The University of Texas at Tyler
College of Education and Psychology
Undergraduate Programs
Self Study

Prepared
By
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Section I
Overview

University Overview

The University of Texas at Tyler was created as Tyler State College by the Texas Legislature in 1971, and was renamed Texas Eastern University four years later. The University became a campus of The University of Texas System in 1979, as a result of action by the 66th Texas Legislature. Originally established as an upper-level university, UT Tyler's mission was expanded in 1997 when the 75th Texas Legislature passed House Bill 1795 authorizing it to offer classes for freshman and sophomore students. Governor George W. Bush signed the bill into law on May 26, 1997.

The University of Texas at Tyler is the only public degree-granting university located in the East Texas Planning Region, a fourteen-county area of approximately 750,000 residents, which includes the greater Tyler/Longview metropolitan area. The University serves students from 35 countries, 41 states, and 80 Texas counties, with the majority of students residing in the fourteen-county East Texas Planning Region (UT Tyler, 2013).

College Overview

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding, and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural
diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

The College of Education and Psychology is composed of the School of Education, the Department of Psychology and Counseling, and the Department of Educational Leadership and Policy Studies (graduate studies only).

**Undergraduate Programs.** The goals of the College of Education and Psychology for undergraduate education are to:

- Provide students with an outstanding academic preparation through the University Core Curriculum and their academic major.
- Prepare graduates for careers in the professional fields of elementary, middle, and secondary school teaching.
- Prepare graduates for professional careers in psychology and related fields.
- Prepare graduates with strong academic and professional foundations for further graduate and professional study.
- Provide graduates a total academic experience that enhances their lives and positively impacts humankind.

The college offers courses and experiences that fulfill requirements for baccalaureate degrees in a variety of disciplines. The School of Education coordinates a Bachelor of Science degree program with a major in Interdisciplinary Studies that fulfills academic requirements for teacher certification in early childhood – grade 6 and grades 4-8. The School of Education also offers coursework leading to secondary and all-level teacher certification. The Department of Psychology and Counseling offers a Bachelor of Arts degree and a Bachelor of Science degree with a major in psychology.
Administrative Structure for the University and College

The University of Texas at Tyler is composed of six colleges including:

- College of Arts and Sciences
- College of Business and Technology
- College of Education and Psychology
- College of Engineering and Computer Science
- College of Nursing and Health Professions
- College of Pharmacy

The College of Education and Psychology has three academic units that report directly to the Dean. The three academic units are:

- Department of Educational Leadership and Policy Studies
- Department of Psychology and Counseling
- School of Education

Figure 1 is a schematic of the organizational chart of the College of Education and Psychology.
Figure 1. College of Education and Psychology Organizational Chart
Also reflected on the organization chart are the Ingenuity Center and the Innovation Academy. While separate entities, the college maintains a relationship with the Ingenuity Center and the Innovation Academy.

The Ingenuity Center is a component of the Texas Science, Technology, Engineering and Mathematics (T-STEM) initiative designed to build on national, state, and local efforts to improve science, technology, engineering, and mathematics achievement among Texas students. The Ingenuity Center provides a number of services to schools and educational institutions across Texas and throughout the nation. In addition, to working with the College of Education and Psychology, the Ingenuity Center works closely and collaborates with the College of Arts and Sciences and the College of Engineering and Computer Science.

The University of Texas at Tyler Innovation Academy is a Texas Education Agency approved public charter school with campuses operating in Tyler, Longview and Palestine. It has its own governing structure, which consists of a seven-member school board. The college collaborates with the Innovation Academy by participating in the governance structure and providing professional development and advanced degrees for teachers. In addition, the Innovation Academy provides programmatic opportunities for field placements for pre-service teachers.

**Personnel – Faculty**

The college consists of 42 faculty and 9 staff. Table 1 presents the faculty for Fall 2013 per academic unit.
Table 1. Faculty and Staff Snapshot Fall 2013

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Adjuncts</th>
<th>Lecturer/Senior Lecturer</th>
<th>Assistant Professors</th>
<th>Associate Professors</th>
<th>Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership and Policy Studies</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Psychology and Counseling</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School of Education</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>10*</td>
</tr>
</tbody>
</table>

Note: Included in the School of Education are two endowed chairs, a vice provost and a professor on special assignment to the provost office.

During Fall 2013, the following faculty searches commenced:

Department of Educational Leadership and Policy Studies:

Chair and Associate/Professor – Educational Leadership

Assistant/Associate Professor – Educational Leadership

Psychology and Counseling

Assistant/Associate Professor – Experimental Psychology

Assistant/Associate Professor – Counseling and Mental Health #1

Assistant/Associate Professor – Counseling and Mental Health #2

Assistant/Associate Professor – School Counseling

School of Education

Assistant/Associate Professor – Literacy

1.B. College Resources

Fiscal

The University of Texas at Tyler uses a program budgeting format and engages in an annual budgeting process. Each academic unit has a state account consisting of
Faculty and Classified Salaries (14 account). In addition each unit has a Designated Tuition Account, which contains the maintenance and operations (M&O), travel, student wages, fringes and longevity accounts (19 accounts). (See Appendix A for the 2013-14 Budget). In addition to the aforementioned accounts, each academic unit maintains other special-purpose accounts that are typically fee-driven.

Note: Travel is not budgeted at the Department level, but the money is subsequently transferred to the Department. For 2013-14, the travel allocation is $1,000 per faculty member.

**Facilities**

The College of Education and Psychology is located in the Biology, Education and Psychology Building (BEP) and the Hudnall, Pirtle, Roosth Building (HPR). The two buildings are contiguous and form one long facility.

**Dean’s Office.** The Dean’s Office consists of an administrative suite that houses the Dean and the Special Assistant to the Dean. The Dean’s office also serves as a conference room.

**EDLR.** The Department of Educational Leadership and Policy Studies physical facilities consists of an administrative suite, which houses the administrative assistant and department chair, a departmental conference room and individual offices for each full time faculty member. Since the Educational Leadership program is 100% online, there is no need for physical classroom space.

**Psychology and Counseling.** The Department of Psychology and Counseling has dedicated facilities that include faculty office space, research lab space, graduate student practicum clinic space, and a departmental office. The department also shares with the
School of Education two-student computer lab areas. All full-time faculty have offices, and two additional offices are presently shared by adjunct faculty or used for individual supervision of graduate students. The department has three distinct research labs, each with its own space. Two are in the same building complex (BEP/HPR) as the department’s offices and primary classrooms. One of these is the Social Emotion and Motivation Lab, the other is used for grant-funded research on the treatment of schizophrenia. The third research space is a small house adjacent to campus, which is owned by the university. It houses the Clinical Psychophysiology Research Lab. All three labs are used for faculty and student research. The department also maintains two sets of contiguous rooms that are used for training graduate students in psychology and counseling. One is a suite in a building some distance away from the department’s main offices that has two counseling session offices and a larger group or waiting room area. This facility is also equipped with video-recording capabilities, and is used by graduate students role-playing counseling sessions. The second area is a Practicum Counseling Clinic within the main departmental building complex (BEP/HPR). This suite has six counseling session rooms, each with video-recording capability. This area will be renovated to increase the number of session rooms and provide an office for the Clinic Director within the suite. This Clinic space is used by graduate students working with their first clients, who are students at the university.

School of Education. The School of Education is primarily housed on the second floor of the Biology, Education, and Psychology (BEP) building. The School of Education administrative suite is located in the BEP 247 area and houses the following staff: School of Education administrative assistant, the Office of Certification with the
Director of Certification and her administrative assistant, the administrative assistant for the Office of Clinical Experiences, and the CEP academic advisor. All of these individuals report directly to the Director of the School of Education who is also housed in the SOE office suite area.

The School of Education has faculty offices located on the second floor of BEP and on the first floor of HPR. The majority of School of Education faculty are housed on the second floor of BEP. Three faculty members are located in the Literacy Office and the UTeach Office housed in HPR. Across the hall from the School of Education administration suite is the Curriculum and Assessment Lab that houses curricular resources for students to use for course projects and various forms of equipment (i.e. Smart Board, iPads, etc.) with which students may practice. The School of Education also has a conference room that seats approximately 10 people.

The School of Education attempts to have a majority of its courses taught in BEP 218 (a classroom that holds our methods materials), BEP 215, BEP 213, and HPR 135. The School of Education shares all of these classrooms with other departments within the UT Tyler community. If a course cannot be scheduled in one of the classrooms listed above, our courses are taught throughout the university.

**Equipment and Technology**

The Dean and Departmental offices are equipped with a desktop computer for the administrative assistant as well as for the unit head. In addition, a copier, fax and scanner are available in the office.

**EDLR.** Due to the nature of the online program, each faculty member has the following technology:
• Office computer and printer

• Laptop computer

• iPad

Equipment is replaced on an as-needed basis when it breaks or becomes obsolete. There is a general practice to check on replacement needs of computer technology once it is over five years old.

School of Education. Technology is integrated in the School of Education curriculum, facilities and faculty offices. The School of Education supports the learning of students by providing technological resources to students. Available in our Curriculum Assessment Lab (CAL) are five computers for School of Education student use. There is also a Smart Board in the CAL where students can practice their lessons. Finally, there is a mobile iPad cart used by faculty in our teacher preparation courses.

Technology is also used in our field components. As part of our mediated field induction component in our teacher program, our supervisors use iPads to support students and conduct formative and summative field observations. This allows for videos and photos to capture students in action. In addition, notes are able to be taken in the field and then immediately emailed to the students, mentor teachers, and when required, school principals.

Each faculty member in the School of Education has at least a desktop computer in his or her office. Some faculty also have university-provided laptops. The disparity between faculty equipment is due to when faculty were hired, when equipment was replaced, and the funds available at that time. There is a networked printer available to faculty. In addition, nearly all faculty have a printer in their office. The age of the
faculty equipment varies. Computers are replaced when it is no longer cost-effective to repair them. When funds are available, older faculty and staff computers are replaced.

**Psychology and Counseling.** Technology resources for Psychology and Counseling include individual faculty member computer systems, classroom instructor stations with extensive technology, video technology for Clinic spaces, and shared student computer labs. Each full-time faculty member has a desktop or laptop computer for their use, and some have both. In addition, most faculty who teach online or hybrid courses have iPad tablets. These faculty members also have webcams to facilitate their online teaching. There are multiple shared network printers in addition to faculty specific local printers. Software for faculty use includes traditional office software as well as advanced statistical software. Classroom technology includes teacher computer stations with webcams and microphones for capturing in-class activities with Tegrity, DVD/VCR players, document cameras and projectors to display on large screens. Some classrooms also have Smart Board technology. Blackboard is the university’s course management system. The department has a large number of small video flip-type cameras. Some are installed in our Clinic session rooms, others are available for checkout by students taking courses, which require them to video-tape their work or to do video projects. These use flash media, which is portable and easily accessed for review by students and instructors/supervisors. Also, there is specialized research technology, including an eye-tracker system used in schizophrenia treatment research, and a multi-channel EEG use in the Psychophysiology Lab.

**Psychology and Counseling and School of Education Shared Spaces.** In addition to the technology available to students in the CAL and the mobile technology
used in courses, there are two computer labs that are shared between the School of Education and the Department of Counseling and Psychology. One of the computers labs has 25 computers plus a teaching station. The smaller lab has approximately 15 computers and a printer. Computer related courses, such as Integrating Technology in the Classrooms and Advanced Statistics and Research Design, are taught in the larger computer lab. In addition, there is a printer available for student use in each lab and one color printer in the large computer lab classroom. Specialized software for specific courses is installed as needed. The labs can be reserved for class use for courses that require students to be at a computer during class. Although the computers are five to seven years old, they allow students to advance their coursework and also learn more about how technology is an integral part of teaching and learning.

Each of the classrooms has a teacher computer station that is provided by The University of Texas at Tyler instructional technology department. There is a computer, document camera, and CD projection system. There is also a setup enabling a faculty member to hook up his or her laptop to the system.

Library Resources

The Robert R. Muntz Library at UT Tyler supports the university’s goals of excellence in teaching and research. The library at UT Tyler is an essential academic support unit that serves as the campus’ center of information discovery, intellectual engagement, and advancement of ideas.

Ebooks. UT Tyler currently provides access to 2,422 ebooks in the Library of Congress classification for Education and 4,717 ebooks in the Library of Congress
classifications for Psychology and closely related areas. These ebooks are accessible 24/7, from any location.

**Periodicals data.** Periodicals are acquired in print and electronic formats. The library relies mostly on periodicals that are bundled with electronic databases. The library allocated $2,942.12 for the acquisition of 17 print and electronic individual periodical titles and memberships related to Education. The library spent $5,741.49 on the acquisition of 10 individual periodical titles related to Psychology in FY 2012-20

**Databases data.** UT Tyler currently provides access to the following databases in Education:

- Education Research Complete
- Education: SAGE Journals Online
- ERIC
- Professional Development Collection

UT Tyler currently provides access to the following databases in Psychology and Counseling:

- Counseling & Psychotherapy Transcripts, Client Narratives, and Reference Works
- Counseling & Therapy in Video
- Mental Measurements Yearbook with Tests in Print
- PsycARTICLES
- PsycCRITIQUES
- Psychology & Behavioral Sciences Collection
- PsycINFO
**Expenditure data.** FY 2012-13 Actual Spending on Education:

- Databases: $12,610
- Periodicals: $9,473.86
- Standing Orders: $245.57

FY 2012-13 Actual Spending on Psychology and Counseling:

- Databases: $21,244.14
- Periodicals: $5,741.49
- Standing Orders: $22.00

**Library Liaison.** The Muntz Library has a liaison librarian program in place with a professional librarian assigned to the School of Education and the Department of Psychology and Counseling. These librarians maintains resource portals via our Library Research Guides specific to education and psychology and counseling, as well as offering individualized assistance to students. Additionally, the liaison librarians work with the school/department to build high quality collections, assisting with planning and purchasing of resources for present and future needs.

**II. Goal Alignment**

The College of Education and Psychology engages in an annual strategic planning process that complements the System and University’s strategic plans. The college’s Strategic Plan consists of a core purpose and values, vision and mission statement, leadership beliefs, and five year and annual goals in the areas of program, scholarship, service and leadership (See Appendix B for the 2013-2014 College Strategic Plan.)

In addition, each academic department produces an annual strategic plan that is correlated with the college plan and includes a departmental/school mission statement,
core purpose and values, envision statements, and five year and annual goals in the areas of teaching, scholarship and service (See Appendix B for the 2013-2014 Strategic Plans)

Also, each faculty member develops annual goals in the areas of teaching, scholarship and service as part of the annual evaluation process.

Alignment of Program Purpose with Institutional Mission and Strategic Plan

The Framework for Advancing Excellence Throughout the University of Texas System’s Action Plan (2013) identifies the number one priority for undergraduate education is to: 1) increase total number of degrees conferred, 2) reduce financial impact on students and families, and 3) enhance and increase blended/online learning to augment student success.

