Insert Academic Degree Name Here

Annual Program Report Template

Year:	2021-2022; 2022-2023
Program:	Teacher Education
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Summary of Continuous Improvement Efforts since Last Report

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

h 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/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?
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	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	Technology: Response on the Technology Survey for Educator Preparation Program Students in the clinical teaching courses completed the Technology	The TPSA C-1 has six scales: email, world wide web, integrated applications, teaching with technology, teaching with emerging technologies, and emerging			

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

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.

recnnology 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

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 fivepoint Likert
scale that
ranges from
Strongly
Disagree (1) to
Strongly Agree
(5). Data will
be collected
from the clinical

candidates develop habits of mind

learning: and learn -0.0088(r)c[them

3351, 3352,		
3380, 4340, and		
4000, 4040, 414		
4380. Students		
are given a		
REFLECT		
Template which		
outlines the		
following:		
ionowing.		
1		
interactions;		
what was seen		
and experienced		
in the assigned		
classroom.		
the overall		
learning goal of		
this experience		
uns expendice		
through self-		
awareness,		
knowledge and		
alilla		
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		
valion/expending		
e and document		
the results.		
NNECT		
ININLOI		

						1
		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	Students will	The teacher will	It is expected that	100% of the	All of the students clearly
	demonstrate in written	write a reflection	review the	80% of the	students	understood the goals of the
	assignments, familiarity	using the	culturally	students will	achieved the	assignment
	with the guiding	framework of	responsive	demonstrate a	targeted goal.	
	principles of culturally	culturally	teaching	score of at least	3 · 3 · ·	
	responsive teaching,	responsive	reflection paper	3.0 in all		
	and will be able to	teaching. The	based on	categories of the		
		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 and funds of	class, gender, sexual identity,	mechanics of students	for our students.		
	knowledge required in	and language	registered in			
	the standard, as it was	diversity.	PEDG 2342.			
	developed using the	2 3. 3. 5. c. y .	Rationale:			
	frameworks of		Faculty believe			
	Culturally Responsive		80% of			
	Teaching. The concept		students			
1	of culturally responsive		scoring 3.0 or			

teaching comprises the intersectionality of rubric is a rigorous	
gender identity and standard for our	
expression, sexual students.	
identity, and the impact	
of language acquisition	
and literacy	
development on	
A A O E D. A correction	
AAQEP Accreditation,	
p. 11). Note: this is a	
different SLO from last	
year. This objective is	
an AAQEP standard.	141
The teacher candidate	
can demonstrate an Classroom candidate must performance on 85% passing students in assisting	
understanding of the Management pass the LU the LU was not met. resources to help	
components of an The Lamar Proficiency Test Proficiency Test PPR # 160 prepared to pass to	
effective classroom Proficiency test for PPR is for 85% of Domain II (N = that the provided of	bjective will
management plan and provides (grades EC-12) students testing 88; # Pass >= be met.	
can create a plan that students an by the to score at least 80%; Mean 82%	
represents best opportunity to conclusion of 75% on Domain	
practice in the assess their the PEDG II and IV.	
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	
work environments. pass the Lamar plan. This	
Note: Changed from Proficiency test exam is an	
last year, this SLO is before clinical objective,	
aligned with AAQEP teaching. selected-	
Accreditation. response	

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.	
	1

Effective Classroom management plans.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT					
Actions/Goals Based on Data Results	Status	Discussion of Status			
	С	We are collecting the data to ensure digital literacy			
		of the future teachers			
	С	The data were collected in the methods course			
		which require them to be in the field for 30 hours.			