Insert Academic Degree Name Here

Annual Program Report Template

Year:	2021-2022; 2022-2023
Program:	Teacher Education
Contact Person (include email & phone#)	Msingh1@lamar.edu; 409-880-8032

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Instructor	Course and Course number	Assessment type	How have assessment results been used for program improvement? Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.
Singh	Classroom Assessment (PEDG 4370)	Unit Assessment Research Paper	Spring 2022 and before: Students submitted Unit Assessment Research Paper assignment as a final paper without any prior draft submission.

Fall 2023: Students submitted Unit Assessment Research Paper assignment as a first draft and k and then submitted as a final draft incorporating edits from their peers but there were no notes regarding who, how, and when the peer review process occurred.

Spring 2023 and in the future: Unit Assessment Research Paper assignment was broken down into parts: Part 1: Selection of unit plans, research questions, methods, develop rubric, and theoretical framework they learned from Human Development course. Part 2: work on excel sheet, analyze data, results, discussion, conclusions, recommendations, and references.

Students can work in a group of two or individually and develop a five pages research paper based on a unit assessment plan based on elementary or middle school unit plans (Outline & Rubric will be provided). PEER REVIEW PROCESS is MANDATORY. students are given the opportunity to exchange papers with their peers to receive feedback and support on editing This assignment will be submitted in two parts: |

Planning. There is another separate graded assignment for lesson execution based upon Domain 2 Instruction and Domain 3 Learning Environment. The planning process is being graded in alignment to Domain 1 Planning of the T-TESS evaluation instrument using points assigned to the Proficient, Developing, and Improvement Needed development levels in a single assignment. The lesson execution is being graded in alignment to Domain 2 Instruction and Domain 3 Learning Environment of the T-TESS evaluation instrument using points assigned to the Proficient, Developing, and Improvement Needed development levels in a single assignment.

Fall 2023: The lesson planning process assessment will consist of Domain 1 Planning of the T-

background can be used to create a classroom environment conducive to learning. [Course Learning Outcome 02, CLO2]

The teacher candidate will demonstrate in written assignments, positive attitudes and high exp

Fall 2022: Students submitted first draft at the beginning of the semester.
Students considered imagined school demographics, location, curriculum, assessments,
collegial relationships, and work life balance.
Feedback was provided about writing technique such as better use of the rubric in drafting
and consideration of issues that the student wrote about in the initial draft. Students used
oor curriculum

Hefner-Babb   PEDG 3351

In 2022 the Teacher Education Department received full accreditation (7 years) from the Association for Advancing Quality in Educator preparation (AAQEP).

Program Highlights Since Last Report

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
The conceptual framework of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research, and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and analytical abilities, and professional dispositions. Lamar University educator preparation	Students will be able to demonstrate knowledge, attitudes and skills of digital age work, and learning. During the clinical teaching courses, PEDG 4620, 4630, 4650: Student Teaching, of the Teacher Education digital literacy/competency is measured through a seven-part Technology Assessment. Data from this assessment help determine pathways for higher usage of technology in pre-service teaching.	Technology: Response on the Technology Survey for Educator Preparation Program Students in the clinical teaching courses completed the Technology Survey for Educator Preparation Program. Part two of the survey includes questions from the Technology Proficiency Self-Assessment for the 21st (TPSA C-21) that will be used to assess their self-efficacy beliefs about the use of technology (Christensen & Knezek, 2017). The TPSA C-1	The TPSA C-1 has six scales: email, world wide web, integrated applications, teaching with technology, teaching with emerging technologies, and emerging technologies skills. The TPSA C-21 uses a five-point Likert scale that ranges from Strongly Disagree (1) to Strongly Agree (5). Data will be collected from the clinical		

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		3351, 3352, 3380, 4340, and 4380. Students are given a REFLECT Template which outlines the following:
		
		interactions; what was seen and experienced in the assigned classroom.
		
		the overall learning goal of this experience through self-awareness, knowledge and skills.
		          this classroom observation and experience to what is be discussed in the course work.
		
		the interaction in the classroom; identify one or two specific student needs before, during, or after the activity; measure the effectiveness of this interaction/obser vation/experienc e and document the results.
		          NNECT			

		this activity to the competencies in this course. new goals in (a) personal approach (e.g., awareness of self and others, motivation, autonomy) and (b) professional knowledge and sills (e.g., curriculum, theory, cultural integration, interventions) and list ways in which the target goal(s) can be met.				
	The student will demonstrate in written assignments, familiarity with the guiding principles of culturally responsive teaching, and will be able to backgrounds can be used to create a classroom environment conducive to learning. The PEDG 2342 course covers the conceptual frameworks and funds of knowledge required in the standard, as it was developed using the frameworks of Culturally Responsive Teaching. The concept of culturally responsive	Students will write a reflection using the framework of culturally responsive teaching. The concept of culturally responsive teaching comprises the intersectionality of race-ethnicity, class, gender, sexual identity, and language diversity.	The teacher will review the culturally responsive teaching reflection paper based on meeting the stated learning objectives, relevance to course material and required words and mechanics of students registered in PEDG 2342. Rationale: Faculty believe 80% of students scoring 3.0 or	It is expected that 80% of the students will demonstrate a score of at least 3.0 in all categories of the rubric.Rationale: Faculty believe 80% of students scoring 3.0 or better on the rubric is a rigorous standard for our students.	100% of the students achieved the targeted goal.	All of the students clearly understood the goals of the assignment

	teaching comprises the intersectionality of -ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on AAQEP Accreditation, p. 11). Note: this is a different SLO from last year. This objective is an AAQEP standard.		better on the rubric is a rigorous standard for our students.			
	The teacher candidate can demonstrate an understanding of the components of an effective classroom management plan and can create a plan that represents best practice in the classroom. The PEDG 4340/4380 explores through comparison, analysis evaluation, and practice eclectic theories and diverse strategies related to effective classroom management. PPR Domain II Creating a Positive, Productive Classroom Environment. Guide to AAQEP page 11, 1e. Creation and development of positive learning and work environments. Note: Changed from last year, this SLO is aligned with AAQEP Accreditation.	Effective Classroom Management The Lamar Proficiency test provides students an opportunity to assess their knowledge of their content area and professional responsibilities before taking the state exam. The student learning outcome is part of Domain II Creating a Positive, Productive Classroom Environment. Each student must take and pass the Lamar Proficiency test before clinical teaching.	The teacher candidate must pass the LU Proficiency Test for PPR (grades EC-12) by the conclusion of the PEDG 4340/4380 course. Domain II (Creating a Positive, Productive Classroom Environment) on this exam measures student knowledge of how to create and implement an effective classroom management plan. This exam is an objective, selected-response	The target for performance on the LU Proficiency Test is for 85% of students testing to score at least 75% on Domain II and IV.	The target of 85% passing was not met. PPR # 160 Domain II (N = 88; # Pass >= 80%; Mean 82%	Faculty are working with students in assisting them with resources to help them be prepared to pass the test so that the provided objective will be met.

			evaluation instrument testing general knowledge about creating a positive classroom environment. The assessment committee will collect and analyze all test results after the conclusion of the course.			
		Effective Classroom				

management
plans.

Table 2. Continuous Improvement Results Since Last Report

Actions/Goals Based on Data Results	Status C=Complete P=Progressing N=No Action Taken	Discussion of Status If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.
Stage 4: ACT		
progress toward continuous improvement on those here.		
	C	We are collecting the data to ensure digital literacy of the future teachers
	C	The data were collected in the methods course which require them to be in the field for 30 hours.