The University of Texas at Tyler’s strategic plan for 2009-2015, entitled, Inspiring Excellence identifies the following goals in the areas of teaching, scholarship and service:

Goal One: Teaching and Learning.

UT Tyler will enhance student success, becoming nationally known for academic excellence in undergraduate and graduate programs.

UT Tyler will enhance student success, emphasizing excellence in undergraduate and graduate programs; employing dynamic educators; a variety of innovative pedagogies consistent with Boyer’s paradigm of “the scholarship of integration; the scholarship of application; and the scholarship of teaching” (Scholarship Reconsidered, 1990, p. 16); challenging course work; and unusual learning opportunities that promise success for a broader spectrum of learners.
The School of Education is committed to providing its undergraduate students with a rigorous education that prepares them to work in the challenging environments of East Texas schools. The program is based on a mediated induction into the profession. Students are engaged in field experiences from the beginning of their teacher preparation. Students study research-based best practices in courses and then look for them in beginning stages of their program and implement them in later stages of the program. Second, the School of Education faculty have engaged in various forms of professional development to move pedagogically appropriate courses to a hybrid or online environment. Many of the students work, and this increased flexibility allows students to have a high quality learning experience while dealing with the complexities of their lives. Third, the School of Education continues to expand its support to students so they can be successful in coursework as well in teacher certification requirements. This includes providing diagnostic tests, increased on-campus study sessions, and discounted resource options to provide additional supports.

The Department of Psychology and Counseling is committed to providing a rigorous undergraduate education which provides students with an understanding of a) the science of behavior and the mind, b) the scientific methodologies by which such a knowledge base is acquired, c) and the application of scientific psychological principles to relevant professional issues. Central to this commitment are the use of innovative and interactive instruction, and the promotion of critical thinking, interaction learning, creativity, appreciation for diversity and for lifelong learning. The department seeks to prepare students for either postgraduate education or a wide variety of employment settings and careers. The department offers a traditional Bachelor of Arts degree with a
choice of four guided elective tracks in health psychology, forensic psychology, experimental psychology, and counseling. In addition, a Bachelor of Science degree is offered in which students have additional requirements in the area of math and/or science coursework. Although most courses are classroom-based, the department is participating in the Patriots Accessing Technology for Success and Savings (PATSS) program, in which, within the next four years, the department will offer sections of all required courses within the B.A. degree track in a hybrid format. The department also offers several courses in an online format.

Goal Two: Research

UT Tyler promotes excellence in scholarship, research, creative endeavor, and innovation.

*UT Tyler promotes an enterprising, faculty-driven research environment that produces new knowledge, enhances teaching and learning, and addresses local and societal challenges*

The School of Education faculty are engaged in contributing to the body of knowledge related to the various aspects of education. For the 2013 year, the School of Education faculty had the following publications: four books, four book chapters and 26 journal articles.

In 2013, the Department of Psychology and Counseling faculty produced ten journal publications, four book chapters and twelve research presentations at professional conferences. In addition, graduate and undergraduate students have been authors or co-authors with faculty on many published works.

Goal Three: Service
Serve the community of East Texas and beyond.

*UT Tyler will work to enhance opportunities for our students to learn and develop their leadership skills through service to the community and make sure East Texas benefits from our educational, research, and creative activities* (UT Tyler, 2013).

The School of Education faculty and students are highly engaged in the East Texas community. The following are just a few examples of how faculty and students are engaged in East Texas communities. First, in our EC-6 students’ first semester, they engage in 10 weeks of field placement in local schools one day a week, tutor struggling first grader readers, and work with students who are in the Salvation Army after-school program. Second, our secondary students participate in field experiences in the schools each semester, and also participate in the community sponsored Academic Rodeo projects in various academic areas. Third, faculty and students engage in community projects such as ringing the bell during the winter holidays for the Salvation Army, collecting food for various agencies, and providing Christmas gifts for students through Project Angel Tree. Finally, our faculty are extremely engaged in the community. Examples of faculty activities include: delivering meals with Meals on Wheels, serving on the search committee for the new director of the United Way, grading student projects with Academic Rodeo, facilitating conferences with the Parent Services Center, and serving as co-chair of the Tyler Area Partners in Literacy Project.

The Department of Psychology and Counseling has strong values and a corresponding commitment to social justice, diversity and service to the community. At the undergraduate level, students may elect to take a field experience course in which they arrange for a volunteer activity in the community that will give them direct
experiences that relate to their coursework in psychology. Graduate students are required
to do one or two semesters of supervised internship/practica in agencies delivering mental
health services throughout the Tyler area. The department also operates its own low
pay/no pay Psychology and Counseling Training Clinic at the Andrews Center in Tyler.
Faculty are also engaged in service to the community, including providing mental health
services in a number of different settings, serving on advisory boards for non-profit
service agencies, and volunteering for activities in many forms. The department also has
a seat at the East Texas Human Needs Network and is represented on the executive board
and clinical training board of the Samaritan Counseling Center of Tyler. Finally, the
department maintains its own mental health facility, the UT Tyler Psychology and
Counseling Training Clinic, which is located within the Andrews Center, a community
mental health facility.

The College of Education and Psychology’s faculty are committed to providing
high quality academic programming, engaging in scholarly inquiry and providing
substantive community service.

**III A. Student Success Metrics (System) – Appendix C**

The student success metrics used for this review are collected by the Texas
Coordinating Board annually and required to be included in the External Review of
Colleges and Schools by the University of Texas System. The most recent data available
from the Coordinating Board is for 2011. Also, data for the Bachelor of Science in
Interdisciplinary Studies (BSIS) is combined with the Bachelor of Applied Arts and
Science degree (BAAS) which is housed in the College of Business and Technology. The
Coordinating Board does not disaggregate the data.
Note: Numerous attempts were made by the University to inquire when updated data would be available from the Coordinating Board or the UT System. There was no indication the Coordinating Board or the System would be updating the data. Thus, the review is based on the 2011 data, which is the most current data available.

**Persistence Rate of Juniors**

*Persistence Rate* of Juniors – Percent of junior-level, degree-seeking students of declared majors by 4-digit CIP code enrolled in at least 12 SCH in their junior year and still enrolled at the same or another institution, in the same or other program, one academic year later.

<table>
<thead>
<tr>
<th>Fiscal Year - 2011</th>
<th>CIP Code</th>
<th>Program</th>
<th>Juniors</th>
<th>Jr. Same Program Same Institution</th>
<th>Jr. Same Program Other Institution</th>
<th>Jr. Other Program Same Institution</th>
<th>Jr. Other Program Other Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4201</td>
<td>Psychology</td>
<td>79</td>
<td>66.20%</td>
<td>9.20%</td>
<td>1.50%</td>
<td>7.70%</td>
</tr>
<tr>
<td></td>
<td>3099</td>
<td>Multi Interdisciplinary Studies – Other</td>
<td>154</td>
<td>79.50%</td>
<td>4.50%</td>
<td>.90%</td>
<td>5.40%</td>
</tr>
</tbody>
</table>

Note: The data from the Coordinating Board combines degrees from the BAAS and the BSIS degree. The School of Education carefully tracks the success of its students each semester. This is required for accountability reports for the Texas Education Agency and national accreditation report TEAC, which merged with NCATE to form CAEP. The persistence of our students can be found in our reports to TEA and our annual reports to TEAC/CAEP. These documents are found in the Appendix C of this report.

**Completion Rate of Juniors**

*Completion Rate of Juniors* – Junior-level, degree-seeking students who enrolled in a minimum of 12 SCH in the Fall of their junior year who graduated with a Baccalaureate...
degree from the same institution or another UT System institution after four academic years, reported by whether the student graduated in the same program or graduated in a different program (identified by a 4-digit CIP code).

<table>
<thead>
<tr>
<th>Fiscal Year – 2011</th>
<th>CIP Code</th>
<th>Program</th>
<th>Juniors</th>
<th>Number of Degrees Awarded</th>
<th>Number in Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4201</td>
<td>Psychology</td>
<td>79</td>
<td>79</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>3099</td>
<td>Multi Interdisciplinary Studies - Other</td>
<td>154</td>
<td>137</td>
<td>199</td>
</tr>
</tbody>
</table>

Note: Again, the data for School of Education students can be found in our TEA reports and TEAC/CAEP reports (See Appendix C)

**Average Number of Semester Hours to Graduation**

*Average Number of Semesters to Graduation* – Every student who earned a baccalaureate degree in specific majors (identified by a 4-digit CIP code) at a public general academic institution was traced back for ten years to find when he/she was reported as a first-time student. For each of these students, the number of fall and spring semesters attended were totaled.

<table>
<thead>
<tr>
<th>Fiscal Year – 2011</th>
<th>CIP Code</th>
<th>Program</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4201</td>
<td>Psychology</td>
<td>79</td>
<td>83</td>
<td>9.94</td>
</tr>
<tr>
<td></td>
<td>3099</td>
<td>Multi Interdisciplinary Studies - Other</td>
<td>154</td>
<td>237</td>
<td>11.61</td>
</tr>
</tbody>
</table>

Note: In the School of Education, once students are admitted, they can complete their degree in three additional semesters. Most students have been at a university for five
semesters when they enter the program to complete their degrees. This would bring their total to eight semesters. It is postulated that the difference in the average numbers of semesters to graduation is due to the following: 1) this data also includes BAAS students, 2) many of the students work full-time and break certain semesters up for financial reasons, and 3) some students come to the program from other majors and need to take additional courses in core content areas due to the program change.

In the Department of Psychology and Counseling, typical reasons for students to experience an overage are postulated to include: 1) The large number of students who choose to take 12 hours a semester due to simultaneously holding a job. 2) The number of students who earn an associate degree at a junior college and cannot apply all of their lower division coursework (often in excess of 70 hours) to their bachelor’s degree. 3) The number of students who make a D or F in their first attempt at some of the more challenging psychology courses, as a grade of C or better is required to satisfy degree requirements in psychology.

**Average Number of Semester Credit Hours to Graduation**

*Average Number of Semester Credit Hours to Graduation* – Every student who earned a baccalaureate degree in specific majors (identified by a 4-digit CIP code) at a public general academic institution was traced back for ten years to find when he/she was reported as a first-time student. For each of these students, the number of college-level semester-credit hours attempted (excluding developmental education credits) were totaled for fall, spring, and summer semesters.
<table>
<thead>
<tr>
<th>Fiscal Year – 2011</th>
<th>CIP Code</th>
<th>Program</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average Number of Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4201</td>
<td>Psychology</td>
<td>79</td>
<td>83</td>
<td>134.38</td>
</tr>
<tr>
<td></td>
<td>3099</td>
<td>Multi Interdisciplinary Studies - Other</td>
<td>154</td>
<td>237</td>
<td>144.85</td>
</tr>
</tbody>
</table>

The following chart shows the required number of hours in each of the School of Education degree programs.

- **EC-6 BSIS Degree**: 123 hours
- **Science 4-8 BSIS Degree**: 120 hours
- **Math 4-8 BSIS Degree**: 120 hours

The deviation of hours is postulated to be because of students changing degrees, and students transferring in from other universities or community colleges/junior colleges.

The Psychology degree programs are all 120 hours. The overage is postulated to be due to:

1) The number of students who earn an associate degree at a junior college and cannot apply all of their lower division coursework (often in excess of 70 hours) to their bachelor’s degree.
2) The number of students who make a D or F in their first attempt at some of the more challenging psychology courses, as a grade of C or better is required to satisfy degree requirements in psychology.

**Number of Degrees Awarded**

*Number of Degrees Awarded* – Number of baccalaureate degrees awarded by 4-digit CIP code.
<table>
<thead>
<tr>
<th>Fiscal Year – 2011</th>
<th>CIP Code</th>
<th>Program</th>
<th>Juniors</th>
<th>Number of Degrees Awarded</th>
<th>Number in Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>4201</td>
<td>Psychology</td>
<td>79</td>
<td>79</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>3099</td>
<td>Multi Interdisciplinary Studies - Other</td>
<td>154</td>
<td>137</td>
<td>199</td>
<td></td>
</tr>
</tbody>
</table>

Note: Again, the number reported by the Coordinating Board does not exactly correlate with the data the School of Education has. The School of Education data can be found in the TEA and TEAC/CAEP reports (Appendix C)

**Number of Majors**

*Number of Majors* – Number of undergraduate declared majors in the program by 4-digit CIP code for Fall and Spring semesters.

<table>
<thead>
<tr>
<th>Fiscal Year – 2011</th>
<th>CIP Code</th>
<th>Program</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Enrollment Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4201</td>
<td>Psychology</td>
<td>79</td>
<td>83</td>
<td>162</td>
<td></td>
</tr>
<tr>
<td>3099</td>
<td>Multi Interdisciplinary Studies - Other</td>
<td>154</td>
<td>237</td>
<td>391</td>
<td></td>
</tr>
</tbody>
</table>

Note: Again, the number reported by the Coordinating Board does not mesh exactly with the data the School of Education has. The data can be found in our TEA and TEAC/CAEP reports (See Appendix C)
III B. Quality of Instruction

End-of-Course Evaluations for 1 Year by Department/School (2013)
<table>
<thead>
<tr>
<th>Explained the course objectives</th>
<th>Communicated information effectively</th>
<th>Encouraged me to take an active role in my own learning.</th>
<th>Was available to students either electronically or in person.</th>
<th>The course was organized well.</th>
<th>Adhered to the expectations set forth in the syllabus and was clear about any changes that were made during the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong> 4.417</td>
<td><strong>Mean</strong> 4.328</td>
<td><strong>Mean</strong> 4.413</td>
<td><strong>Mean</strong> 4.473</td>
<td><strong>Mean</strong> 4.300</td>
<td><strong>Mean</strong> 4.473</td>
</tr>
<tr>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
</tr>
<tr>
<td><strong>St Dev</strong> 0.897</td>
<td><strong>St Dev</strong> 0.973</td>
<td><strong>St Dev</strong> 0.885</td>
<td><strong>St Dev</strong> 0.841</td>
<td><strong>St Dev</strong> 0.983</td>
<td><strong>St Dev</strong> 0.869</td>
</tr>
<tr>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
</tr>
</tbody>
</table>

Was very interested in and enthusiastic about the subject matter.

