher, etc.</p>		<p>well as general and specific instructional content / discussion / activities in all courses.</p> <p>Practice tests will be given to all students.</p> <p>Individual tutoring will be provided for those candidates deemed necessary and appropriate.</p> <p>Review sessions will be provided for all candidates to attend.</p>	<p>administered in October, December, February, April, and in June.</p> <p>The committee will analyze sub-group scores and make recommendations for targeted areas of improvement to the faculty after each analysis.</p>	<p>and Reading Specialists were all 100%.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, faculty members.</p>		
<p>Candidates will demonstrate knowledge, dispositions, and skills necessary for successful instruction of all students in schools with diverse student populations.</p>	<p>Strategy 1B and 2B</p>	<p>Faculty will incorporate into syllabi content and assignments that prepare candidates with knowledge and awareness of skills needed to work with diverse student populations.</p> <p>Candidates will be informed of requirement to demonstrate abilities to work with diverse student populations.</p> <p>Faculty will meet regularly and discuss ways to increase candidates' awareness and skills for working with diverse student populations.</p>	<p>Evaluation committee will collect and analyze syllabi for content and assignments relating to desired outcome in November 2003 and March 2004.</p> <p>Evaluation committee will collect from faculty at the end of the Fall 2003 and Spring 2004 semesters documentation of evidence regarding their candidates being able to work successfully with diverse student populations.</p> <p>Evaluation committee will collect practice tests data at the end of each practice test administration during</p>	<p>Results of Assessment: All syllabi contained content and assignments dealing with diversity.</p> <p>Faculty reported that 100% of their students were successfully demonstrating willingness and abilities to work with diverse student populations.</p> <p>These students were all certified</p>	<p>Continue to stress importance of the disposition and skills required to work successfully with diverse student population in all courses.</p>	<p>None at the present time.</p>

		All candidates seeking additional professional endorsements will take practice tests in their endorsement fields.	the Fall 2003 and Spring 2004 semesters and will analyze the TExES practice test items dealing with diversity.	teachers and therefore were not required to take TExES practice tests. The TExES tests they took were not available for data analysis. Students reported to their instructors that they felt prepared for test items dealing with diversity and had not problems on those questions. Intended Outcome Achieved: Yes Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.		
Candidates will demonstrate proficiency in decision making skills through knowledge and understanding of the various types of decisions (i.e., command, consultative, and consensus)	Strategy 2B	Inform faculty of need to include decision making activities / discussions in their courses and/or syllabi. Rubrics for candidates self-assessment of various factors related to decision	Faculty will be surveyed in November 2003 and April 2004 concerning the decision making activities / assignments used in their courses. Collect and analyze assessment rubrics for	Results of Assessment: All faculty reported use of decision making activities / assignments regarding decision making.	Continue to include decision making content and activities in all courses.	None at the present time.

<p>appropriate for different situations within educational settings and will demonstrate ability to evaluate the effectiveness of the decisions made.</p>		<p>making will be utilized in a designated capstone course.</p> <p>Candidate reports in capstone course will include discussion of decision making choices / opportunities and the procedures used by the candidates in evaluating their decisions.</p>	<p>students in the Fall 2003 and Spring 2004 capstone course.</p> <p>Survey candidates in April 2004 regarding effectiveness of various course decision making activities.</p>	<p>Assessment rubrics indicated 75% of students were accomplished and 25% of students were proficient in their decision making abilities.</p> <p>95% of students reported satisfaction with the effectiveness of course decision making activities.</p>		
<p>Candidates will demonstrate ability to conduct self-assessments of their instructional knowledge, dispositions, and skills according to various state and national competencies and standards and will develop plans for continuing to improve their instructional skills.</p>	<p>Strategy 2 B</p>	<p>All syllabi will require candidates to reflectively evaluate their knowledge, dispositions, and skills using various state and national lists of competencies and/or standards.</p> <p>Candidates will be required to reflect on their learning throughout all their coursework.</p> <p>Candidates in their capstone course will conduct pre and post assessments of their abilities to meet competencies/standards and develop plans for continuous improvement.</p>	<p>Survey instructors on course activities and student success.</p> <p>Collect and analyze capstone candidates' self-assessments in Spring 2004 semester.</p> <p>Survey students in April 2004 on program's emphasis and effectiveness of reflective self assessment.</p>	<p>Results of Assessment: All courses required students to reflectively evaluate and self-assess competencies.</p> <p>100% of students in capstone course successfully demonstrated ability to self-assess their own abilities and identify strengths and areas for improvement.</p> <p>92% of students surveyed reported</p>	<p>Continue to stress reflection and self-assessment in all courses.</p>	<p>None at the present time.</p>

