Use this information to help students understand how assessment results have been used for program improvement. 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. Students are given the opportunity to exchange papers with their peers to receive feedback and support on editing.

Insert Academic Degree Name Here

Annual Program Report Template

Year: Program: 2021-2022; 2022-2023

	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:
	1st draft: This will consist of detailed outline of each section, rubric, and data on a spread
	2nd
	re incorporated plus
	meet the provided research paper guidelines. Sudents will upload the peer's original
	comments with peer's name, signature, and date on BB along with final paper. I am
	incorporating Association for Advancing Quality in Education Preparation (AAQEP)
	Standards I & II; Standard 1: Candidate/Completer Performance
	d. Assessment of and for student learning, assessment and data literacy, and use of data to
	inform practice. Standard 2: Completer Professional Competence and Growth
	e. Establish goals for their own professional growth and engage in self-assessment, goal
	setting, and reflection
Carter/Saughter Clinical Teaching (PEDG 4620)	

instrument using points assigned to the Proficient, Developing, and Improvement Needed development levels in a single assignment.

Sprott	PEDG 3300 Human	Philosophy of	Spring 2022 and before: Students submitted Philosophy of Education Paper assignment as a
	Development and	Education Paper	final paper without any prior draft submission.
	Learning		
			The Human Development and Learning course was totally redesigned in the Fall of 2022. New
			instructional material and online resources were included to enrich the course. The new
			course received Quality Matters approval and met all the essential Quality Matters standards
			at 100% and was employed as a model for university professors to review for development.
			Fall 2023: Students submitted the Philosophy of Education assignment as a final draft and received feedback from an IA and then submitted as a final draft incorporating edits from the IA but there were no notes regarding who, how, and when the instructor review process occurred.
			Spring 2023 and in the future: a webinar to explain the steps of creating the Philosophy of
			Education paper assignment to incorporate the theoretical framework they learned from the Human Development course and incorporating Association for Advancing Quality in Education Preparation (AAQEP) Standards to reflect the beliefs and critical aspects of the learning environment and use of data for modifying instruction.
Ríos	PEDG 2342 Diversity		
	of Learners		

The teacher candidate will demonstrate in written assignments, appreciation of cultural diversity and the disposition to successfully work with diverse students. [Course Learning Outcome 01, OLO1]

The teacher candidate will demonstrate in written assignments, familiarity with the guiding principles of culturally responsive teaching background can be used to create a classroom environment conducive to learning. [Course Learning Outcome 02, OLO2]

The teacher candidate will demonstrate in written assignments, positive attitudes and high expectations for diverse learners, as well as an appreciation of the cultural diversity of the

90% of the students were able to demonstrate meeting these learning outcomes.

In early 2022 the Course-level Objectives and Competencies were completely aligned with AAQEP standards 1c and 2b. Course content, assignments, assessments and rubrics address these standards. Given that AAQEP has an emphasis on Culturally Responsive Teaching, the textbook selected for the course was: Culturally Responsive Teaching: Theory, Research, and Practice, by Dr. Geneva Gay, she is a recognized authority in the field.

The Case Study strategy was selected as an assessment tool, because it allows for high level analysis, synthesis, and evaluation. Students must conduct some research and analyze complex teaching and learning scenarios to answer the Case Studies.

92% of the students were able to demonstrate the application of culturally relevant instructional approaches and effective teaching strategies in the solution of Case Studies.

In 2022 AAQEP reviewed our courses, including the Diversit4(e)7(0)7(2)-3(becaum79 Tm5i)13(1)