<table>
<thead>
<tr>
<th>Used effective teaching methods that helped me learn.</th>
<th>Tests/assignments were returned promptly so that I could track my progress in the course.</th>
<th>Created an instructional environment in which I felt comfortable participating/writing my opinion.</th>
<th>Overall, the instructor was</th>
<th>Overall, this course was</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong> 4.536</td>
<td><strong>Mean</strong> 4.342</td>
<td><strong>Mean</strong> 4.378</td>
<td><strong>Mean</strong> 4.326</td>
<td><strong>Mean</strong> 4.179</td>
</tr>
<tr>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
<td><strong>Median</strong> 5.000</td>
</tr>
<tr>
<td><strong>St Dev</strong> 0.846</td>
<td><strong>St Dev</strong> 0.959</td>
<td><strong>St Dev</strong> 0.946</td>
<td><strong>St Dev</strong> 0.965</td>
<td><strong>St Dev</strong> 1.035</td>
</tr>
<tr>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
<td><strong>Count</strong> 1655</td>
</tr>
<tr>
<td>responded to</td>
<td>was prepared for each instructional activity</td>
<td>Communicated information effectively.</td>
<td>encouraged me to take an active role in my own learning.</td>
<td>was available to students either electronically or in person.</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Mean</td>
<td>4.401</td>
<td>4.346</td>
<td>4.503</td>
<td>4.516</td>
</tr>
<tr>
<td>Median</td>
<td>5.000</td>
<td>5.000</td>
<td>5.000</td>
<td>5.000</td>
</tr>
<tr>
<td>ST DEV</td>
<td>0.921</td>
<td>ST DEV 0.945</td>
<td>ST DEV 0.835</td>
<td>ST DEV 0.857</td>
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<tr>
<td>Count</td>
<td>902</td>
<td>Count 902</td>
<td>Count 902</td>
<td>Count 902</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>was very interested in and enthusiastic about the subject matter.</th>
<th>Tests/assignments were returned promptly so that I could track my progress in the course.</th>
<th>created an instructional environment in which I felt comfortable participating/expressing my opinion.</th>
<th>Overall, the instructor was</th>
<th>Overall, this course was</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.601</td>
<td>Mean 4.323</td>
<td>Mean 4.448</td>
<td>Mean 4.368</td>
</tr>
<tr>
<td>Median</td>
<td>5.000</td>
<td>Median 5.000</td>
<td>Median 5.000</td>
<td>Median 5.000</td>
</tr>
<tr>
<td>ST DEV</td>
<td>0.791</td>
<td>ST DEV 0.995</td>
<td>ST DEV 0.935</td>
<td>ST DEV 0.953</td>
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<tr>
<td>Count</td>
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<td>Count 902</td>
<td>Count 902</td>
<td>Count 902</td>
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<tr>
<td>Item</td>
<td>Mean</td>
<td>Median</td>
<td>ST DEV</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>explained the course objectives</td>
<td>4.436</td>
<td>5.000</td>
<td>0.867</td>
<td>753</td>
</tr>
<tr>
<td>was prepared for each instructional activity</td>
<td>4.449</td>
<td>5.000</td>
<td>0.854</td>
<td>753</td>
</tr>
<tr>
<td>communicated information effectively</td>
<td>4.307</td>
<td>5.000</td>
<td>1.007</td>
<td>753</td>
</tr>
<tr>
<td>encouraged me to take an active role in my own learning.</td>
<td>4.304</td>
<td>5.000</td>
<td>0.931</td>
<td>753</td>
</tr>
<tr>
<td>was available to students either electronically or in person.</td>
<td>4.422</td>
<td>5.000</td>
<td>0.818</td>
<td>753</td>
</tr>
<tr>
<td>The course was organized well.</td>
<td>4.320</td>
<td>5.000</td>
<td>0.976</td>
<td>753</td>
</tr>
<tr>
<td>was very interested in and enthusiastic about the subject matter.</td>
<td>4.458</td>
<td>5.000</td>
<td>0.901</td>
<td>753</td>
</tr>
<tr>
<td>used effective teaching methods that helped me learn.</td>
<td>4.162</td>
<td>5.000</td>
<td>1.073</td>
<td>753</td>
</tr>
<tr>
<td>Tests/assignments were returned promptly so that I could track my progress in the course.</td>
<td>4.365</td>
<td>5.000</td>
<td>0.916</td>
<td>753</td>
</tr>
<tr>
<td>created an instructional environment in which I felt comfortable participating/expressing my opinion.</td>
<td>4.293</td>
<td>5.000</td>
<td>0.954</td>
<td>753</td>
</tr>
<tr>
<td>Overall, the instructor was</td>
<td>4.276</td>
<td>5.000</td>
<td>1.067</td>
<td>753</td>
</tr>
<tr>
<td>Overall, this course was</td>
<td>4.122</td>
<td>4.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

eled to the expectations set forth in the syllabus and was clear about any changes that were made during the course.
Student Performance – Summary of Ongoing Program Improvement Based on Assessment Results

As part of our Southern Association of Colleges and Schools (SACS) accreditation, the university uses an outcomes-based model of performance. Each program identifies student-learning outcomes (SLO’s) to be achieved and assesses those outcomes using multiple methods. Data is collected each semester and an annual assessment summit is held within the College where the assessment data is shared by each program. Programmatic and curricular decisions are based on the data and its analysis by the faculty within the discipline. The data for Bachelor of Science in Interdisciplinary Studies (BSIS) and Bachelor of Science/Bachelor of Arts (BS/BA) in Psychology for 2012-13 is presented in Appendix D.

Summary of Licensure/Certifying Exam Rates

During 2012, the College of Education and Psychology reported to the Texas Education Agency that 132 students received a Bachelor of Science in Interdisciplinary Studies (BSIS). The certification areas are as follows:

- Generalist EC-4 2
- Generalist EC-6 96
- ELAR 4-8 4
- ELAR/SS 4-8 8
- Math 4-8 15
- Math/Science 4-8 1
- Science 4-8 4
Note: Two people were counted twice because they chose to split the ELAR/SS into two tests; therefore, they each earned two certificates.

**Other Measures of Quality**

The School of Education is dedicated to using data and input from stakeholders to refine and improve the program. As required by TEA, the School of Education hosts Stakeholders meetings to guide it in improving the program and meeting the needs of the local schools in the East Texas area. Examples of how the School of Education has responded to this data and the needs of local schools districts are: 1) changing the schools in which our students have field experiences to ensure they have well-rounded experiences with a variety of students, 2) having courses in bilingual education to assist bilingual undergraduate and practicing teachers in passing bilingual certification tests.

In addition, the School of Education collects and studies the data in the *Accountability System for Educator Preparation* and *Title II* report sent to the Texas Education Agency. Then, the school generates annual reports for its national accreditation body, TEAC/CAEP (See Appendix C).

**IV. Factors Affecting Student Success**

**Factors Affecting Student Success (UT System Questions)**

Are the college/school’s admissions criteria in line with its mission and goals?

The School of Education admission criteria are in compliance with the requirements listed in Texas Administrative Code Section 227 (A).
The undergraduate major in psychology, leading to a BA or BS degree, do not have specific admission requirements. Students in good standing at any level (freshman to senior) may declare a major or minor in psychology.

Are students adequately planning their prerequisites to avoid overload or graduation delays?

The School of Education conducts Admission to the School of Education orientations once a semester to assist students in understanding all requirements needed to be eligible for entry into the School of Education. The school has a full-time academic advisor who meets with community college students as well as goes to the various community colleges. All admission requirements are found on the School of Education website: https://www.utttyler.edu/education In addition, all of degree plans are online so students and prospective students can access these when needed. Finally, the school offers all but two courses each fall and spring so that students can stay on track.

The Department of Psychology and Counseling has an undergraduate advisor who interacts with each declared major as they progress through their degree program. The advisor is available face-to-face and electronically. Students can schedule appointments online at: (http://uttyler.edu/psychology/undergraduate/advising.php). Prior to graduation, the advisor reviews each student’s graduation application and conducts a degree audit to assure he/she has completed all degree requirements and is ready to graduate.

Does each degree program provide students with an academic map?

All degree plans and suggested sequence of courses are available on the School of Education website for students to access at:

mailto:https://www.utttyler.edu/education/undergraduate/
Psychology majors are each provided a degree plan that is available to them on paper and within the MyUTTyler electronic advising system. Suggested sequences of courses, printable degree plans (http://uttyler.edu/psychology/undergraduate/psychology-degree.php) and a course periodicity table (http://uttyler.edu/psychology/pdfs/Rotation-of-Courses-Undergraduate.pdf) are provided online.

How engaged are students in the college/school?

Students participate in an orientation each semester to ensure they know what will happen that semester and subsequent semesters. In addition, School of Education students are involved in field experiences each semester of their program. Finally, a majority of our students are engaged in student organizations or community organizations (i.e. Academic Rodeo) opportunities each semester.

V. Findings and Plans for Improvement

Recommendations and Timelines

The School of Education is constantly working to improve its program and provide structures to better support students. This year, there have been multiple changes in certification requirements and laws. The School of Education has implemented the following:

- Providing diagnostic tests for students to take in their content area upon being admitted into the School of Education. The school’s goal is for all students to pass their content certification exam on the first attempt. Each of these diagnostic tests costs $795. The school is working to purchase tests in all of the areas in which we have programs. The goal is to have all of these tests purchased by Spring 2015.
- Increasing the number of preparation sessions available to assist students to prepare for the Pedagogies and Professional Responsibilities (PPR) certification exam. The school has increased this number by 200% during the Spring 2014 semester.

- Assisting prospective School of Education students in meeting admission requirements by providing assistance on the admission exams. The school also has a faculty member who meets individually with students to assist them in preparing for these exams. The school does not want the recruitment of students to follow a deficit approach; therefore, it strives to assist all students in meeting the admissions criteria.

- Providing academic counseling for students who earn a grade of C or below. The school’s academic advisor or the school director contacts the student to establish an action plan so the student can be more successful in future semesters.

The Department of Psychology and Counseling plans to implement the following to increase student success:

- Although a number of the more challenging courses already provide tutoring for enrolled students, we plan to integrate our tutoring with that of the university’s PASS tutoring center located in the University Center. This will increase the consistency in offerings and location, thus encouraging more students to make use of the tutoring opportunities. We will increase the number of courses for which students getting off to a poor start are identified in the first two weeks of class and contact students to remediate problems.
• In order to address the issue of overages in number of hours taken before graduation, we will further explore the factors contributing to this by asking Institutional Research to disaggregate data for four-year vs. transfer students. To address the issue of time-to-graduate, we will be working towards offering a greater number of degree requirement online in the summer so that students can disperse to other locales while continuing to potentially take a full load, reducing the time it takes them to graduate.

The College of Education and Psychology is committed to a continuous improvement model that is data-driven and results in student retention and graduation.
References


New York: NY
Appendix A

2013 -14 Budgets

Dean’s Office
Department of Psychology and Counseling
School of Education
<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>123.45</td>
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<tr>
<td>Item 2</td>
<td>67.89</td>
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<td>Item 3</td>
<td>3.14</td>
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<tr>
<td>Item 4</td>
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</table>

**Notes:**
- Item 1 is described as a new product.
- Item 4 is marked as void.

**Additional Information:**
- A separate section describes the processing of item 1, including a detailed breakdown of costs. The page number for this section is 32.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Type</th>
<th>Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>TOTAL - CLASSIFIED PERSONNEL</td>
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<td></td>
</tr>
<tr>
<td>1000</td>
<td>TOTAL - ADMINISTRATIVE &amp; PROFESSIONAL STAFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>TOTAL - FACULTY STAFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>FACULTY</td>
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<tr>
<td>5000</td>
<td>ADMINISTRATIVE &amp; PROFESSIONAL</td>
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</tr>
</tbody>
</table>

* blank lines in table
Appendix B

2013-14 Strategic Plans

Dean’s Office
Department of Psychology and Counseling
School of Education
THE UNIVERSITY OF TEXAS AT TYLER

Department of Psychology and Counseling

STRATEGIC PLAN 2013-2018

Department of Psychology and Counseling
Purpose and Values

Core Purpose: Our core purpose is to prepare our students to succeed in their chosen careers, bringing positive human values and dispositions, intellectual curiosity, science-based knowledge and evidence-based skills, and innovation to their work, lives and communities.

Program Values

Academic: The UT Tyler Department of Psychology and Counseling programs are committed to academic excellence. Central to this commitment are the following:
- use of innovative and interactive instruction, training, and supervision
- promotion of critical thinking, intellectual curiosity, interactive learning, research, and creativity
- maintenance of an intellectually challenging and supportive learning community
- promotion of lifelong development as practitioners, learners, scholars, and mentors.
- preparation of graduate counselors and clinicians who are competitive in the professional contexts of today and the future
- preparation of baccalaureate graduates who are competitive in a variety of settings, including further graduate education;

Community: The UT Tyler Department of Psychology and Counseling programs value and seek to create:
- a positive and productive work environment based on collegiality and mutual respect
- collaboration among students, colleagues, staff and the communities we serve
- positive growth and change at the individual, institutional, community and societal levels
- community partnerships that advocate and foster social justice, equality and inclusion for all people

Diversity: The UT Tyler Department of Psychology and Counseling programs promote awareness, appreciation, and cultural literacy in our department, college and campus. Therefore, we:
- expect faculty, staff, and students to treat everyone with dignity and respect
- establish and maintain a learning atmosphere that nurtures openness and respect for differences, stimulates curiosity, and embodies civility
- promote respect among students, faculty, and staff who have unique viewpoints, belief systems, and backgrounds
Department of Psychology and Counseling

Mission Statements

B.A./B.S. in Psychology

The mission of the undergraduate program in Psychology is to provide students with an understanding of a) the science of behavior and the mind, b) the scientific methodologies by which such a knowledge base is acquired, c) the application of scientific psychological principles to relevant professional issues. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers.

M.A. in Clinical Mental Health Counseling

The Master of Arts in Clinical Mental Health Counseling (CMHC) program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well prepared for the Texas Licensed Professional Counselor state licensing examination and are employed in a variety of clinical mental health settings. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

M.S. in Clinical Psychology

The Master of Science in Clinical Psychology is intended to educate students in the scientific bases, diagnostic, assessment and therapeutic methods, philosophies, skills and ethics of clinical psychology to prepare them for roles in clinical practice and research. Students may complete a general Clinical Psychology program, or a specialization in either Clinical Neuropsychology or School Psychology. Based on the student’s chosen specialization, the program provides the necessary coursework foundation for various state licensures to include the Licensed Professional Counselor, Licensed Psychological Associate, and Licensed Specialist in School Psychology. The Clinical Psychology core curriculum outcomes are aligned with national standards for master’s level programs in applied psychology, from the Masters in Psychology Accreditation Council (MPAC).
M.A. in School Counseling

The Master of Arts program in School Counseling prepares proficient, creative, and systemically informed school counselors to: (a) assume an active role in counseling, consulting, and leadership, (b) promote academic excellence and equal learning opportunities for all students, and (c) base their work on a fundamental understanding of the interactive dynamics of human systems. The program exposes students to all aspects of school counseling including theory, practice, and research. Program graduates are prepared as systemic thinkers who demonstrate competence in fundamental counseling skills, base their work on a theoretical perspective, and be competent in the use of research in the informed practice of school counseling. The program curriculum is designed to align with both Texas School Counselor standards and with national School Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).
Department of Psychology and Counseling

Instructional Envision Statements

We envision utilizing technologically appropriate and innovative educational and supervision practices.