				<p>that all courses required sufficient reflection and self-assessment activities and 90% reported that reflection and self-assessment was beneficial to their development.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Data and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>		
<p>Candidates will demonstrate abilities to use technology for various types of effective communication and data management/analysis purposes.</p>	<p>Strategy 2 A</p>	<p>Faculty will be trained in the use of LiveText (a software data management system required for student purchase).</p> <p>Faculty will address technology for communication and data management / analysis in their various course syllabi.</p> <p>Research and Evaluation course section will be</p>	<p>Faculty syllabi for Fall 2003 and Spring 2004 semesters will be collected and analyzed. A matrix of technology skills and course requirement will be developed in Spring 2004.</p> <p>Number of candidates taking on-line and in-class Research and Evaluation course will be collected. Candidates in each section will be surveyed.</p>	<p>Results of Assessment: All faculty were trained in the use of LiveText.</p> <p>Matrix of course requirements indicated good mixture of technology skills were included in all courses.</p> <p>From 2002-2004,</p>	<p>Faculty will continue to stress technology development and usage.</p> <p>Research and Evaluation course will be continued to be offered on-line.</p> <p>Availability of practice tests for these exams will be</p>	<p>Funds for the purchase of palm pilots and other devices and the continued upgrading of current technology.</p>

		<p>available to students on-line.</p>	<p>Candidates success of TExES practice test questions requiring data analysis issues will be collected and analyzed.</p>	<p>85 students took Research and Evaluation on-line. Three students took the course in-class. 98% of students reported satisfaction with the technology aspects of the course. Students reported that some technology devices (such as palm pilots) were being used in the field in some districts by teachers and administrators.</p> <p>Practice tests were not available for the TExES tests these students took. However, students reported they were adequately prepared for the types of questions regarding data analysis. They did report that their work experience addressed these types of problem more so than their</p>	<p>explored and purchased if available.</p> <p>Faculty will discuss need for acquisition and inclusion of more technology devices in their courses.</p>	
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				courses.		
BA - Child/Bilingual Studies						
Student Competencies:						
<p>Candidates will have fundamental knowledge and skills necessary to operate technology found in schools during their internship and residency experiences. Candidates will have adequate technology skills after internship and residency to be confident in their effectively utilizing technology in classroom for instruction, data management, and communication.</p>	Strategy 2A and 2B	<p>All candidates take EDUC 4301 as their basic introduction to the use of technology in educational settings prior to on in conjunction with their internship experience.</p> <p>Faculty will conduct ongoing communication with field supervisors and field mentors as to the technology available in the schools and the skills our candidates need to successfully utilize the technology.</p> <p>Faculty will be trained in LiveText (a software data management system required for student purchase).</p>	<p>Instructors in 4301 will assess candidate performance in a wide variety of technology use.</p> <p>Field based supervisors and mentors will conduct assessments of candidates' abilities to operate technology in instructional settings, data management, and communication in their internship and residency semesters.</p> <p>Candidates will be surveyed on their experience and preparation for technology utilization in Spring 2004.</p>	<p>Results of Assessment: All faculty were trained in the use of LiveText.</p> <p>All students successfully completed all requirements in their 4301 course.</p> <p>Field based supervisors reported that 85% of students performed satisfactory or above in using technology for instructional purposes, 80% for data management, and 90% for communication.</p> <p>84% of students surveyed reported satisfaction with their ability to use technology for instructional purposes, 71% for data management,</p>	<p>Continue to upgrade technology components and requirements in 4301 course.</p> <p>Continue to work with field-site mentors on what technology features are being added.</p> <p>More and more teachers have palm pilots and wireless laptops.</p>	<p>Funds for purchase of more types of technology such as palm pilots and wireless laptops.</p>

