

Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
(Transition Period)

Date Submitted September 1, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit Bachelor of Science Degree in Early Childhood Education/Reading Specialization (BS)

Person Preparing Review Dr. Jennifer M. Coronado

Provide summary of the last cycle's use of results and changes implemented.

Students' performance data were shared with program faculty who agreed that it was important to refine their instructional efforts with respect to Domain I. Additionally, closer inspection of the Fall 2003 and Spring 2004 TExES data revealed that greater attention needed to be given to Domain III of the TExES, since students' average performance on competencies #7 (Communication), #8 (Instructional Practice), #9 (Technology), and #10 (Assessment) did not consistently exceed 70% across two administrations of this exam. Faculty agreed to develop a plan to systematically incorporate these competencies into their courses and will begin implementing the revised courses in the Fall 2005 semester.

Provide summary of budget decisions and their impact on your program/division.

N/A

Section I: Planning and Implementation

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program/Administrative/Educational Support Unit Mission

The mission of the College of Education at Texas A&M International University is to provide a comprehensive and coherent professional development system for educators linking all aspects of the educational profession. Through educational experiences provided by the system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

Identify outcomes and relationship to Strategic Plan

Outcome 1

Preservice teachers in the educator preparation program will demonstrate an understanding of instructional design and assessment to promote student learning.

Identify Strategic Plan Goal related to Outcome 1

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

To insure that TExES proficiencies are part of all education courses and field requirements

Methods of assessment

Texas Examination on Educator Standards (TExES).

Frequency of administration

The TExES is administered four times throughout the year in Laredo, Texas.

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% or a minimum of 240 on Domain III (Implementing Effective, Responsive, Instruction and Assessment) of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Outcome 2

Student interns in the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction.

Identify Strategic Plan Goal related to Outcome 2

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

To insure that TExES proficiencies are part of all education courses and field requirements.

Methods of assessment

Texas Examination on Educator Standards (TExES).

Frequency of administration

The TExES is administered four times throughout the year in Laredo, Texas.

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% on Competency 007 (The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts) from Domain III of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Outcome 3

Student interns in the educator preparation program will demonstrate the skills related to implementing effective authentic assessment.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

To insure that TExES proficiencies are part of all education courses and field requirements.

Methods of assessment

Texas Examination on Educator Standards (TExES).

Frequency of administration

The TExES is administered four times throughout the year in Laredo, Texas.

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% on Competency 010 (The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students) from Domain III of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1
Spring 2005

Outcome 2
Spring 2005

Outcome 3
Spring 2005

What were the results attained (raw data)?

Outcome 1
On average, the students who took the PPR Examination obtained 74.7% of the items correct on Domain III. An analysis of the students' performance on the four competencies comprising Domain III indicated that their two strongest areas were Competency #7 (Communication) with 80.25% accuracy and Competency #9 (Technology) with 79.93% accuracy. On Competency #8 (Instructional Practice), students demonstrated 72.57% accuracy and 66.05% accuracy on Competency #10: (Assessment).

Outcome 2
On average, the students who took the PPR Examination obtained 80.25% of the items correct on Competency 007.

Outcome 3
On average, the students who took the PPR Examination obtained 66.05% of the items correct on Competency 010.

Who (specify names) conducted analysis of data?

Outcome 1
Dr. Ronald Anderson

Outcome 2
Dr. Ronald Anderson

Outcome 3
Dr. Ronald Anderson

When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to

assessment@tamiu.edu? (Please use Minutes Template located on the Project INTEGRATE web page.)

The results and analysis were shared on August 26, 2005 with Dr. Mary Petron, Ms. Cordelia Nava, Ms. Ma. Thelma Solis, and Mr. Rafael Romo. Results were also shared with Dr. Juan Lira, Chair of the Department of Curriculum and Instruction.

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Yes

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Outcome 1

As was discussed at the August 26, 2005 SACS Integrate Subcommittee for Bachelor of Science Degree in Early Childhood Education/Reading Specialization meeting, faculty will continue to focus effort on increasing scores on Domain III by implementing the following activities into the Block I classes (EDCI 3301)

At the beginning of the semester Mr. Randy Koch from the Writing Center will visit the Block I classes to present what services/materials are available from the Writing Center.

Students will be required to write a one-page paper on their educational philosophy, and include a minimum of one cited source (APA).

Students will be required to write two lesson plans and a reflection statement for each of a minimum of ½ page.

Students will keep a journal that will include their observations/reflections from their field placement. Students will be required to make one entry per week.

Students will write a one to two page paper on the history/importance of parental involvement, and how they plan to involve parents in the classroom. Students must include at least three cited sources (APA).