We envision collecting formative and summative student feedback on teaching and using it to continuously improve instruction and student learning.

We envision that graduates of our Bachelor of Arts and Bachelor of Science degrees in Psychology will score, as a group, at or above the national average on the ETS Major Fields Test in Psychology, and will be employed in a variety of settings and/or will continue on to succeed in a variety of graduate or professional degree programs.

We envision that graduates of the Department of Psychology and Counseling graduate programs will become alumni who are ethical, intellectually curious, collaborative counselors and mental health practitioners who strive to competently meet the evolving needs of their clients, agencies and communities.

We envision creating learning contexts that reward students who actively pursue educational experiences that promote knowledge, skills, and dispositions that will prepare them to be highly competent and skilled mental health practitioners and counselors.

We envision offering sequential skills development courses in which students practice basic to advanced counseling skills, integrate pertinent theories, and apply interventions under the direct supervision of P&C faculty and qualified licensed professionals in the community.

We envision that graduates of our M.A. in Clinical Mental Health Counseling (CMHC) will successfully pass the National Counselor Examination (NCE).

We envision that graduates of our M.A. in Clinical Mental Health Counseling (CMHC) will have internalized the knowledge, skills, and dispositions necessary for licensure as a Licensed Professional Counselor-Intern (LPC-Intern) through the Texas State Board of Examiners of Professional Counselors and will be employable in a wide variety of mental health settings.

We envision that graduates of our M.S. in Clinical Psychology program will have internalized the knowledge, skills, and dispositions necessary for licensure as a Licensed Psychological Associate (LPA) through the Texas State Board of Examiners of Psychologists and will be employable in a wide variety of mental health settings.
We envision graduates of our M.A. in School Counseling program will have internalized the knowledge, skills, and dispositions identified in the Texas School Counselor standards and the American School Counselor Association (ASCA) ethical guidelines and will have all of the educational qualifications necessary to become Professional School Counselors certified by the Texas State Board of Educator Certification (SBEC), including passing the School Counselor certification exam.
Department of Psychology and Counseling

GOALS

2013 – 2018

Programmatic

1. To achieve CACREP accreditation of the M.A. in Clinical Mental Health Counseling
2. To establish a Ph.D. program in Clinical Psychology
3. To achieve Texas LMFT program approval for the CMHC-CF specialization program
4. To increase undergraduate student enrollment by 10%
5. To increase graduate student enrollment by 10%
6. To achieve a full-time faculty FTE of 18
7. To complete the development of PATSS approved courses for an alternative B.A. in Psychology as a hybrid degree program
8. To formalize and market a Pre-Med track within the B.S. Psychology degree program
9. To increase the availability of electronic advising
10. To develop a proposal for a Master of Science degree in Psychology, with Experimental and General tracks
11. To offer increased undergraduate online course offerings in the summer to promote a “Staying Connected” and a 3-year degree track

Scholarship

1. To achieve an average of at least 1 scholarly publication/ Faculty FTE/Year
2. To submit at least 1 grant/foundation research project/year
3. To achieve an average of at least 1 research presentation at a professional conference/Faculty FTE/Year
Service

1. To provide low cost/no cost mental health services to the Tyler and Smith County community through the Psychology and Counseling Training Clinic at The Andrews Center and other possible settings.

2. To receive philanthropic gifts to add to the resources available for training, research and service.

3. To provide professional development opportunities with CEU’s for practicing mental health professionals in East Texas.
Department of Psychology and Counseling

GOALS

2013 - 2014

1. To submit the CACREP Self-study for M.A. in Clinical Mental Health Counseling
2. To achieve System approval to submit a formal proposal for a Ph.D. in Clinical Psychology
3. To successfully search for new faculty members in Experimental Psychology, Clinical Mental Health Counseling and School Counseling
4. To develop and offer hybrid courses to implement PATSS
5. To increase student involvement in the annual Psi Chi Research Conference
6. To increase undergraduate enrollment/SCH Fall to Fall by 2%
7. To increase graduate enrollment/SCH Fall to Fall by 2%
8. To increase undergraduate admissions (Majors) by 2% Fall to Fall
9. To increase graduate admissions by 2% Fall to Fall
10. To increase undergraduate retention Fall to Fall by 2%
11. To increase graduate retention Fall to Fall by 2%
12. To increase undergraduate GPA by 1%
13. To increase graduate GPA by 1%
14. To increase student evaluation of teaching mean ratings on Item 12 (overall instructor effectiveness) by 1%
THE UNIVERSITY OF TEXAS AT TYLER

School of Education

STRATEGIC PLAN 2013-2014

Dr. Colleen Swain, Director
Dr. Bambi Bailey
Ms. Suzanne Brians
Dr. William Bruce
Dr. Julie Delello
Dr. Frank Dykes
Dr. Kathleen Everling
Ms. Ginny Fender
Dr. Chip Fischer
Dr. Olga Fischer
Ms. Priscilla Gilpin
Ms. Berni Hansen
Dr. Teresa Kennedy
Dr. Larry Kraus
Dr. John Lamb
Dr. Mark Lewis
Dr. Kouider Mokhtari
Dr. Joanna Neel
Dr. Michael Odell
Dr. Jessi Rueter
Ms. Cindy Sherman
Dr. Robert Stevens
Purpose and Values

Core Purpose: The purpose of the School of Education is to foster the acquisition of knowledge, skills, and dispositions needed for preservice and in-service educators to become successful and ethical teachers and lifelong learners while advancing our respective disciplines in education and being stewards of the discipline.

Core Values:

People:
Our Interactions and Expectations of Ourselves:
We value each other as valued colleagues and professionals. We are committed to showing respect and providing encouragement for each other as well as being professional to each other, both in and out of the university setting. As valued colleagues and professionals, we expect that each of us will be a steward of our specific discipline and to the educational field. Each faculty member will contribute to the goals of the School of Education, CEP, and UT Tyler. We will do our work with diplomacy, respect, honesty, and at the highest level of quality possible.

In addition, we must be lifelong learners. We strive to acquire the understanding of generations different from our own including new literacies and technologies. We, like our courses, should always be works in progress, constantly reconsidered and revised, while being sure to preserve what is worth saving.

Our Interactions with Students:
We honor our students by acknowledging what they bring to the learning environment is valuable. We will treat our students with respect and professionalism. Just as we will treat our students with respect and professionalism, we expect this from them in return. We will hold our students to high expectations because we know, with support from us, they can reach these high expectations. In addition, these students hold the future of children in their hands so mediocrity is not acceptable.

Our Interactions with Schools and East Texas:
We approach our interactions with schools and the East Texas community with humility because we do not have all the answers and can learn so much from and with them. We will treat schools and the community professionally and with respect while endeavoring to develop mutually beneficial partnerships. We strive to be change agents as together we work for the betterment for children and teachers in Tyler, the East Texas area, and Texas.

Teaching:
Teaching is a noble profession: an art, skill, and science. Teaching is not for everyone – it is a calling. Teaching involves professional decision-making, staying abreast of best
practices and trends, and requires the teacher to be a lifelong learner. Teaching contributes positively to the quality of the human experience over generations.

Learning:
We believe that all students can learn but not necessarily to the same level and at the same pace. Learning is the result of both careful planning and serendipitous and guided discovery. Learning involves motivation, appropriate transfer and reinforcement, retention, and critical thinking. Learning is constructivist in nature. It is personalized, differentiated, and transformative.

Scholarship:
We believe that scholarship is an integral part of being a teacher educator and a steward of the discipline. We strive to work individually and collectively with our valued colleagues to advance the knowledge about education, teaching, and learning.

Service:
Teaching is a calling and as part of that calling involves the act of service. We believe that it is critical for all faculty within the School of Education to active service and contribute not only the UT Tyler community but also to the educational and local communities.
SCHOOL OF EDUCATION

Mission Statements

**Undergraduate Program:** The mission of the undergraduate program in teacher education is to provide a positive environment and learning opportunities that foster the acquisition of knowledge, skills, and dispositions needed to become a successful and ethical teacher and lifelong learner. Critical content includes student learning and diverse learning characteristics, instructional strategies, learning environment, communication, planning instruction, assessment, reflection and professional development, collaboration, ethics, and relationships.

**Master of Curriculum & Instruction:** The mission of the graduate program in curriculum & instruction is to further the education and professional development of professional educators. We strive to meet the needs of the educator while aligning our curriculum with national principles for the continued preparation of professional educators.

**Master of Reading:** The mission of the graduate program in literacy education is to prepare highly effective classroom reading teachers, reading specialists, and master reading teachers to work in PreK-12 settings.

**Master of Special Education:** The mission of the graduate program in special education is to prepare educational professionals to serve in the role of educational diagnosticians in the public school. Based on the Council for Exceptional Children (CEC) Standards for Educational Diagnosticians and Council for Educational Diagnosis (CEDS) National Certification for Educational Diagnosticians standards, with a foundation in (a) educational legal issues, ethical and professional practices, (b) collaboration with families and professionals, (c) curriculum based assessment and diagnosis of learning problems of students, (d) instructional environments, programs, planning and strategies, (e) individual and diverse learner characteristics, (f) social and behavioral interactions, and (g) program development and organization.
SCHOOL OF EDUCATION

Instructional
Envision Statements

We honor our students by acknowledging what they bring to the learning environment is valuable. We will treat our students with respect and professionalism. Just as we will treat our students with respect and professionalism, we expect this from them in return. We will hold our students to high expectations because we know, with support from us, they can reach these high expectations. In addition, these students hold the future of children in their hands so mediocrity is not acceptable.
SCHOOL OF EDUCATION

Goals
2013 – 2018

Programmatic: Strengthen all of our academic programs
  • Update all academic programs
  • Develop structures that support all students in obtaining their goal of earning a
degree in higher education
  • Analyze data to look for factors that might negatively influence student success
and find solutions to address those factors if possible

Scholarship: Increase the scholarship productivity of all faculty
  • Obtain at least two new major grants in the School of Education from different
faculty members
  • Obtain an average of one publication per year across tenured and tenure-track
faculty

Service: Increase our contributions to our fields, the university community,
and our local community
  • Obtain an average of at least 20% of faculty serving on state/national levels for
organizations, journals, etc.
  • All faculty participating on college and university level committees
  • At least 15% of faculty serving in leadership positions for community level
functions

Teaching: Serve as a leader in the areas of teaching and learning to our
university and local community
  • Obtain overall instructor averages of 4.0 or higher for all faculty
  • Develop student connections where our students know they are valued and
educated by caring and supportive faculty
  • Participate in professional development activities
  • Serve in teaching leadership roles across the university

Overall School Goals: Build the health of our programs
  • Increase admissions in all programs
  • Develop systematic recruitment efforts for traditional underserved/marginalized
students with an increase in admissions and retention
  • Develop a marketing plan for the School of Education
SCHOOL OF EDUCATION

Goals
2013 -2014

Programmatic: Strengthen all of our academic programs
• Provide initial teacher preparation students with opportunity to take diagnostic certification test.
• Prepare all students for upcoming changes to certification exams
  o EC-6: New format and passing requirements
  o Secondary: New grade levels (7-12 instead of 8-12)

Scholarship: Increase the scholarship productivity of faculty
• All tenured and tenure-track faculty will have at least one manuscript published.
• Conduct a grants workshop for faculty

Service: Increase our contributions to our fields, the university community, and our local community
• At least 75% of faculty engaged in College and University level committees
• At least 5% of faculty serving in leadership positions for community level functions

Teaching: Serve as a leader in the areas of teaching and learning to our university and local community
• At least 5% of faculty apply for teaching leadership positions at the university level
• Develop and enhance student organizations so that students feel connected to the faculty, UT Tyler, and the profession

Overall School Goals: Build the health of our programs
• Increase student enrollment in all programs
• Obtain posters, displays to showcase the School of Education
Appendix C

School of Education TEAC Report
2013-14
Year 2 Annual Report

Teacher Education Accreditation Council

School of Education
10/1/2013
Introduction

During 2009, the faculty of the School of Education at The University of Texas at Tyler began preparations to apply for accreditation with the Teacher Education Accreditation Council (TEAC). The work of the accreditation team continued through the 2009-2010 academic year and culminated with the submission of an Inquiry Brief Proposal in May, 2010. A TEAC audit team visited the UTT campus in November, 2010, and reviewed the data presented in the Inquiry Brief Proposal. The result was a “clean” opinion by the audit team. On June 13, 2011, the Accreditation Committee of the Board of Directors of TEAC, after reviewing audit results and evidence presented in the Inquiry Brief Proposal, granted the Teacher Education Program at UT Tyler initial accreditation with no weaknesses and no stipulations.

This report represents the second annual report to TEAC/CAEP regarding ongoing assessment data collection and review as specified in the initial Inquiry Brief Proposal. Program changes during the past year and a description of ongoing assessment development are discussed. An updated Appendix E, and data tables and spreadsheets containing raw data are included for verification of the most recent evidence supporting the claims made in the Inquiry Brief Proposal.

Assessment Development Activities

Work on assessment has continued during the past year and focused on both fine-tuning of existing assessments and development of new assessments. Work completed during the 2012-2013 academic year is summarized in the following paragraphs. Copies of all revised assessment plans are included in Appendix A.

The UT Tyler teacher education programs, and assessments thereof, are aligned with InTASC standards. During the time that we were developing our Inquiry Brief Proposal, InTASC revised its standards. It was decided to continue our work using the former standards because to make the change mid-stream would have required us to essentially start over again on the Inquiry Brief Proposal. This decision was taken with full knowledge that we would need to address the revised standards in the future. During the 2011-2012 academic year, the faculty began to revise our assessments to reflect the new InTASC standards as well as comply with state certification changes. This process continued during the 2012-2013 academic year. Faculty committees reviewed the alignment of curriculum with the revised standards and associated assessments. Assessments now reflect the current standards. In addition, the faculty added an 11th standard dealing with technology. Assessments were revised and efforts were
made to streamline and, when possible, simplify the assessment process. Implementation of the new and revised assessments will occur in the 2013-2014 academic year.

As mentioned in the Year 1 Annual Report, work was ongoing on the case study evaluation rubric, the student learning outcomes reflection rubric, the technology rubric, and the logistical process for students to compile and submit their technology integration portfolios. This work has now been completed. The case study project was moved to a different course and the rubric piloted during the Spring 2013 semester. The learning outcomes reflection rubric has been implemented and the number of artifacts required for each SLO was reduced from three to one due to the heavy workload of students during the student teaching semester. The technology integration portfolio has been integrated with the larger student teaching portfolio and is assessed as a part of that document.