				and 77% for communication.		
				Intended Outcome Achieved: Yes		
				Person(s)/Group Who Evaluated Data and Made Recommendations: UEP coordinator, department chair, and faculty members.		
Candidates will demonstrate the ability to communicate effectively with various constituents within the classroom and school setting. These constituents include students, fellow teachers, administrators, parents, and support personnel.	Strategy 2B	<p>Faculty will provide activities within classroom settings and discuss need for effective oral and written communication in working in schools. Discussion of the various constituency groups with whom candidates will interact will be held.</p> <p>Candidates will have opportunities to engage in oral communication with a wide variety of constituents in their internship and residency programs.</p> <p>Assessment instruments will be developed to evaluate candidates on their oral communication</p>	<p>Instructors will screen candidates in all classes for potential oral communication problems. Candidates viewed as being weak will be counseled by instructors and given remediation activities/practice and then measured at the end of the remediation period.</p> <p>Supervisors of candidates in their internship and residency will work with the field-based mentors in evaluating candidate oral proficiencies. Instruments will be available for assessment.</p>	<p>Two students were identified with potential oral communication problems. They were not signaled out for individual remediation but were closely monitored and supported by instructors and field supervisors. They became better in their oral communication skills and finished the program successfully.</p> <p>70% of students were measured as proficient in their</p>	Faculty will continue to address oral competencies of students. Areas of concern by field supervisors and mentors will be addressed with specific ways to practice in areas such as, students' ability to enunciate their words.	None at this time.

		skills.		oral communication skills by supervisors and field-based mentors. 15% were measured as satisfactory. 15% were measured as below satisfactory. Intended Outcome Achieved: Yes Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, faculty members.		
All undergraduate candidates seeking initial teacher certification will acquire the knowledge and skills in the areas of 1) understanding learners, 2) enhancing student achievement, and 3) understanding the learning environment necessary to pass the TExES professional development examination required for the Texas Teaching Certificate.	Strategy 2B	Hold regular discussions with faculty regarding helping candidates pass the TExES Exams. Incorporate TExES test taking strategy practice as well as general and specific instructional content / discussion / activities in all courses. Practice tests will be given to all students. Individual tutoring will be	Evaluation committee will obtain informatin from the State Board of Educator Certification after each test administration. TExES tests are administered in October, December, February, April, and in June. The committee will analyze sub-group scores and make recommendations for targeted areas of	Results of Assessment: From September 2002 through August 2004, 33 students took the Bilingual Generalist EC-4 TExES exam. 33 passed the test on their first attempt and 1 passed the test on their second attempt. 31 students took the PPR EC-4 exam and passed the	Continue to stress TExES preparation content, dispositions, and test taking strategies in all courses. Continue to require practice tests. Continue to work individually with students who do not pass the exams.	None at the present time.

		<p>provided for those candidates deemed necessary and appropriate.</p> <p>Review sessions will be provided for all candidates to attend.</p>	<p>improvement to the faculty after each analysis.</p>	<p>exam on their first attempt. One student has yet to pass the exam after two attempts.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>		
<p>Candidates will demonstrate knowledge, dispositions, and skills necessary for successful instruction of all students in schools with diverse student populations.</p>	<p>Strategy 1B and 2B</p>	<p>Faculty will incorporate into syllabi content and assignments that prepare candidates with knowledge and awareness of skills needed to work with diverse student populations.</p> <p>Candidates in internship and residency will be informed of requirement to demonstrate abilities to work with diverse student populations.</p> <p>Faculty will meet regularly and discuss ways to increase candidates' awareness and skills for</p>	<p>Evaluation committee will collect and analyze syllabi for content and assignment relating to desired outcome in November 2003 and March 2004.</p> <p>Evaluation committee will collect and evaluate intern and residency documentation of evidence to work successfully with diverse student populations at the end of the Fall 2003 and Spring 2004 semesters.</p> <p>Evaluation committee will collect practice tests data at the end of each practice</p>	<p>Results of Assessment: All course contain activities that address working with diverse student populations.</p> <p>At the end of their residency program, 88% of students were evaluated as satisfactory or proficient in working with diverse student populations.</p> <p>One of the</p>	<p>Continue to stress working with diverse student populations in courses and in field experiences.</p> <p>Discuss practice test questions and incorporate disposition within courses.</p>	<p>None at the present time.</p>