			In 2023 the course assignments and rubrics had to be adapted to the new Blackboard Ultra.
Hood	READ 4305	Proleptic Autobiography	Fall 2021: This assignment did not exist. The closest assignment to this would have been the reflective teacher disposition survey.
			Spring 2022: Assignment was piloted. Only one draft was submitted that asked students to respond to disposition type questions in an imagined way for reflection. Feedback was provided but not revisions were made.
			<ul> <li>Fall 2022: Students submitted first draft at the beginning of the semester.</li> <li>Students considered imagined school demographics, location, curriculum, assessments, collegial relationships, and work life balance.</li> <li>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</li> </ul>
			imaging to revise the final draft. Students revised work to reflect on first draft self and how the new self might look at the old self student.
Titus	PEDG 3350	Lesson Plan	Spring 2023: Fall 2022 was successful enough so that the assignment will stay the same.Fall 2021 and prior: Students developed a lesson plan in groups of no more than four or five people after the content from chapters one through six was covered in the course. Each group presented its lesson plan to the class and received feedback from the class before the final submission. Each group created the lesson plan using Microsoft word, which allowed 
			Spring 2022 & Fall 2022: The professor redesigned the Lesson Plan Template and Rubric to put greater weight on the higher-order thinking items and add a more robust collaboration component with other students to help bring greater synergy to the lesson planning process. We emphasized the Texas Administrative Code, Chapter 149.1001 Texas Teacher Standards. Standard 1, with an intense focus on instructional planning. In addition to incorporating AAQEP aspects (Standards I and II) associated with integrating a cultural component to the lesson planning process so that the students will default into thinking about global and international perspectives.
			Spring 2023: The lesson planning assignment spans the content of the first six chapters of the We start
			with intensely examining the Texas Essential Knowledge and Skills standards and the EC-6/4-8

	Spring 2023: Kept textbook, pre-assessment test, reviewed student grades in core courses, will continue to provide resources for study prep. See how LPE scores develop with new
	exam.

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

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

## Respond here:

The teacher education is adopting a yearlong US Prep Residency Model where preservice teachers will be completing their field or dinical teaching at school campus. There will be several modifications incorporated in the courses and key assessments assessed using T-TESS rubric https://teachfortexas.org/Resource\_Files/Guides/T-TESS\_Rub

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Locati on	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?
	Students can construct, conduct, and assess lesson and unit plan	Unit Assessment Research Paper	Unit plan will be provided; list of questions will be provided	90% will meet the expectation	TBD	conduct, and assess lesson plan and unit plan improved.
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	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 Teacher Education Program, students' digital literacy/competency is measured through a seven-part Technology Assessment. Data from this assessment help determine					

## Table 1. Assessment Results and Analyses for Current Cycle.

and Cost 1992		(	4050 0: 1 :			1
analytical abilities,		use of	4650: Student			
and professional		technology	Teaching.			
dispositions. Lamar		(Christensen &	-			
University educator		Knezek, 2017).				
-						
preparation		The TPSA C-1				
candidates develop		has six scales:				
habits of mind		email, world				
needed for "lifelong		wide web,				
		,				
learning: and		integrated				
respond to the ever-		applications,				
changing diverse		teaching with				
needs of EC-12		technology,				
students and the		teaching with				
		-				
schools that serve		emerging				
them.		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).				
	Students will be able to	Students will be	Video	The program	Not measured	This assignment was removed
	explore and engage in	able to explore	assignment in	expectation for	during this	from these courses as the
	critical reflective	and engage in	Blackboard,	this objective is	academic year	courses were transitioning to
	practices	critical reflective	scored by a	that 80% of		the US Prep Residency Model
	encompassing their	practices	rubric.	students will		and the field and reflection
	self-awareness,	encompassing	Rationale: the	score		components of these courses
	surroundings, and how	their self-	faculty believe	"Competent" and		were no longer required.
	they are perceived. A	awareness,	80% of	"proficient" on all		
	video-taped reflection	surroundings,	students	criteria listed on		
	Assignments was	and how they	scoring	the rubric. This		
			0			
	added to the B.S. in	are perceived.	competent or	target percentage		
	Interdisciplinary	Critical	proficient on the	will be review		
	Program courses to	Reflection	rubric is	after baseline		
	increase opportunities	The students	outstanding for	data is		
	for students to engage	are required to	the students in	collected.Rationa		
	in critical reflective	record a	our program.	le: the faculty		
	practices.	reflective		believe 80% of		
		practices and				
		professional				
		growth video of				