A major revision occurred on the instrument used to assess students when they are working in the field. This was done to make sure the assessments being used in clinical experiences provided students with clear supports that scaffolded their knowledge, skills, and ability to apply their learning in the field. The instrument that was used in the past, the Clinical Observation Rubric (COR) was found to be too complex in nature to be equally useful across the entire program as students’ pedagogical knowledge and skills vary greatly over time. Thus, the COR was revised to make it more accessible and useable with students in the second and third phases of the program. (See Appendix B for the revised COR.) In addition, a new assessment, the Clinical Evaluation Rubric (CER) was created to assess student skills and knowledge during the student teaching semester. (See Appendix C for the CER.) Taken together, the revised observation instruments provide instructors with better tools to assess the classroom performance of our students throughout their program and allow students to use their results on these clinical assessment forms to understand where improvement is needed.

One assessment-related change in procedure that has great promise has to do with students who are struggling in the program. Assessment data are being used to identify struggling students early in the program and develop an appropriate intervention plan to better support them. Students who are not performing at an acceptable level in each of their courses meet with the school director and/or the education advisor. During this meeting, the director and/or advisor talk with the student on determining the source for his or her struggle and then determine appropriate remediation and action steps that need to occur. The goal is to improve retention and ensure that all students have the opportunity to be successful in his/her preparation to become a teacher.

Finally, the Texas Education Agency (TEA) continues to conduct a survey of the principals of novice teachers in Texas. However, results of the survey have not been provided to colleges and universities at
the time of this writing. As mentioned in our last report, TEA did not disaggregate the data for specific certification programs (i.e., EC-6, 4-8, 8-12). Thus, the data, while interesting, are not useful for assessment of individual programs. Disaggregated data may become available in the future, but this is not certain. The faculty are considering ways to gather useful employer information and will continue to do so during the upcoming year.

Data Updates

Appendix E

The current Appendix E is included in the file that contains data tables and the raw data used to generate them. Data are reported annually for each year from the 2006-2007 through the 2012–2013 academic years or from the year that the data were first collected. This allows for an examination of trends over time.

In the next section, brief summaries of the performance of UT Tyler students are provided for each of the Quality Principles and Cross-Cutting Dimensions using the assessments in place during the 2012-2013 academic year.

Subject Matter Knowledge

THEA/Accuplacer - In general, trends in the data suggest the characteristics of our students at admission to the program have remained stable over the years. As mentioned in the Year 1 report, there has been a trend toward students taking the Accuplacer exam as opposed to the THEA exam for admission purposes and data on both exams are collected.

GPA - Inspection of cumulative GPA for Phase II and III students during the 2012-2013 academic year reveals that our students are maintaining adequate GPAs as they progress through the program. During the 2012-2013 academic year, no students were disqualified from continuance due to a cumulative GPA below 2.5, a grade below “C”, or both. Beginning fall semester 2013, the Texas Legislature mandated a minimum GPA of 2.75 for admission to educator preparation programs in the state. At present, the state has not required a concomitant increase for continuation in educator preparation programs.

COR – The Clinical Observation Rubric (COR) is the observation instrument that was used formatively and summatively from Phase II through Phase IV of the educator preparation program at UT Tyler through the end of the 2012-2013 academic year. The expectation in all certification areas is that student performance will progressively improve over the duration of their program. The data presented
in this report represents the spring 2013 semester only because revised COR rubric was piloted in the fall semester of 2012. Hence, those data are not included here.

The trend in the data for all InTASC standards and our own eleventh technology standard is exactly as expected. This trend of continuous improvement in pedagogical knowledge and skills is evident across all domains and certification levels.

TExES - Inspection of the trends in certification examination (TExES) scores reveal the content area examinations continue to be more challenging to our students than the Pedagogy and Professional Responsibility (PPR) examination. The PPR test was changed during the spring of 2012, from separate tests for each certification level to a single EC-12 PPR exam taken by students in all certification levels. This resulted in some adjustment to the content of several courses to address the knowledge expected of students. It appears that faculty efforts were successful. Eighty-nine percent (89%) of students passed the exam on the first try and 91% passed the exam on the last try. Content certification scores, specifically on students’ first attempts, continues to be troubling. We have addressed this issue in several ways. School of Education personnel met with the Dean of the College of Arts and Sciences last year to make him aware of the problems being experienced and to seek his assistance in addressing the issue. During the 2012-2013 academic year, the Director of the School provided copies of the competencies on the state certification exam to each department chair in the College of Arts and Sciences where there is a certification program available. This was done to ensure that the College of Arts and Science faculty are aware of the content needs of these students. In addition, in the fall 2013 term, the University Council on Teacher Education (UCOTE), a newly formed committee consisting of the School of Education director and chairs from the departments where we have certification programs in the College of Arts and Sciences, came together to discuss issues associated with teacher education for College of Arts and Science students. This council meets a minimum of once a semester. The School of Education also purchased ETS diagnostic tests in all content areas in which we offer certification options. These tests are representative of the TExES content certification exams. All Phase II and Block 2 students will be administered these tests beginning in the fall 2013 semester. This will allow students to identify deficiencies in their content knowledge early enough in their program to address their shortcomings prior to graduation. The School of Education estimate that 95% - 98% of students will participate and benefit from this process. In addition, the School of Education made this new opportunity available to students in Phase III and Block 3 so these students will also have diagnostic data to use in their preparation for content area certification exams. Finally, the School of Education doubled the number of TExES preparation sessions offered to students prior to taking the TExES exams. The faculty hope to be able to report solid progress in our Year 3 Annual Report.
Surveys - As has been reported in the past, students’ self-assessment of the quality of their content knowledge is quite positive upon exit from the program. Indeed, 2012-2013 responses to survey items were higher in virtually all areas as compared to last year. Perhaps not surprisingly, alumni surveys reveal a somewhat lower but still positive self-assessment of their knowledge. (It should be noted that survey data from the 2008-2009 academic year is missing due to a change in the survey software used by the university. Data from 2008-2009 are not retrievable.) The TEA survey of principals of novice teachers was administered. However, we have not received data from TEA at the time of this writing.

Pedagogical Knowledge

COR – The pattern noted above regarding progressive improvement throughout the program is also evident in all categories of the COR assessment. This is convincing evidence of the development of student’s pedagogical skills.

Lesson Plans - Summary Inquiry-based and Teacher –directed lesson plan rubric scores for the 2012-2013 academic year suggest that students are able to incorporate best practices across the spectrum of the outcomes of the program in their lesson plans. Gains in mean rubric score were noted at the secondary and EC-12 levels for both inquiry and teacher directed lesson plans.

GPA - Inspection of cumulative GPA for Phase II and III students during the 2012-2013 academic year verses other years reveals that our students are maintaining adequate GPAs as they progress through the program. No students were disqualified from continuance due to a cumulative GPA below 2.5 or a grade below “C” or both. The School of Education does not have an adequate process to collect grade data on only professional education courses but are working toward a solution for this. For now, the cumulative GPA data reflects GPA for all courses taken.

TExES PPR/Practice PPR - Performance of our students on the PPR continues to be excellent. In our Year 1 Annual Report we reported that despite having an excellent pass rate, some concerns had emerged regarding low scores in some domains of the PPR exam. Faculty continue to strengthen content in those areas. We also increased the number of face-to-face preparation sessions for this certification exam. These data are incomplete as our few unsuccessful graduates continue to retest.

Surveys - In general, students’ self-assessment of the quality of their pedagogical preparation is quite positive upon exit from the program. Alumni surveys reveal a slightly lower but still positive self-assessment of their knowledge and skills. The TEA survey of principals is primarily focused on pedagogical knowledge and skills. As mentioned above, the survey has been administered, but we have not received data from TEA at the time of this writing.
Caring and Effective Teaching Skill

COR – The Cross-cutting theme of Caring and Effective Teaching Skills should theoretically be reflected in the spectrum of ratings across the dimensions of the COR. As in the past, the general positive trend across all of these dimensions may be taken as evidence that students’ are developing such skills across all certification levels.

Surveys - Students’ self-assessment of the quality of their professional preparation is quite positive upon exit from the program and alumni surveys reveal an even higher self-assessment after one year. Mean ratings in the block of items on the surveys dedicated to assessment of caring and effective teaching skills were all quite high, falling between a rating of 3 and 5 on a 5-point scale.

Learning How to Learn

Student Learning Outcomes Reflections - Students at all levels were able to articulate appropriate reflections and provide and justify the inclusion of artifacts to support each SLO. All rubric mean ratings fell between 2 and 3 on a 3-point scale. Students’ rationale statements and artifacts were evaluated in the areas of reflection, justification of selection for the artifact/evidence, and adequate artifacts for learning outcomes.

Case Study – Skills and ability in the Learning How to Learn theme are also assessed through performance on a case study assignment. Student performance at all certification levels was generally excellent. Mean ratings on all dimensions assessed fell between 2 and 3 on a 3-point scale, except for those of 8-12 students in the areas of developing an assessment plan and a measurable objective. Faculty in the 8-12 program will address that weakness during the current academic year. Students were evaluated in the areas of providing a robust description of their student, an appropriate assessment plan, having measurable objectives, instructional strategies, and an appropriate progress monitoring plan. In addition, students were evaluated on their problem solving/research skills as well as the mechanics of their reports.

Multicultural Perspectives and Understanding

Lesson Plans – When examining candidates’ lesson plans, the rubric shows that students’ ability to document the Multicultural Perspectives and Understanding theme were solid across all certification areas. On the teacher directed lesson plans, ratings on the Diverse Learners competency ranged from 2.17 – 2.76 on a 3-point scale. On the inquiry based lesson plans, ratings on the Diverse Learners competency ranged from 2.00 – 2.53. Faculty continue to look for ways to assist students in working
with the increasingly diverse school population. As School of Education field placements are providing students additional opportunities to work with diverse students on a weekly basis, faculty are careful to stress that students carefully plan lessons that enable all students, regardless of ability level, grouping, SES, etc., meet learning objectives.

COR – Multicultural Perspectives and Understanding is primarily assessed in the Diverse Learners and Collaboration, Ethics and Relationships areas of the COR. These areas also show a progressive improvement in student performance across certification levels during the program. For example, students in Phase IV (student teaching) across certification areas had scores of 4.39 – 4.61 on a five-point scale for the item related to understanding Diverse Learners. When looking at the competency of Collaboration, Ethics, and Relationships the scores across certification areas ranged from 4.29 – 4.90.

Surveys - Self-assessment of the quality of student multicultural perspectives were very similar on the exit survey and the alumni survey. Mean self-assessments of both “Ability to teach students from diverse cultural backgrounds” and “Accommodating students with disabilities” fell between 3 and 5 on a 5 point scale at all certification levels. The differences between the exit and alumni surveys was so slight that no action is warranted at this time.

Technology

Lesson Plans - The ability to integrate technology into instruction is assessed through the instructional strategies criterion in both the inquiry and teacher-directed lesson plan rubrics. Student performance on this criterion were excellent at the EC-6, 4-8, 8-12, and EC-12 certification levels, with ratings falling between 2 and 3 on a 3 point scale on both types of lesson plan

COR – Technology is assessed in a separate Technology competency of the COR and would also influence the Instructional Strategies area. Both of these areas showed a progressive improvement in student performance across certification levels during the course of the program. For example, in Phase II (initial entry into the program) the range of scores on the technology competency across certification levels ranged from 3.15 – 3.50 on a 5-point scale. By Phase IV (student teaching), students have progressed in their ability to successfully integrate technology into the teaching and learning environment. These scores across certification levels ranged from 4.29 – 4.63. Again, the COR indicates our students’ growth as they progress in their teacher preparation program.

Technology Integration Portfolio - Technology integration data are now assessed as part of the student teaching portfolio. The rationale for this is that technology needs to be a seamless aspect of a teacher’s daily teaching and learning practice. Therefore, the artifacts associated with this standard provide
evidence of candidates’ ability to successfully use technology for teacher productivity purposes (letters to parents, grades, etc.) as well as enhance learning for students through teacher and student directed technology components.

Surveys - Students’ mean self-assessment of the quality of their ability to integrate technology into instruction were higher on the alumni survey than the exit survey at three of the four certification levels.

Use of Assessment Data

The College of Education and Psychology at UT Tyler continues to conduct an Assessment Summit every year during August. The purpose of the Summit is for faculty and administrators from each unit within the college to come together and review assessment data from the previous year (Please note that the assessment year comprises summer, fall, and spring terms; for instance, summer 2012, fall 2012 and spring 2013. This allows data analysis during the summer to prepare for the August Summit). Faculty identify any problem areas that are evident in the assessment data and develop action plans for the current year to address concerns. While the Summit is framed within the context of our Southern Association of Colleges and Schools (SACS) assessment requirements, it also meets a need for review of TEAC assessments for students pursuing the BSIS degree (EC-6 & 4-8 only), because they largely overlap those of SACS.

School of Education faculty continue to have concerns about the performance of our students on the TExEs examinations. While it appears that students’ performance on the PPR portion of the exam has improved, the faculty still have concerns about students’ performance on some of the content area exams. As mentioned above, School of Education personnel met with the Dean of the College of Arts and Sciences last year to seek his collaboration in addressing student exam performance and provided chairs with documentation on the certification exam competencies in their respective fields. During the fall 2013 term, the School Director launched the Univeristy Council on Teacher Education (UCOTE) to facilitate closer connections between the College of Arts and Sciences and the College of Education and Psychology. We also purchased ETS diagnostic tests in all certification areas that are representative of the actual TExES content certification exams. These exams will be administered upon admission into the School of Education and will allow students to have diagnostic information on competencies where they need remediation at the beginning, rather than at the end of, their program. We have also doubled the number of TExES preparation sessions offered to students prior to taking TExES certification exams. A final result of review of assessment data is reflected in UT Tyler’s use of the Performanced-based Academic Coaching Teams (PACT) system. PACT was developed jointly by the Texas A&M University...
System and the Texas Education Agency. It is a support and mentoring tool intended to support first-year teachers. This is the first year that PACT is available to student teachers. All UT Tyler student teachers are now enrolled in PACT and have full success to the system during the student teaching semester. A component of the PACT system is additional review materials for some certification exams. Faculty are hopeful that students will find the PACT system beneficial.