		<p>working with diverse student populations.</p> <p>All candidates will take the TExES Professional Development Practice Test during their internship semester.</p>	<p>test administration during the Fall 2003 and Spring 2004 semesters and will analyze the TExES practice test items dealing with diversity.</p>	<p>questions on the EC-4 practice test dealing with diversity was only answered correctly by 30% of the tests sampled. The questions dealt with emphasizing commonalities and de-emphasizing differences among students.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>		
<p>Candidates will demonstrate proficiency in decision making skills through knowledge and understanding of the various types of decisions (i.e., command, consultative, and consensus) appropriate for different situations within educational settings and</p>	<p>Strategy 2B</p>	<p>Inform faculty of need to include decision making activities / discussions in their courses and/or syllabi.</p> <p>Rubrics for candidates assessment of various factors related to decision making will be utilized in the internship and residency courses.</p>	<p>Faculty will be surveyed in November 2003 and April 2004 concerning the decision making activities / assignments used in their courses.</p> <p>Internship and residency reports will be collected in November 2003 and April 2004 and evaluated as to candidates' discussions of</p>	<p>Results of Assessment: Surveyed faculty all addressed decision making in their courses. Faculty expressed concern that students needed more teacher decision making experiences and</p>	<p>Faculty will discuss how to incorporate more decision making opportunities for students prior to their residency programs. While students have knowledge of decision making, their disposition</p>	<p>Funds for purchase of additional instructional materials or bringing in consultants that can work with student decision making training.</p>

<p>will demonstrate ability to evaluate the effectiveness of the decisions made.</p>		<p>Internship and residency reports will include discussion of decision making choices / opportunities and the procedures used by the candidates in evaluating their decisions.</p>	<p>decision making and evaluation procedures.</p> <p>Collect and analyze assessment rubrics for students in the Fall 2003 internship and Spring 2004 residency programs.</p> <p>Survey candidates in April 2003 regarding effectiveness of various course decision making activities.</p>	<p>less observation of teacher decision making.</p> <p>60% of students were assessed by field supervisors and mentors as satisfactory or proficient in their decision making abilities.</p> <p>55% of students surveyed expressed satisfaction in their preparation for making appropriate decisions necessary for effective teaching. 30% had no opinion.</p>	<p>and skills must be improved.</p> <p>Faculty will search for additional instructional materials that might be helpful in this area.</p>	
<p>Candidates will demonstrate ability to conduct self-assessments of their instructional knowledge, dispositions, and skills according to various state and national competencies and standards and will develop plans for continuing to improve their instructional skills.</p>	<p>Strategy 2 B</p>	<p>All syllabi will require candidates to reflectively evaluate their knowledge, dispositions, and skills using various state and national lists of competencies and/or standards.</p> <p>Candidates will be required to reflect on their learning throughout all their coursework.</p> <p>Candidates in their</p>	<p>Survey instructors on course activities and student success.</p> <p>Collect and analyze residency self-assessments in Spring 2004 semester.</p> <p>Survey students in April 2004 on program's emphasis and effectiveness of reflective self assessment.</p>	<p>Results of Assessment: All faculty indicated they use reflection and self-assessments to some degree in their courses. In 2 syllabi, such evidence was not found in writing.</p> <p>100% of residents were successful in completing their</p>	<p>Faculty will discuss the perceived lack of importance of reflection and self-assessment by students. The relationship between reflection / self-assessment and decision making will be addressed.</p> <p>Additional training</p>	<p>Funds for training activities / programs / motivational speakers are needed.</p>

		internship and residency classes will conduct pre and post assessments of their abilities to meet competencies/standards and develop plans for continuous improvement.		<p>self-assessments. However, only 70% consistently viewed themselves as adequate or above in most competencies.</p> <p>65% of students surveyed reported reflection and self-assessment was regularly used in their courses and 40% reported that reflection and self-assessment was beneficial to their learning how to teach.</p> <p>Intended Outcome Achieved: To some degree</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>	program activities to help students in this areas will be pursued.	
Candidates will demonstrate the ability to conduct assessment activities involving	Strategy 2 B	Faculty will include activities and discussion in syllabi addressing knowledge, dispositions,	Faculty will be surveyed in Spring 2004 as to activities relating to candidates abilities to	Results of Assessment: All syllabi included assessment	Faculty will discuss how to create lab situations where	Funds for purchase of instructional programs or materials are