their field experience in

	1	1		1	1	7
		interaction/obser				
		vation/experienc				
		e and document				
		the results.				
		• CONNECT –				
		this activity to				
		the				
		competencies in				
		this course.				
		• TARGET –				
		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	Students will	The teacher will	It is expected that	Targeted 80%	All of the students clearly
	demonstrate in written	write a reflection	review the	80% of the	was met.	understood the goals of the
	assignments, familiarity	using the	culturally	students will	was met.	assignment.
	with the guiding	framework of		demonstrate a		assigninent.
			responsive			
	principles of culturally	culturally	teaching	score of at least		
	responsive teaching,	responsive	reflection paper	3.0 in all		
	and will be able to	teaching. The	based on	categories of the		
	describe how students'	concept of	meeting the	rubric.Rationale:		
	backgrounds can be	culturally	stated learning	Faculty believe		
	used to create a	responsive	objectives,	80% of students		
	classroom environment	teaching	relevance to	scoring 3.0 or		
	conducive to learning.	comprises the	course material	better on the		
	The PEDG 2342	intersectionality	and required	rubric is a		
	course covers the	of race-ethnicity,	words and	rigorous standard		
	conceptual frameworks	class, gender,	mechanics of	for our students.		
	and funds of	sexual identity,	students			
	knowledge required in	and language	registered in			
	the standard, as it was	diversity.	PEDG 2342.			
L				1	1	1

	developed using the		Rationale:		
	frameworks of		Faculty believe		
	Culturally Responsive		80% of		
	Teaching. The concept		students		
	of culturally responsive		scoring 3.0 or		
	teaching comprises the		better on the		
	intersectionality of		rubric is a		
	"race-ethnicity, class,		rigorous		
	gender identity and		standard for our		
	expression, sexual		students.		
	identity, and the impact		010001101		
	of language acquisition				
	and literacy				
	development on				
	learning." (Guide to				
	AAQEP Accreditation,				
	p. 11). Note: this is a				
	different SLO from last				
	year. This objective is				
	an AAQEP standard.				
I	The teacher candidate	Effective	The teacher		I
	can demonstrate an	Classroom	candidate must		
		Management	pass the LU		
	understanding of the	The Lamar			
	components of an effective classroom		Proficiency Test		
		Proficiency test	for PPR		
	management plan and	provides	(grades EC-12)		
	can create a plan that	students an	by the		
	represents best	opportunity to	conclusion of		
	practice in the	assess their	the PEDG		
	classroom. The PEDG	knowledge of	4340/4380		
	4340/4380 explores	their content	course.		
	through comparison,	area and	Domain II		
	analysis evaluation,	professional	(Creating a		
	and practice eclectic	responsibilities	Positive,		
	theories and diverse	before taking the	Productive		
	strategies related to	state exam. The	Classroom		
	effective classroom	student learning	Environment)		
	management. PPR	outcome is part	on this exam		
	Domain II – Creating a	of Domain II –	measures		
	Positive, Productive	Creating a	student		
	Classroom	Positive,	knowledge of		
	Environment. Guide to	Productive	how to create		
	AAQEP page 11, 1e.	Classroom	and implement		
	Creation and	Environment.	an effective		
	development of	Each student	classroom		
	positive learning and	must take and	management		

work environments. Note: Changed from last year, this SLO is aligned with AAQEP Accreditation. pass the Lamar Proficiency test before clinical teaching. plan. This exam is an objective, selectedresponse evaluation instrument testing general knowledge about creating a positive classroom environment. The assessment committee will collect and analyze all test results after the

instrument, to
assess teacher
candidates'
classroom
management
plans.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results	Status	Discussion of Status
	C=Complete	If C, describe efforts that led to accomplishment of
progress toward continuous improvement on those	P=Progressing	actions/goals.
here.	N=No Action Taken	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.
Questions regarding the feedback from mentor	С	Time must be set aside for students to talk about
teachers will be added as how preservice teaching		technology in education, provide more support for
are performing in integrating technology in their lesson and instructions.		student with developing technology rich lesson plans and projects, provide feedback on how a
		student can further develop their technology
		competencies, and evaluating their use of
		technology in the classroom during the pre-service
		experience. During the pre-service experience
		more emphasis must be placed on discussing the technology competencies, incorporation,
		implementation and providing feedback to students
		in planning and delivering technology-rich lessons.