Another example of the use of assessment data is the process that will take place following the submission of this report. We view assessment data review as a way to formatively evaluate programs in the School of Education and to respond to both internal and external challenges in an efficient manner. The report and accompanying data tables will be submitted to the full School of Education faculty for review. During late October or early November, a presentation of the report will be made to faculty in a faculty meeting. This will be followed by the formation of working groups to develop action plans to address areas of concern and areas where program revision and refinement is warranted. The results of last year’s efforts are reported throughout this report.
Appendix A

Assessment Plans
### ASSESSMENTS AND COURSE ALIGNMENT

**EC-6 Program**

*Assessment methods in italics are collected outside of courses.*

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Criterion</th>
<th>Course Alignment</th>
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</thead>
</table>
| (1) Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | Case Study  
Teacher Directed Lesson Plan  
Clinical Observation Rubric – Phase III  
*GPA on pedagogy courses*  
*Exit and Alumni surveys*  
*TExES PPR* | Rubric–Meets Expectation  
Teacher Directed Rubric  
InTASC Standard #1- Must score proficient (completed in Phase III field) | EPSY 3330/3340  
EDUC 4322  
Phase III field |
| (2) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | Final reflections on case study.  
*GPA on pedagogy courses*  
*Exit and Alumni surveys*  
*TExES PPR* | Rubric – Meets Expectations | EDUC 4376 |
<table>
<thead>
<tr>
<th>(3) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</th>
<th>A portfolio documenting philosophy of classroom management; classroom management plan</th>
<th>Rubric-Meets Expectation</th>
<th>EDUC 3363 Phase III field</th>
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</thead>
<tbody>
<tr>
<td>Clinical Observation Rubric</td>
<td>GPA on pedagogy courses</td>
<td>InTASC Standard 3 – Proficient (scored in Phase III)</td>
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</tr>
<tr>
<td>Exit and Alumni surveys</td>
<td>TExES PPR</td>
<td>Passing score of 240</td>
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<tr>
<th>(4) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</th>
<th>Lesson Plan-5E</th>
<th>Rubric-Meets Expectation</th>
<th>ELED 4312 Phase III field</th>
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</thead>
<tbody>
<tr>
<td>Clinical Observation Rubric</td>
<td>TExES Content Test</td>
<td>InTASC Standard 4-Proficient (scored in Phase III)</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>THEA/Accuplacer</td>
<td>Passing score of 240</td>
<td></td>
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<tr>
<td>Exit and Alumni surveys</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(5) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local PBL: 5E Lesson/Unit Plan -- ** Common task with standard #7</th>
<th>PBL: 5E Lesson/Unit Plan</th>
<th>5E Lesson Plan Rubric</th>
<th>ELED 4314 ELED 4312 could also work in conjunction with ELED 4314</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA on pedagogy courses</td>
<td>GPA on pedagogy courses</td>
<td>Passing score of 240</td>
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<tr>
<td>Exit and Alumni surveys</td>
<td>Exit and Alumni surveys</td>
<td></td>
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<tr>
<td>TExES PPR</td>
<td>TExES PPR</td>
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and global issues.

| (6) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. | Reflective Summaries  
Literacy Lesson Framework & Lesson Plan with Tutor Self-Rating of Lesson Implementation Fidelity Protocol  
*GPA on pedagogy courses  
Exit and Alumni surveys  
TExES PPR | Rubric provided in EDUC 4365 | EDUC 4365  
| Rubrics for both documents | READ 4366 |

| (7) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | 5E Lesson/Unit Plan --  
*Common task with standard #5  
Teacher Directed Lesson Plan  
Clinical Observation Rubric  
*GPA on pedagogy courses  
Exit and Alumni surveys  
TExES PPR | 5E Lesson/Unit Plan Rubric  
Teacher Directed Lesson Plan Rubric  
Clinical Observation Rubric  
*GPA on pedagogy courses  
Exit and Alumni surveys  
TExES PPR | ELED 4314  
ELED 4312 could work with ELED 4314  
EDUC 4322  
Phase III field |

| (8) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their  
COR in Student Teaching Portfolio Artifacts  
*GPA on pedagogy courses | COR Rubric  
Student Teaching Portfolio Artifacts  
*GPA on pedagogy courses | COR Rubric in TaskStream  
*GPA on pedagogy courses | EDUC 4640  
EDUC 4057 |
connections, and to build skills to apply knowledge in meaningful ways.

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<tr>
<th>Connections, and to build skills to apply knowledge in meaningful ways.</th>
<th>Exit and Alumni surveys TExES PPR</th>
<th></th>
</tr>
</thead>
</table>

(9) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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<th>COR in Student Teaching Notebook on reflections and tasks working with learners at Boys/Girls Club or Salvation Army GPA on pedagogy courses Exit and Alumni surveys TExES PPR</th>
<th>COR Rubric Rubric Passing score of 240</th>
</tr>
</thead>
</table>

(10) Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<table>
<thead>
<tr>
<th>(10) Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</th>
<th>COR in Student Teaching Parent/Guardian Interviews and Engagement and Feedback Final Reflective Scenarios GPA on pedagogy courses Exit and Alumni surveys TExES PPR</th>
<th>COR Rubric Rubrics for Document Rubric – Meets Expectations Passing score of 240</th>
</tr>
</thead>
</table>

EDUC 4640
EDUC 4369
EDUC 4640
READ 4366
EDUC 4376
For the TEAC technology requirement: we said the following items would be in the teacher candidates electronic portfolio:

- Philosophy of Education (EDUC 4057)
- Rationale and Artifacts from Student Learning Outcomes/Program Standards (EDUC 4057)
- Lesson Plans (5E and Teacher Directed) (EDUC 4322, ELED 4312, ELED 4314)
- Discipline/classroom management plan (EDUC 3363)
- Technology components (EDUC 4321 and other coursework from program)
**ASSESSMENTS AND COURSE ALIGNMENT**

**UTeach**

**Charge:** The new InTASC standards are much richer in terms of what candidates are expected to know AND be able to do with their knowledge.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Criterion</th>
<th>Course Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>Case Study</td>
<td>Rubric- Meets Expectations</td>
<td>Formative: EDUT 3370 EDUT 3371 EDUT 4370</td>
</tr>
<tr>
<td></td>
<td>Lesson Plans (Teacher Directed and 5E) - (&quot;Modifications, Accommodations, and Extensions&quot; section)</td>
<td>Rubric – Meets Expectations</td>
<td>Summative: EDUC 4640</td>
</tr>
<tr>
<td></td>
<td>Student Teaching: a) Clinical Observation Rubric</td>
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</tr>
<tr>
<td></td>
<td>GPA on pedagogy courses</td>
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<td></td>
<td>Exit and Alumni surveys</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>TExES PPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Learning Differences: The teacher uses understanding of <strong>individual differences and diverse cultures</strong> and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>ILP Assignment</td>
<td>Rubric – Meets Expectations</td>
<td>Formative: EDUT 3371</td>
</tr>
<tr>
<td></td>
<td>ILP Project and Apprentice Seminar Portfolio</td>
<td>Rubric – Meets Expectations</td>
<td>Summative: EDUC 4170</td>
</tr>
<tr>
<td></td>
<td>GPA on pedagogy courses</td>
<td></td>
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<tr>
<td></td>
<td>Exit and Alumni surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TExES PPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Learning Environments: The teacher works with</td>
<td>Lesson Plans (Teacher Directed and 5E)</td>
<td>Rubric – Meets Expectations</td>
<td>Formative: EDUT 3371 EDUT 4370</td>
</tr>
</tbody>
</table>

**Passing score of 240**
<table>
<thead>
<tr>
<th></th>
<th>Clinical Observation Rubric</th>
<th>InTASC Standard 3 – Proficient</th>
<th>Summative: EDUC 4640</th>
</tr>
</thead>
</table>
| others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. | *GPA on pedagogy courses*  
*Exit and Alumni surveys*  
*TExES PPR* | *Passing score of 240* | |
| (4) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | *Lesson Plans (Teacher Directed and 5E)*  
*Clinical Observation Rubric*  
*TExES Content Test*  
*GPA on content courses*  
*Exit and Alumni surveys* | Rubric – Meets Expectations  
InTASC Standard 4 – Proficient  
*Passing score of 240* | Formative: EDUC 3371  
EDUT 4370  
Summative: EDUC 4640 |
| (5) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues. | *Lesson Plans (Teacher Directed and 5E)*  
*Clinical Observation Rubric*  
*GPA on pedagogy courses*  
*Exit and Alumni surveys*  
*TExES PPR* | Rubric – Meets Expectations  
InTASC Standard 5 – Proficient  
*Passing score of 240* | Formative: EDUC 3371  
EDUT 4370  
Summative: EDUC 4640 |
| (6) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor | *Lesson Plans (Teacher Directed and 5E)*  
*Clinical Observation Rubric*  
*GPA on pedagogy* | Rubric – Meets Expectations  
InTASC Standard #6 – Proficient | Formative: EDUC 3371  
EDUT 4370  
Summative: EDUC 4640 |
<table>
<thead>
<tr>
<th>Learner progress, and to guide the teacher’s and learner’s decision making.</th>
<th>courses</th>
<th>Exit and Alumni surveys TExES PPR</th>
<th><strong>Passing score of 240</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(7) Planning for Instruction:</strong> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td>Lesson Plans (Teacher Directed and 5E)</td>
<td>Clinical Observation Rubric</td>
<td><strong>Rubric --- Meets Expectations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>GPA on pedagogy courses</strong></td>
<td><strong>Exit and Alumni surveys TExES PPR</strong></td>
<td><strong>InTASC Standard #7 – Proficient</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Passing score of 240</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(8) Instructional Strategies:</strong> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
<td>Lesson Plans (Teacher Directed and 5E)</td>
<td>Case Study</td>
<td><strong>Rubric --- Meets Expectations</strong></td>
</tr>
<tr>
<td></td>
<td>Clinical Observation Rubric</td>
<td><strong>GPA on pedagogy courses</strong></td>
<td><strong>InTASC Standard #8 – Proficient</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Exit and Alumni surveys TExES PPR</strong></td>
<td><strong>Passing score of 240</strong></td>
<td></td>
</tr>
<tr>
<td><strong>(9) Professional Learning and Ethical Practice:</strong> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and</td>
<td>Apprentice Teaching Portfolio – Professional Responsibilities section</td>
<td>Clinical Observation Form</td>
<td><strong>Rubric – Meets Expectations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>GPA on pedagogy courses</strong></td>
<td><strong>Exit and Alumni surveys TExES PPR</strong></td>
<td><strong>InTASC Standard #9 – Proficient</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Passing score of 240</strong></td>
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</tr>
</tbody>
</table>

**Courses**
- TExES PPR
- Exit and Alumni surveys
- Formative: EDUT 3371 EDUT 4370
- Summative: EDUC 4640
- Rubric – Meets Expectations
- Rubric --- Meets Expectations
- GPA on pedagogy courses
- InTASC Standard #7 – Proficient
- InTASC Standard #8 – Proficient
- InTASC Standard #9 – Proficient
- Passing score of 240
actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

| (10) Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | Apprentice Teaching Portfolio – Professional Responsibilities section | Rubric – Meets Expectations | EDUT 4170
| Clinical Observation Form | InTASC Standard #10 – Proficient | EDUC 4640
| GPA on pedagogy courses | Passing score of 240 |
| Exit and Alumni surveys | |
| TExES PPR | |

| (11) Technology: The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers. | Lesson Plans (Teacher Directed and 5E) | Rubric – Meets Expectations | Formative: EDUT 3371
| Rubric – Meets Expectations | Summative: EDUT 4370 |

For the TEAC technology requirement, our plan notes that we will also include the following items as part of the teacher candidates’ electronic portfolios:

- Philosophy of Education (EDUT 4170 – Student Teaching Portfolio in Apprentice Teaching Seminar)
- Rationale and Artifacts from Student Learning Outcomes/Program Standards (EDUT 4170)
- Lesson Plans (Teacher Directed and 5E) - (EDUT 3317 and EDUT 4370)
- Discipline/classroom management plan --- (EDUT 4170 – Student Teaching Portfolio in Apprentice Teaching Seminar)
- Technology components – (EDUT 3317 and EDUT 4370)
ASSESSMENTS AND COURSE ALIGNMENT

Secondary/All-Level Program

*Assessment methods in italics are collected outside of courses.*

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<th>Course Alignment</th>
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</table>
| (1) Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | Case Study  
Clinical Observation  
Rubric – Student Teaching  
*GPA on pedagogy courses*  
*Exit and Alumni surveys TExES PPR* | Rubric - Meets Expectations  
InTASC Standard #1 – must score proficient | EPSY 3330/3340  
EDUC 4640 |
| (2) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | Case Study  
*GPA on pedagogy courses*  
*Exit and Alumni surveys TExES PPR* | Rubric – Meets Expectations  
*Passing score of 240* | EDSP 3351 |
(3) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

| Lesson Plans (Teacher Directed and 5E) | Clinical Observation Rubric | Rubric – Meets Expectations | EDUC 4312/EDUC 4315 |
| GPA on pedagogy courses | TExES PPR | InTASC Standard 3 – Proficient | EDUC 4640 |
| Exit and Alumni surveys | | Passing score of 240 |

(4) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

| Lesson Plans (Teacher Directed and 5E) | Clinical Observation Rubric | Rubric – Meets Expectations | EDUC 4312/EDUC 4315 |
| TExES Content Test | GPA | InTASC Standard 4 – Proficient | EDUC 4640 |
| THEA/Accuplacer | Exit and Alumni surveys | Passing score of 240 |

(5) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and

<p>| Lesson Plans (Teacher Directed) | Lesson Plans (Teacher Directed and 5E) | Rubric – Meets Expectations | EDUC 4320 |
| GPA on pedagogy courses | | Rubric – Meets Expectations | EDUC 4312/EDUC 4315 |
| Exit and Alumni surveys | | | |</p>
<table>
<thead>
<tr>
<th>Collaborative problem solving related to local and global issues.</th>
<th>TExES PPR</th>
<th>Passing score of 240</th>
</tr>
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<tbody>
<tr>
<td>(6) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
<td>Lesson Plans (Teacher Directed and 5E)</td>
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<tr>
<td>(8) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their</td>
<td>Lesson Plan – strategies infused into content area</td>
<td>Rubric – Meets Expectations</td>
</tr>
<tr>
<td>Case Study</td>
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<td>EDSP 3351</td>
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<td>EDUC 4640</td>
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<td>InTASC Standard #8 –</td>
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<th>Clinical Observation Form</th>
<th>InTASC Standard #9 – Proficient</th>
<th>EDUC 4640</th>
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<td>GPA on pedagogy courses</td>
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<td>Passing score of 240</td>
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<tr>
<th>(10) Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</th>
<th>Student Teaching Reflective Journals</th>
<th>Rubric – Meets Expectations</th>
<th>EDUC 4640</th>
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<td>GPA on pedagogy courses</td>
<td>Exit and Alumni surveys TExES PPR</td>
<td>Passing score of 240</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(11) Technology: The teacher is able to create, implement, and evaluate technology to</th>
<th>Lesson Plan (Teacher Directed)</th>
<th>Rubric – Meets Expectations</th>
<th>EDUC 4320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans (Teacher Directed)</td>
<td>Rubric – Meets Expectations</td>
<td>EDUC 4312/EDUC</td>
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</table>
enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