<p>collection and analysis of student performance data at both the individual and group level.</p>		<p>and skills involved in assessment.</p> <p>Candidates will be instructed on how to conduct individual assessments of students and report on the process, procedures, analysis, results, and recommendations of the assessment and then will be given the opportunity to practice this skill.</p> <p>Candidates will be instructed on how to conduct an analysis of classroom students' performance on the Texas Assessment of Knowledge and Skills (TAKS) test and given opportunity to develop this skill.</p>	<p>assess individual students and classes.</p> <p>Evaluation committee will gather information from faculty, field-based mentors and candidates in Spring 2004 regarding these activities and candidate success.</p>	<p>activities. Faculty expressed concerns about the lack of available assessment materials for student use in lab situations.</p> <p>Field-based supervisors and mentors reported that 75% of students were successful in assessing students and their classes. They reported some concern on how quickly the students could develop remediation activities and different ways to present lesson objectives classroom students had problems with.</p> <p>Practice test results and TExES scores indicated students had knowledge about assessment but were having trouble applying</p>	<p>students can practice their assessment and remediation skills. Faculty will search for additional instructional programs that might address this need.</p>	<p>necessary.</p>
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				<p>the knowledge into their classroom settings.</p> <p>Intended Outcome Achieved: To some degree.</p> <p>Person(s)/Group Who Evaluated Data and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>		
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BAIS/BSIS - Interdisciplinary Studies - ISED/IAED

Student Competencies:

<p>Candidates will have fundamental knowledge and skills necessary to operate technology found in schools during their internship and residency experiences. Candidates will have adequate technology skills after internship and residency to be confident in their effectively utilizing technology in classroom for instruction, data management, and communication.</p>	<p>Strategy 2A and 2B</p>	<p>All candidates take EDUC 4301 as their basic introduction to the use of technology in educational settings prior to on in conjunction with their internship experience.</p> <p>Faculty will conduct ongoing communication with field supervisors and field mentors as to the technology available in the schools and the skills our candidates need to successfully utilize the technology.</p> <p>Faculty will be trained in</p>	<p>Instructors in 4301 will assess candidate performance in a wide variety of technology use.</p> <p>Field based supervisors and mentors will conduct assessments of candidates' abilities to operate technology in instructional settings, data management, and communication in their internship and residency semesters.</p> <p>Candidates will be surveyed on their experience and preparation for technology utilization</p>	<p>Results of Assessment: All students in EDUC 4301 satisfactorily completed all technology requirements.</p> <p>Field based supervisors and mentors reported 85% of students were adequately trained to operate technology found in their classrooms. 20% of mentors students knew much more</p>	<p>Continue EDUC 4301 as a required course but look at other options for students to pursue. Students either have the technology skills or they don't. Perhaps a pre-screening assessment to divide the course into two sections might be needed.</p> <p>Survey school district technology directors for their short and long</p>	<p>Funds for purchase of palm pilots and other devices our students are encountering in the school and will be encountering in the next few years.</p>
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		LiveText (a software data management system required for student purchase).	in Spring 2004.	<p>than they knew about technology.</p> <p>86% of students surveyed stated satisfaction with their preparation to use technology for instructional purposes, 74% for data management, and 82% for communication. Several students reported that their mentors had palm pilots and wireless laptops.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>	range technology purchases would be helpful.	
Candidates will demonstrate the ability to communicate effectively with various constituents within the classroom and school setting. These	Strategy 2B	Faculty will provide activities within classroom settings and discuss need for effective oral and written communication in working in schools. Discussion of the various	Instructors will screen candidates in all classes for potential oral communication problems. Candidates viewed as being weak will be counseled by instructors	Results of Assessment: Six students were identified as having potential oral communication problems. These	Continue to monitor and pre-screen students for possible oral communication problems.	None at the present time.

<p>constituents include students, fellow teachers, administrators, parents, and support personnel.</p>		<p>constituency groups with whom candidates will interact will be held.</p> <p>Candidates will have opportunities to engage in oral communication with a wide variety of constituents in their internship and residency programs.</p> <p>Assessment instruments will be developed to evaluate candidates on their oral communication skills.</p>	<p>and given remediation activities/practice.</p> <p>Supervisors of candidates in their internship and residency will work with the field-based mentors in evaluating candidate oral proficiencies. Instruments will be available for assessment.</p>	<p>students were monitored and given additional attention as to their field placements. All were successful in developing satisfactory communication skills for successful completion of their program.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p> <p>Field-supervisors and mentors indicated 100% of the students made satisfactory progress</p>		
<p>All undergraduate candidates seeking initial teacher certification will acquire the knowledge and skills in the areas of 1) understanding</p>	<p>Strategy 2B</p>	<p>Hold regular discussions with faculty regarding helping candidates pass the TexES Exams.</p> <p>Incorporate TexES test</p>	<p>Evaluation committee will obtain informatin from the State Board of Educator Certification after each test administration.</p>	<p>Results of assessment: From Sept 2002 through August 2004, 268 students took the PPR EC-4 TExES</p>	<p>Continue to emphasize competencies, dispositions, and skills necessary for taking the TExES</p>	<p>Purchasing updated practice tests when they become available.</p>

