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:	

| | | | 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. Students 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/Slaughter | 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 Development and Learning | Philosophy of Education Paper | Spring 2022 and before: Students submitted Philosophy of Education Paper assignment as a final paper without any prior draft submission.

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, CLO1]

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, CLO2]

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(

			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.

			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 clinical 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

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		

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.		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).	4650: Student Teaching.			
	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.	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	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.	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	Not measured during this academic year	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.

their field
experience in

		interaction/observation/experience 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 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	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.	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.	Targeted 80% was met.	All of the students clearly understood the goals of the assignment.

	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.		Rationale: Faculty believe 80% of students scoring 3.0 or 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	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	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		

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.				

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results progress toward continuous improvement on those here.	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.
Questions regarding the feedback from mentor teachers will be added as how preservice teaching are performing in integrating technology in their lesson and instructions.	C	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.