<table>
<thead>
<tr>
<th>Directed and 5E)</th>
<th>Expectations</th>
<th>4315</th>
</tr>
</thead>
</table>

For the TEAC technology requirement, our plan notes that we will also include the following items as part of the teacher candidates’ electronic portfolios:

- Philosophy of Education (EDUC 4057 – Student Teaching Seminar)
- Rationale and Artifacts from Student Learning Outcomes/Program Standards (EDUC 4057)
- Lesson Plans (Teacher Directed and 5E) - (EDFB 4338, EDUC 4320, and EDUC 4312/EDUC 4315)
- Discipline/classroom management
- Technology components – EDUC 4320 and EDUC 4312/EDUC 4315
Appendix B

Clinical Observation Rubric (COR)
**Clinical Observation Rubric (COR)**

Name: ______________________________ Cooperating Teacher ____________________ Phase: ______

School ____________________________ Grade ______ Date ________________ Time: ______________

*(Beginning & ending times)*

**Lesson Planning**

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>P</th>
<th>U</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidate clearly states objectives of the lesson.</td>
<td></td>
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</tr>
<tr>
<td>Teacher candidate aligns the lesson’s content with grade level curriculum objectives (TEKS).</td>
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<tr>
<td>Teacher candidate effectively uses a wide range of materials to support student learning.</td>
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<tr>
<td>Teacher candidate’s methods and activities are appropriate for the lesson content.</td>
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<tr>
<td>Teacher candidate designs lesson and assignments that are aligned with lesson objectives.</td>
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</tbody>
</table>

**Comments:**

---

**Lesson Delivery**

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>P</th>
<th>U</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidate teaches lesson content accurately.</td>
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<tr>
<td>Teacher candidate uses accurate and appropriate verbal communication with students during the lesson.</td>
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<tr>
<td>Teacher candidate uses accurate and appropriate written communication during the lesson.</td>
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<tr>
<td>Teacher candidate emphasizes the value and importance of the lesson.</td>
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<tr>
<td>Teacher candidate connects the lesson to real world experiences.</td>
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<tr>
<td>Teacher candidate monitors student engagement in the lesson.</td>
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<tr>
<td>Teacher candidate uses appropriate informal assessment to check for student understanding.</td>
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<tr>
<td>Teacher candidate uses appropriate formal assessment to check for student understanding.</td>
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<tr>
<td>Teacher candidate gives students specific, constructive feedback that supports student learning.</td>
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<tr>
<td>Teacher candidate appropriately uses questions.</td>
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<tr>
<td>Teacher candidate uses a variety of levels of questions.</td>
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</tr>
</tbody>
</table>
Teacher candidate relates learning to interests of diverse students.

Teacher candidate promotes critical thinking.

Teacher candidate encourages students who are reluctant or having difficulty.

Comments:

### Teaching Skills

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>P</th>
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<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidate incorporates appropriate technology in the lesson.</td>
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<tr>
<td>Teacher candidate effectively manages time and materials within the lesson.</td>
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<tr>
<td>Teacher candidate re-teaches as necessary during the lesson.</td>
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</table>

Comments:

### Classroom Management and Engagement

<table>
<thead>
<tr>
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<th>EE</th>
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</thead>
<tbody>
<tr>
<td>Teacher candidate specifies behavioral expectations as needed.</td>
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<tr>
<td>Teacher candidate reinforces desired student behaviors.</td>
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<tr>
<td>Teacher candidate re-directs off-task or inappropriate behavior.</td>
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<tr>
<td>Teacher candidate implements appropriate management procedures.</td>
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<tr>
<td>Teacher candidate maintains appropriate sequencing of instruction.</td>
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</tr>
<tr>
<td>Teacher candidate maintains appropriate pacing of instruction.</td>
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<tr>
<td>Teacher candidate implements the lesson to promote student engagement.</td>
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</tr>
<tr>
<td>Teacher candidate is supportive, courteous, and respectful to students.</td>
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</tr>
<tr>
<td>Teacher candidate interacts with students equitably.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teacher candidate communicates high expectations to students.</td>
<td></td>
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</tbody>
</table>

Comments:

### Diversity

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>P</th>
<th>U</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidate provides culturally responsive instruction.</td>
<td></td>
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<tr>
<td>Teacher candidate uses materials that relate to students in the classroom.</td>
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</tr>
</tbody>
</table>
Teacher candidate differentiates learning to accommodate all student needs.

Teacher candidate differentiates learning to meet English language learners’ needs.

Teacher candidate differentiates learning to extend lessons for student learners.

**Comments:**

<table>
<thead>
<tr>
<th>Date of Interactive Conference:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Time of Conference:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ending Time of Conference:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature of Teacher Candidate:**

**Signature of person completing COR:**

**Check one:** Supervising Teacher

Cooperating Teacher
Appendix C

Clinical Evaluation Rubric (CER)
Clinical Evaluation Rubric (CER) – Phase IV

Name: ____________________ Cooperating Teacher: ____________________ Student Teaching Start Date: ____________

School ____________________ Grade ____________ Date ____________ Time: ____________________ (Beginning & ending times)


<table>
<thead>
<tr>
<th>Criteria</th>
<th>EE</th>
<th>P</th>
<th>EP</th>
<th>E</th>
<th>U</th>
<th>NO</th>
</tr>
</thead>
</table>

**Learner Development (InTASC 1):** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Learning Differences (InTASC 2):** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Learning Environments (InTASC 3):** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge (InTASC 4):** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Application of Content (InTASC 5):** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Assessment (InTASC 6):** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
**Planning for Instruction (InTASC 7):** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Instructional Strategies: (InTASC 8):** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Collaboration, Ethics, and Relationships (InTASC 9):** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Leadership and Collaboration (InTASC 10):** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Technology (CAEP Standard):** The teacher is able to create, implement, and evaluate technology to enhance learning and other obligations (e.g. report, grades, tests, etc.) required of teachers.
Comments/Summary:

Date of Interactive Conference:  

Beginning and Ending Time of Conference:

Signature of Teacher Candidate:

Signature of person completing CER:  
Check one: S[ ]visor  C[ ]erating Teacher

Signature of Principal or designated representative:  
Date:

A copy of this CER form is to be given to the campus Principal upon completion.

White copy to UTT – Yellow copy to Student Teacher – Pink copy to Principal
Appendix D

Departmental Assessment Reports

Department of Psychology and Counseling
School of Education
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Criterion</th>
<th>Result</th>
<th>Result Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Learning and Cognition (ETS: Memory and Thinking) - Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in learning and cognition.</td>
<td>&quot;Memory and Thinking&quot; outcome on Exit Survey</td>
<td>80% of the students will rate the preparation in &quot;Memory and Thinking&quot; as having prepared them to be knowledgeable or better.</td>
<td>2012-2013: 44 students responded to this question of the exit survey. Of the respondents, 44 (100%) responded to this question of the exit survey.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Average score on exams in PSYC 3325.</td>
<td>80% of students achieve 70% or higher.</td>
<td>2012-2013: 83 students were assessed. Of the students assessed, 70 (84.34%) achieved 70% or higher on the exam scores.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Score on the exam(s) in PSYC 4315.</td>
<td>80% of students achieve an average score of 70% or higher on course exams.</td>
<td>2012-2013: 93 students were assessed. Of the students assessed, 73 (78.49%) achieved an average score of 70% or higher on the exams.</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Subscale score on ETS Field Test in Psychology.</td>
<td>The mean % correct of students taking the exam will be at or above ½ S.D. below the national mean on the &quot;Memory and Thinking&quot; assessment indicator.</td>
<td>2012-2013: 53 students were assessed. The mean % correct for this group (38%) was .9 points below the standard (38.9%) on the &quot;Memory and Thinking&quot; assessment indicator.</td>
<td>Not Met</td>
</tr>
<tr>
<td>(2) Physiological Psychology (ETS: Sensory and Behavioral Neuroscience) - Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in perception, sensory, physiology, comparative, and ethology.</td>
<td>&quot;Physiological Psychology&quot; outcome on Exit Survey</td>
<td>80% of the students will rate the preparation in &quot;Physiological Psychology&quot; as having prepared them to be knowledgeable or better.</td>
<td>2012-2013: 44 students responded to this question of the exit survey. Of the respondents, 41 (93%) rated the preparation in &quot;Physiological Psychology/Sensory and Behavioral Neuroscience&quot; as having prepared them to be knowledgeable or better.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Score on final exam in PSYC 4318.</td>
<td>80% of students achieve 70% or higher.</td>
<td>2012-2013: 71 students were assessed. Of the students assessed, 71 (100%) achieved 70% or higher on the final exam.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Subscale score on ETS Field Test in Psychology.</td>
<td>The mean % correct of students taking the exam will be at or above ½ S.D. below the national mean on the &quot;Sensory and Physiology&quot; assessment indicator.</td>
<td>2012-2013: 53 students were assessed. The mean % correct for this group (41%) was 3.15 points below the standard (44.15%) on the &quot;Sensory and Physiology&quot; assessment indicator.</td>
<td>Not Met</td>
</tr>
<tr>
<td>(3) Developmental Psychology - Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in developmental psychology.</td>
<td>&quot;Developmental Psychology&quot; outcome on Exit Survey</td>
<td>80% of the students will rate the preparation in &quot;Developmental Psychology&quot; as having prepared them to be knowledgeable or better.</td>
<td>2012-2013: 43 students responded to this question of the exit survey. Of the respondents, 43 (100%) rated the preparation in &quot;Developmental Psychology&quot; as having prepared them to be knowledgeable or better.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Score on final exam in PSYC 4353*.</td>
<td>80% of students achieve 70% or higher.</td>
<td>2012-2013: 84 students were assessed. Of the student assessed, 84 (100%) achieved 70% or higher on the final exam.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Subscale score on ETS Field Test in Psychology.</td>
<td>The mean % correct of students taking the exam will be at or above ½ S.D. below the national mean on the &quot;Developmental&quot; assessment indicator.</td>
<td>2012-2013: 53 students were assessed. The mean % correct for this group (45%) was 1.65 points below the standard (46.65%) on the &quot;Development&quot; assessment indicator.</td>
<td>Not Met</td>
</tr>
</tbody>
</table>
### Bachelor of Arts/Bachelor of Science in Psychology
#### 2012-2013 Results