<p>learners, 2) enhancing student achievement, and 3) understanding the learning environment necessary to pass the TExES professional development examination required for the Texas Teaching Certificate.</p>		<p>taking strategy practice as well as general and specific instructional content / discussion / activities in all courses.</p> <p>Practice tests will be given to all students.</p> <p>Individual tutoring will be provided for those candidates deemed necessary and appropriate.</p> <p>Review sessions will be provided for all candidates to attend.</p>	<p>TExES tests are administered in October, December, February, April, and in June.</p> <p>The committee will analyze sub-group scores and make recommendations for targeted areas of improvement to the faculty after each analysis.</p>	<p>exam with 260 passing the first time 12 additional passing and 6 still not passing, 67 took the 4-8 exam with 67 passing the first time and 1 since then, and 166 took the 8-12 exam with 158 passing the first time, 6 additional passing with only 2 still not passing. In addition, 54 students took the EC-12 exam with all passing the first time.</p> <p>Students are very successful in passing the PPR TExES exams. Similar success occurred for the content area exams.</p>	<p>exams.</p> <p>Determine the availability of additional practice tests for all areas.</p> <p>Continue to require practice tests as a pre-requisite for receiving a bar code.</p>	
<p>Candidates will demonstrate knowledge, dispositions, and skills necessary for successful instruction of all students in schools with diverse student populations.</p>	<p>Strategy 1B and 2B</p>	<p>Faculty will incorporate into syllabi content and assignments that prepare candidates with knowledge and awareness of skills needed to work with diverse student populations.</p>	<p>Evaluation committee will collect and analyze syllabi for content and assignments relating to desired outcome in November 2003 and March 2004.</p> <p>Evaluation committee will collect and evaluate intern</p>	<p>Results of Assessment: All syllabi contain content and activities related to working with diverse student populations.</p>	<p>Faculty will discuss results of practice test analysis and include appropriate content and discussions regarding the content and</p>	<p>None at the present time.</p>

		<p>Candidates in internship and residency will be informed of requirement to demonstrate abilities to work with diverse student populations.</p> <p>Faculty will meet regularly and discuss ways to increase candidates' awareness and skills for working with diverse student populations.</p> <p>All candidates will take the TExES Professional Development Practice Test during their internship semester.</p>	<p>and residency documentation of evidence to work successfully with diverse student populations at the end of the Fall 2003 and Spring 2004 semesters.</p> <p>Evaluation committee will collect practice tests data at the end of each practice test administration during the Fall 2003 and Spring 2004 semesters and will analyze the TExES practice test items dealing with diversity.</p>	<p>85% of residents were rated as satisfactory in their abilities to work with diverse student populations. 15% were rated as less than satisfactory.</p> <p>Analysis of practice test diversity test items found 2 EC-4 PPR questions, 3 4-8 PPR questions, and 3 8-12 PPR questions where students answered correctly from 30% - 70% of the time.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Groups Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>	<p>disposition found within these questions. For example, development factors outweigh cultural factors.</p> <p>Continue to work closely with field-based mentors on what students need to be prepared to know and do as they enter into their field based classrooms.</p>	
<p>Candidates will demonstrate proficiency in decision making skills through knowledge and</p>	<p>Strategy 2B</p>	<p>Inform faculty of need to include decision making activities / discussions in their courses and/or</p>	<p>Faculty will be surveyed in November 2003 and April 2004 concerning the decision making activities</p>	<p>Results of Assessment: All syllabi contained assignment</p>	<p>Continue to discuss importance of student acquisition of decision making</p>	<p>Funds for purchase of additional instructional materials.</p>