Students will write a reflective paper based on an interview with their mentor teacher. Topic of the interview to be determined by Block I faculty.

Changes to the Block II (EDCI 3304/3305) syllabi include:

Students will write a one-page enhanced version of their educational philosophy and include a minimum of two cited sources (APA). Students will submit their philosophy from Block I with their Block II philosophy.

Students will keep a journal that will include their observations/reflections from their field placement. Students will be required to make one entry per week.

Students will write a letter to parents in English and Spanish. Topics to be determined by the Block II faculty.

Students will participate in role-plays involving administrator/teacher conferences and teacher/parent conferences.

Students will write a reflective paper based on an interview with a parent. Topic of the interview to be determined by Block II faculty.

Students will write a six-page paper in regards to assessment. The students will collect three forms of assessment used by their mentor, provide a description of the different types of assessment, critique the three forms of assessment, create their own assessment instrument, implement their assessment instrument, and reflect on how well the instrument assessed the intended outcomes.

In addition, it was recommended that an additional faculty member be hired to assist in the delivery of the block pedagogy courses to alleviate the large class sizes in order to facilitate effective instruction and provide necessary feedback. For example, for the 2005 fall term there were 5 sections of EDCI 3301, with 35 students as the average class size. There were 3 sections of EDCI 3304, with 36 students as the average class size. In order to offer 5 sections of Block I it was necessary to hire 2 adjunct faculty members to deliver instruction. Hiring adjuncts for Block courses makes it extremely difficult for students to meet with faculty since they do not hold office hours, and it does not allow for adjuncts to meet with other Block faculty to plan since they are not on campus. The large class sizes make it very hard to provide the quality feedback that the students need. For example, in Block II the students are required to write 6 lesson plans. If a faculty member has a class of 36 students, that totals 216 lesson plans that a faculty member needs to read and provide detailed feedback to the student.

Outcome 2

As was discussed at the August 26, 2005 SACS Integrate Subcommittee for Bachelor of Science Degree in Early Childhood Education/Reading Specialization meeting, faculty will continue to work on Competency 007 by implementing the following activities into the Block I classes (EDCI 3301).

At the beginning of the semester Mr. Randy Koch from the Writing Center will visit the Block I classes to present what services/materials are available from the Writing Center.

Students will be required to write a one-page paper on their educational philosophy, and include a minimum of one cited source (APA).

Students will be required to write two lesson plans and a reflection statement for each of a minimum of ½ page.

Students will keep a journal that will include their observations/reflections from their field placement. Students will be required to make one entry per week.

Students will write a one to two page paper on the history/importance of parental involvement, and how they plan to involve parents in the classroom. Students must include at least three cited sources (APA).

Students will write a reflective paper based on an interview with their mentor teacher. Topic of the interview to be determined by Block I faculty.

Changes to the Block II (EDCI 3304/3305) syllabi include:

Students will write a one-page enhanced version of their educational philosophy and include a minimum of two cited sources (APA). Students will submit their philosophy from Block I with their Block II philosophy.

Students will keep a journal that will include their observations/reflections from their field placement. Students will be required to make one entry per week.

Students will write a letter to parents in English and Spanish. Topics to be determined by the Block II faculty.

Students will participate in role-plays involving administrator/teacher conferences and teacher/parent conferences.

Students will write a reflective paper based on an interview with a parent. Topic of the interview to be determined by Block II faculty.

Outcome 3

As was discussed at the August 26, 2005 SACS Integrate Subcommittee for Bachelor of Science Degree in Early Childhood Education/Reading Specialization meeting, faculty will continue to work on Competency 010.

Changes to the Block II (EDCI 3304/3305) syllabi include:

Students will write a six-page paper in regards to assessment. The students will collect three forms of assessment used by their mentor, provide a description of the different types of assessment, critique the three forms of assessment, create their own assessment instrument, implement their assessment instrument, and reflect on how well the instrument assessed the intended outcomes.

Students will be introduced to assessment techniques during the beginning of the semester rather than at the end of the semester. Assessment techniques will be reinforced throughout the semester.

Section III: Programmatic Review

What are the implications of the recommended changes?

Hire an additional faculty member in the Curriculum and Instruction Department to help deliver the block courses.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input checked="" type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

Please see 'Form B' which is attached

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

The addition of a faculty member would facilitate the delivery of the block courses.

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): Sufficient data has not been collected in regards to Domain III; therefore we will continue to analyze the data and the impact that course requirements may have on the TExES scores throughout the 2006-2007 year.
New Outcome(s) – (List outcomes below): N/A
Modification of present outcome(s) – (Indicate reason for modification): N/A