

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.

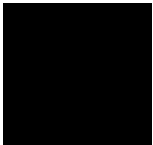
Insert Academic Degree Name Here

Annual Program Report Template

Year:	2021-2022; 2022-2023
Program:	

			<p>tudents 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</p> <p>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</p> <p>e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</p>
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			Fall 2021 and prior: Spring 2022 & Fall 2022: Spring 2023:

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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
<p>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</p>	<p>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 Program, students' digital literacy/competency is measured through a seven-part Technology Assessment. Data from this assessment help determine</p>					

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

their field
experience in

		<p>interaction/observation/experience and document the results.</p> <ul style="list-style-type: none"> • 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 skills (e.g., curriculum, theory, cultural integration, interventions) and list ways in which the target goal(s) can be met. 				
	<p>The student will demonstrate in written assignments, familiarity with the guiding principles of culturally responsive teaching, and will be able to describe how students' 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Targeted 80% was met.</p>	<p>All of the students clearly understood the goals of the assignment.</p>

	<p>developed using the frameworks of Culturally Responsive Teaching. The concept of culturally responsive teaching comprises the intersectionality of “race-ethnicity, class, gender identity and expression, sexual identity, and the impact 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.</p>		<p>Rationale: Faculty believe 80% of students scoring 3.0 or better on the rubric is a rigorous standard for our students.</p>			
	<p>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</p>	<p>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</p>	<p>The teacher candidate must pass the LU Proficiency Test for PPR (grades EC-12) by the conclusion of the PEDG 4340/4380 Domain II (Creating a Positive, Productive Classroom Environment) on this exam measures student knowledge of how to create and implement an effective classroom management</p>			

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,
selected-
response
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.				
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results	Status	Discussion of Status
<p>Questions regarding the feedback from mentor teachers will be added as how preservice teachers are performing in integrating technology in their lesson and instructions.</p>	<p>C</p>	<p>Time must be set aside for students to talk about technology in education, provide more support for 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.</p>