<p>understanding of the various types of decisions (i.e., command, consultative, and consensus) appropriate for different situations within educational settings and will demonstrate ability to evaluate the effectiveness of the decisions made.</p>		<p>syllabi.</p> <p>Rubrics for candidates assessment of various factors related to decision making will be utilized in the internship and residency courses.</p> <p>Internship and residency reports will include discussion of decision making choices / opportunities and the procedures used by the candidates in evaluating their decisions.</p>	<p>/ assignments used in their courses.</p> <p>Internship and residency reports will be collected in November 2003 and April 2004 and evaluated as to candidates' discussions of decision making and evaluation procedures.</p> <p>Collect and analyze assessment rubrics for students in the Fall 2003 internship and Spring 2004 residency programs.</p> <p>Survey candidates in April 2003 regarding effectiveness of various course decision making activities.</p>	<p>requiring students to examine decision making knowledge and abilities.</p> <p>30% of students were evaluated as accomplished in their decision making abilities, 40% as proficient, and 25% as successfully developing. Students were generally better at identifying key issues, using appropriate vocabulary, and analyzing situations than they were at seeing the complexity of the context, seeing multiple perspectives, and assigning mutual responsibility.</p> <p>86% of students surveyed reported satisfaction with their preparation to make appropriate decisions necessary</p>	<p>content, dispositions and skills and provide students as many opportunity to practice these skills as possible.</p> <p>Faculty will search for additional instruction materials, such as videos, computer software programs, etc. that could be used for instructional purposes.</p>	
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				for effective teaching. Intended Outcome Achieved: Yes Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.		
Candidates will demonstrate ability to conduct self-assessments of their instructional knowledge, dispositions, and skills according to various state and national competencies and standards and will develop plans for continuing to improve their instructional skills.	Strategy 2 B	All syllabi will require candidates to reflectively evaluate their knowledge, dispositions, and skills using various state and national lists of competencies and/or standards. Candidates will be required to reflect on their learning throughout all their coursework. Candidates in their internship and residency classes will conduct pre and post assessments of their abilities to meet competencies/standards and develop plans for continuous improvement.	Survey instructors on course activities and student success. Collect and analyze residency self-assessments in Spring 2004 semester. Survey students in April 2004 on program's emphasis and effectiveness of reflective self assessment.	Results of Assessment: All course syllabi included reflective and self-assessment activities. All residency students were successful in completing their reflection and self-assessment activities. 81% of students surveyed reported their courses emphasized reflection and self-assessment activities a lot but only 52% of	Continue to include reflection and self-assessment activities in courses. Faculty will discuss how to help students understand the value of reflection and self-assessment. Student are successful in doing it but, don't understand the benefit.	None at this time.

				<p>students reported that reflection and self-assessment contributed a lot to their learning how to teach.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>		
<p>Candidates will demonstrate the ability to conduct assessment activities involving collection and analysis of student performance data at both the individual and group level.</p>	<p>Strategy 2 B</p>	<p>Faculty will include activities and discussion in syllabi addressing knowledge, dispositions, and skills involved in assessment.</p> <p>Candidates will be instructed on how to conduct individual assessments of students and report on the process, procedures, analysis, results, and recommendations of the assessment and then will be given the opportunity to practice this skill.</p>	<p>Faculty will be surveyed in Spring 2004 as to activities relating to candidates abilities to assess individual students and classes.</p> <p>Evaluation committee will gather information from faculty, field-based mentors and candidates in Spring 2004 regarding these activities and candidate success.</p>	<p>Results of Assessment: All faculty reported using activities where students learn about the TAKS assessment program. 40% of faculty expressed desire to know more about aligning curriculum based on assessment and how to assist students in acquiring this skill.</p> <p>Field-based</p>	<p>Faculty will address how to gain a better understanding of curriculum alignment based off of assessment and to put additional content and assignments into the various course syllabi.</p>	<p>Funds for possible consultant training or workshop.</p>

		<p>Candidates will be instructed on how to conduct an analysis of classroom students' performance on the Texas Assessment of Knowledge and Skills (TAKS) test and given opportunity to develop this skill.</p>		<p>supervisors and mentors reported 60% of students were initially able to address assessment needs required for TAKS preparation. Mentors indicated that 90% of students were able to acquire a satisfactory level of these skills by the time they left their residency program.</p> <p>Intended Outcome Achieved: Yes and No</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.</p>		
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