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Criterion</th>
<th>Result</th>
<th>Result Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4) Clinical and Abnormal Psychology - Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and abnormal psychology.</td>
<td>&quot;Clinical and Abnormal Psychology&quot; outcome on Exit Survey</td>
<td>80% of the students will rate the preparation in &quot;Clinical and Abnormal Psychology&quot; as having prepared them to be knowledgeable or better.</td>
<td>2012-2013: 45 students responded to this question of the exit survey. Of the respondents, 45 (100%) rated the preparation in &quot;Clinical and Abnormal Psychology&quot; as having prepared them to be knowledgeable or better.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Score on final exam in PSYC 4311.</td>
<td>80% of students achieve 70% or higher.</td>
<td>2012-2013: 92 students were assessed. Of the students assessed, 66 (71.74%) achieved 70% or higher on the final exam.</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Subscale score on ETS Field Test in Psychology.</td>
<td>The mean % correct of students taking the exam will be at or above ½ S.D. below the national mean on the &quot;Clinical &amp; Abnormal&quot; assessment indicator.</td>
<td>2012-2013: 53 students were assessed. The mean % correct for this group (60%) was 2.25 points above the standard (57.75%) on the &quot;Clinical &amp; Abnormal&quot; assessment indicator.</td>
<td>Met</td>
</tr>
<tr>
<td>(5) Social Psychology - Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and social psychology.</td>
<td>&quot;Social Psychology&quot; outcome on Exit Survey</td>
<td>80% of the students will rate the preparation in &quot;Social Psychology&quot; as having prepared them to be knowledgeable or better.</td>
<td>2012-2013: 43 students responded to this question of the exit survey. Of the respondents, 42 (98%) rated the preparation in &quot;Social Psychology&quot; as having prepared them to be knowledgeable or better.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Score on final exam in PSYC 3306.</td>
<td>80% of students achieve 70% or higher.</td>
<td>2012-2013: 99 students were assessed. Of the students assessed, 89 (89.90%) achieved 70% or higher on the final exam.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Subscale score on ETS Field Test in Psychology.</td>
<td>The mean % correct of students taking the exam will be at or above ½ S.D. below the national mean on the &quot;Social&quot; assessment indicator.</td>
<td>2012-2013: 53 students were assessed. The mean % correct for this group (30%) was 3.5 points below the standard (53.5%) on the &quot;Social&quot; assessment indicator.</td>
<td>Not Met</td>
</tr>
<tr>
<td>(6) Test &amp; Research Methods (ETS: Psychological Measurement and Methodology) - Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in measurement and methodology.</td>
<td>&quot;Test &amp; Research Methods&quot; outcome on Exit Survey</td>
<td>80% of the students will rate the preparation in &quot;Test &amp; Research Methods&quot; as having prepared them to be knowledgeable or better.</td>
<td>2012-2013: 44 students responded to this question of the exit survey. Of the respondents, 43 (98%) rated the preparation in &quot;Test &amp; Research Methods/Psychological Measurement and Methodology&quot; as having prepared them to be knowledgeable or better.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Item subset score on final exam in PSYC 4301.</td>
<td>80% of students achieve 70% or higher on subset of items.</td>
<td>2012-2013: 75 students were assessed. Of the students assessed, 64 (85.33%) achieved 70% or higher on subset of items.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Scores on exam(s) in PSYC 2331. Note: Course number changed from 3331 to 2331 in fall 2012.</td>
<td>80% of students achieve 70% or higher on each of the exams.</td>
<td>2012-2013: 71 students were assessed on Exam 1, 65 students were assessed on Exam 2 and 63 students were assessed on Exam 3. Of the students assessed on Exam 1, 63 (88.73%) achieved 70% or higher on exam. Of the students assessed on Exam 2, 56 (86.15%) achieved 70% or higher on exam. Of the students assessed on Exam 3, 63 (100%) achieved 70% or higher on exam.</td>
<td>Met</td>
</tr>
<tr>
<td>Outcome</td>
<td>Assessment Method</td>
<td>Criterion</td>
<td>Result</td>
<td>Result Type</td>
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<tr>
<td>Subscale score on ETS Field Test in Psychology.</td>
<td>The mean % correct of students taking the exam will be at or above % S.D. below the national mean on the &quot;Measurement and Methodology&quot; assessment indicator.</td>
<td>2012-2013: 53 students were assessed. The mean % correct for this group (50%) was .6 points above the standard (49.4%) on the &quot;Measurement and Methodology&quot; assessment indicator.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Scores on three exams in PSYC 3331.</td>
<td>80% of students achieve 70% or higher on each of the exams.</td>
<td>2011-2012: 81 students were assessed on Exam 1, 80 students were assessed on Exam 2 and 79 students were assessed on Exam 3. Of the students assessed on Exam 1, 71 (87.65%) achieved 70% or higher on exam. Of the students assessed on Exam 2, 67 (83.75%) achieved 70% or higher on exam. Of the students assessed on Exam 3, 69 (87.34%) achieved 70% or higher on exam.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Assessment Method</td>
<td>Criterion</td>
<td>Result</td>
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</tr>
<tr>
<td>(1) Subject Matter - Students will understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches.</td>
<td>Clinical Observation Rubric completed by supervisor in Phase IV clinical experiences.</td>
<td>Phase IV: 80% of students will score an average rubric score of 4.0-5.0 or higher on subject matter subset on the summative evaluation.</td>
<td>2012-2013: 65 students were assessed. Of the students assessed, 65 (100%) scored an average rubric score of 4.0-5.0 or higher on subject matter subset on the summative evaluation.</td>
<td>Met</td>
</tr>
<tr>
<td>Teacher candidates will self-assess subject matter knowledge upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate subject matter knowledge 3 or above (&quot;meets expectations&quot; or above).</td>
<td></td>
<td>2012-2013: 142 teacher candidates completed the self-assessment. Of the graduating teacher candidates, 135 (95.07%) rated subject matter knowledge 3 (meets expectations) or above.</td>
<td>Met</td>
</tr>
<tr>
<td>Score on standardized test.</td>
<td>90% of students earn a minimum scaled score of 240 or higher on the Texas Examinations of Educator Standards (TExES) Content exam on first attempt.</td>
<td></td>
<td>2012-2013: 163 students were assessed. Of the students assessed, 110 (67.48%) earned a minimum scaled score of 240 or higher on the TExES Content exam on first attempt.</td>
<td>Not Met</td>
</tr>
<tr>
<td>Alumni will self-assess subject matter knowledge after one year in-service on the alumni survey.</td>
<td>90% of alumni will rate subject matter knowledge a 3 (meets expectations) or higher on a 5 point scale.</td>
<td></td>
<td>2012-2013: 28/164 undergraduate alumni responded. Of the BSIS alumni, 28 (100%) rated knowledge of subject matter a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Both groups rated knowledge of subject matter a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
</tr>
<tr>
<td>(2) Student Learning - Students will understand learning opportunities for children that support their intellectual, social and personal development.</td>
<td>Domain III score on standardized test.</td>
<td>90% of students evaluated will earn a passing score of 240/70% or higher on Domain III on the Texas Examinations of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) exam on first attempt.</td>
<td>2012-2013: 138 students were assessed. Of the students assessed, 102 (73.91%) earned a minimum scaled score of 70% or higher on Domain III of the TExES PPR exam on first attempt.</td>
<td>Not Met</td>
</tr>
<tr>
<td>Teacher candidates will self-assess knowledge of student learning upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate subject matter knowledge 3 or above (&quot;meets expectations&quot; or above).</td>
<td></td>
<td>2012-2013: 142 teacher candidates completed the self-assessment. Of the graduating teacher candidates, 139 (97.89%) rated knowledge of student learning a 3 (meets expectations) or above.</td>
<td>Met</td>
</tr>
<tr>
<td>Alumni will self-assess knowledge of student learning after one year in-service on the alumni survey.</td>
<td>90% of alumni will rate knowledge of student learning a 3 (meets expectations) or higher on a 5 point scale.</td>
<td></td>
<td>2012-2013: 28/164 undergraduate alumni responded. 28 of the respondents were BSIS alumni. Of the BSIS alumni, 28 (100%) rated knowledge of student learning a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Both groups rated knowledge of student learning a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
</tr>
<tr>
<td>Clinical Observation Rubric completed by site supervisors in Phase IV clinical experiences.</td>
<td>Phase IV: 80% of students will score an average rubric score of 4.0-5.0 or higher on student learning subset on the summative evaluation.</td>
<td></td>
<td>2012-2013: 65 students were assessed. Of the students assessed, 65 (100%) scored an average rubric score of 4.0-5.0 or higher on student learning subset on the summative evaluation.</td>
<td>Met</td>
</tr>
<tr>
<td>(3) Diverse Learners - Students will demonstrate knowledge of how children differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.</td>
<td>Domain I score on standardized test.</td>
<td>90% of students evaluated will earn a passing score of 240/70% or higher on Domain I on the Texas Examinations of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) exam on first attempt.</td>
<td>2012-2013: 138 students were assessed. Of the students assessed, 113 (81.88%) earned a minimum scaled score of 70% or higher on Domain I of the TExES PPR exam on first attempt.</td>
<td>Not Met</td>
</tr>
<tr>
<td>Outcome</td>
<td>Assessment Method</td>
<td>Criterion</td>
<td>Result</td>
<td>Result Type</td>
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</tr>
<tr>
<td>Teacher candidates will self-assess knowledge of diverse learners upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate knowledge of diverse learners 3 or above (&quot;meets expectations&quot; or above).</td>
<td>2012-2013: 142 teacher candidates completed the self-assessment. Of the graduating teacher candidates, 134 (94.37%) rated knowledge of diverse learners 3 (meets expectations) or above.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Alumni will self-assess knowledge of diverse learners after one year in-service on the alumni survey.</td>
<td>90% of alumni will rate knowledge of diverse learners a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>2012-2013: 28/164 undergraduate alumni responded. 28 of the respondents were BSIS alumni. Of the BSIS alumni, 26 (92.86%) rated knowledge of diverse learners a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Of the respondents, 21 (91.30%) EC-6 and 5 (100%) 4-8 alumni rated knowledge of diverse learners a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Clinical Observation Rubric completed by site supervisor in Phase IV clinical experiences.</td>
<td>Phase IV: 80% of students will score an average rubric score of 4.0-5.0 or higher on diversity subset on the summative evaluation.</td>
<td>2012-2013: 65 students were assessed. Of the students assessed, 65 (100%) scored an average rubric score of 4.0-5.0 or higher on diverse learners subset on the summative evaluation.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>(4) Instructional Strategies - Students will use a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills.</td>
<td>Domain III score on standardized test.</td>
<td>2012-2013: 138 students were assessed. Of the students assessed, 102 (73.91%) earned a minimum scaled score of 70% or higher on Domain III of the TExES PPR exam on first attempt.</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td>Teacher candidates will self-assess knowledge of instructional strategies upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate knowledge of instructional strategies 3 or above (&quot;meets expectations&quot; or above).</td>
<td>2012-2013: 142 teacher candidates completed the self-assessment. Of the graduating teacher candidates, 138 (97.18%) rated knowledge of instructional strategies 3 (meets expectations) or above.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Alumni will self-assess knowledge of instructional strategies after one year in-service on the alumni survey.</td>
<td>90% of alumni will rate knowledge of instructional strategies a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>2012-2013: 28/164 undergraduate alumni responded. 28 of the respondents were BSIS alumni. Of the BSIS alumni, 27 (96.43%) rated knowledge of instructional strategies a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Of the respondents, 22 (95.65%) EC-6 and 5 (100%) 4-8 alumni rated knowledge of instructional strategies a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Clinical Observation Rubric completed by instructor during Phase IV clinical experiences.</td>
<td>Phase IV: 80% of students will score an average rubric score of 4.0-5.0 or higher on instructional strategies subset on the summative evaluation.</td>
<td>2012-2013: 65 students were assessed. Of the students assessed, 65 (100%) scored an average rubric score of 4.0-5.0 or higher on instructional strategies subset on the summative evaluation.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>(5) Learning Environment - Students will create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>Domain II score on standardized test.</td>
<td>2012-2013: 138 students were assessed. Of the students assessed, 104 (75.36%) earned a minimum scaled score of 70% or higher on Domain II of the TExES PPR exam on first attempt.</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Assessment Method</td>
<td>Criterion</td>
<td>Result</td>
<td>Result Type</td>
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</tr>
<tr>
<td>Teacher candidates will self-assess knowledge of learning environment upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate knowledge of learning environment 3 or above (“meets expectations” or above).</td>
<td>2012-2013: 142 teacher candidates completed the self-assessment. Of the graduating teacher candidates, 137 (96.48%) rated knowledge of learning environment 3 (meets expectations) or above.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Alumni will self-assess knowledge of appropriate learning environments after one year in-service on the alumni survey.</td>
<td>90% of alumni will rate knowledge of appropriate learning environments a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>2012-2013: 28/164 undergraduate alumni responded. 28 of the respondents were BSIS alumni. Of the BSIS alumni, 26 (92.86%) rated knowledge of learning environment a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Of the respondents, 21 (91.30%) EC-6 and 5 (100%) 4-8 alumni rated knowledge of learning environment a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Clinical Observation Rubric completed by instructor during Phase IV clinical experiences.</td>
<td>Phase IV: 80% of students will score an average rubric score of 4.0-5.0 or higher on learning environment subset on the summative evaluation.</td>
<td>2012-2013: 65 students were assessed. Of the students assessed, 65 (100%) scored an average rubric score of 4.0-5.0 or higher on learning environment subset on the summative evaluation.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>(7) Planning Instruction - Students will plan instruction based upon knowledge of subject matter, curriculum goals, and instructional design.</td>
<td>Domain III score on standardized test.</td>
<td>2012-2013: 138 students were assessed. Of the students assessed, 102 (73.91%) earned a minimum scaled score of 70% or higher on Domain III of the TExES PPR exam on first attempt.</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td>Teacher candidates will self-assess planning instruction upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate planning instruction 3 or above (“meets expectations” or above).</td>
<td>2012-2013: 141 teacher candidates completed the self-assessment. Of the graduating teacher candidates, 130 (92.20%) rated knowledge of planning instruction 3 (meets expectations) or above.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Alumni will self-assess planning instruction after one year in-service on the alumni survey.</td>
<td>90% of alumni will rate planning instruction a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>2012-2013: 28/164 undergraduate alumni responded. 28 of the respondents were BSIS alumni. Of the BSIS alumni, 27 (96.43%) rated knowledge of planning instruction a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Of the respondents, 22 (95.65%) EC-6 and 5 (100%) 4-8 alumni rated knowledge of planning instruction a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Clinical Observation Rubric completed by site supervisor during Phase IV clinical experiences.</td>
<td>Phase IV: 80% of students will score an average rubric score of 4.0-5.0 or higher on planning instruction subset on the summative evaluation.</td>
<td>2012-2013: 65 students were assessed. Of the students assessed, 65 (100%) scored an average rubric score of 4.0-5.0 or higher on planning instruction subset on the summative evaluation.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>(8) Assessment - Students will use formal and informal assessment strategies.</td>
<td>Domain IV score on standardized test.</td>
<td>2012-2013: 138 students were assessed. Of the students assessed, 99 (71.74%) earned a minimum scaled score of 70% or higher on Domain IV of the TExES PPR exam on first attempt.</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Assessment Method</td>
<td>Criterion</td>
<td>Result</td>
<td>Result Type</td>
</tr>
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<tr>
<td>Teacher candidates will self-assess knowledge of use of formal and informal assessments upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate knowledge of use of formal and informal assessments 3 or above (&quot;meets expectations&quot; or above).</td>
<td>2012-2013: 142 teacher candidates completed the self-assessment. Of the graduating teaching candidates, 139 (97.89%) rated knowledge of use of formal and informal assessments 3 (meets expectations) or above.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Alumni will self-assess knowledge of formal and informal assessment strategies after one year in-service.</td>
<td>90% of alumni will rate knowledge of formal and informal assessment strategies a 3 (meets expectations) or higher on a 5 point scale on the alumni survey.</td>
<td>2012-2013: 28/164 undergraduate alumni responded. 28 of the respondents were BSIS alumni. Of the BSIS alumni, 27 (96.43%) rated knowledge of assessment a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Of the respondents, 22 (95.65%) EC-6 and 5 (100%) 4-8 alumni rated knowledge of assessment a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Clinical Observation Rubric completed by site supervisor during Phase IV clinical experiences.</td>
<td>Phase IV: 80% of students will score an average rubric score of 4.0-5.0 or higher on assessment subset on the summative evaluation.</td>
<td>2012-2013: 65 students were assessed. Of the students assessed, 65 (100%) scored an average rubric score of 4.0-5.0 or higher on assessment subset on the summative evaluation.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>(9) Reflection and Professional Practice - Students will perform as a reflective practitioner and professional.</td>
<td>Teacher candidates will self-assess performance as a reflective practitioner upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate their overall performance as a reflective practitioner 3 or above (&quot;meets expectations&quot; or above).</td>
<td>2012-2013: 142 teacher candidates completed the self-assessment. Of the graduating teaching candidates, 140 (98.59%) rated their overall performance as a reflective practitioner 3 (meets expectations) or above.</td>
<td>Met</td>
</tr>
<tr>
<td>Alumni will self-assess performance as a reflective practitioner after one year in-service on the alumni survey.</td>
<td>90% of alumni will rate performance as a reflective practitioner a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>2012-2013: 28/164 undergraduate alumni responded. Of the BSIS alumni, 28 (100%) rated knowledge of reflection and professional practice a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Both groups rated knowledge of reflection and professional practice a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes Reflection Rubric completed by site supervisor: Teacher candidates in Phase IV will be assessed on reflections of performance on each of the Student Learning Outcomes (SLO's).</td>
<td>80% of teacher candidates will score an overall average of proficient or higher on the SLO Rubric.</td>
<td>2012-2013: 65 students were assessed. Of the students assessed, 64 (98.46%) scored an overall average of proficient or higher on the SLO rubric.</td>
<td>Met</td>
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<tr>
<td>(10) Collaboration - Students will communicate and interact with parents/guardians, families, school colleagues, and the community.</td>
<td>Teacher candidates will self-assess knowledge of communication and interaction with parents/guardians, etc., upon completion of the program on the exit survey.</td>
<td>On a 5 point scale, 90% of graduating teacher candidates rate knowledge of communication and interaction with parents/guardians, etc., 3 or above (&quot;meets expectations&quot; or above).</td>
<td>2012-2013: 142 teacher candidates completed the self-assessment. Of the graduating teaching candidates, 133 (93.66%) rated knowledge of collaboration 3 (meets expectations) or above.</td>
<td>Met</td>
</tr>
<tr>
<td>Alumni will self-assess knowledge of communication and interaction with parents/guardians, etc., upon completion of the program on the alumni survey.</td>
<td>90% of alumni will rate knowledge of communication and interaction with parents/guardians, etc., a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>2012-2013: 28/164 undergraduate alumni responded. Of the BSIS alumni, 28 (100%) rated knowledge of collaboration a 3 (meets expectations) or higher on a 5 point scale. 23 respondents were EC-6 alumni and 5 were 4-8 alumni. Both groups rated knowledge of collaboration a 3 (meets expectations) or higher on a 5 point scale.</td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>