

2006-2007 :: Teacher Education

1. Mission Statement: The UTD Teacher Certification program provides rigorous, university-based education to students interested in making elementary or high school teaching and/or administration their career. The UTD Teacher Certification Program offers prospective pre-college teachers extensive field experience with preparation options for both undergraduate and post-baccalaureate students that include student teaching or a supervised post-baccalaureate internship. With careful use of electives, students from any academic program in the University can complete both an academic degree and teacher preparation within their regular degree plan. Graduates of the UTD Teacher Certification Program are certified by the State of Texas as highly-qualified for pre-college teaching.

2. Objectives:

2.1 Analyze Human Developmental Processes: Students will analyze human developmental processes and develop a personal philosophy for teaching based on their study of the history of American public schooling and the issues critical in a diverse democratic society for a well educated populace.

2.1.1 Related General Education Outcome Item(s): 1. Communication; 7. US and Texas History; 8. US and Texas Government & Politics; 9. Social & Behavioral Science; 10. Foundational Knowledge in Discipline(s); 14. Ongoing Research; 18. Practicum

2.1.2 Related Strategic Plan Item(s): II-4 Enhancement of Diversity and Inclusion; V-2 Enhanced Quality of Life; VI-1 K-16 Education; VI-4 Community Outreach

2.1.3 Related Institutional Priority Item(s): SP-2 Add 5,000 New Students; SP-7 Enhance Graduation Rates; COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-4 Enhance student diversity; CPT-5 Increase retention and graduation rates

2.1.4 Standards and Associations: Texas Administrative Code - Title 19 - Part 7 - Chapter 230 - Subchapter G - Rule 230.191

2.1.5 Student Related Objective: Yes - This is a student related objective.

2.2 Create Positive/Productive Classroom Environment: Students will master the elements required to create a positive, age-appropriate, and productive classroom environment for their certification field and level

2.2.1 Related General Education Outcome Item(s): 1. Communication; 8. US and Texas Government & Politics; 9. Social & Behavioral Science; 11. Advanced Knowledge in Discipline(s); 12. Guided Research; 18. Practicum

2.2.2 Related Strategic Plan Item(s): II-3 Investment in People; II-4 Enhancement of Diversity and Inclusion; V-2 Enhanced Quality of Life; VI-1 K-16 Education; VI-4 Community Outreach

2.2.3 Related Institutional Priority Item(s): SP-2 Add 5,000 New Students; SP-7 Enhance Graduation Rates; COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-4 Enhance student diversity; CPT-5 Increase retention and graduation rates

2.2.4 Standards and Associations: State Board of Educator Certification and Texas Education Agency Certification Standards for Teachers and Texas Administrative Code - Title 19 - Part 7 - Chapter 230 - Subchapter G - rule 230.191.

2.2.5 Student Related Objective: Yes - This is a student related objective.

2.3 Ability to Design Assessment/Instruction Modules: Students will demonstrate a mastery of the content in their teaching field and demonstrate their ability to design instruction and assessment modules and lesson plans which promote student learning.

2.3.1 Related General Education Outcome Item(s): 1. Communication; 8. US and Texas Government & Politics; 9. Social & Behavioral Science; 11. Advanced Knowledge in Discipline(s); 12. Guided Research; 18. Practicum

2.3.2 Related Strategic Plan Item(s): II-2 Living-Learning Communities; II-3 Investment in People; V-2 Enhanced Quality of Life; VI-1 K-16 Education; VI-4 Community Outreach

2.3.3 Related Institutional Priority Item(s): SP-2 Add 5,000 New Students; SP-7 Enhance Graduation Rates; COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-4 Enhance student diversity; CPT-5 Increase retention and graduation rates

2.3.4 Standards and Associations: State Board for Educator Certification and Texas Education Agency Standards and Texas Administrative Code - Title 19 - Part 7 - Chapter 230 - subchapter G - Rule 230.191

2.3.5 Student Related Objective: Yes - This is a student related objective.

2.4 Complete Student Teaching Requirement: Students will demonstrate the successful practice of the art and science of classroom teaching by successfully completing a 12-week student teaching requirement or a one-year internship in a public school

2.4.1 Related General Education Outcome Item(s): 1. Communication; 8. US and Texas Government & Politics; 9. Social & Behavioral Science; 11. Advanced Knowledge in Discipline(s); 12. Guided Research; 17. Internship

2.4.2 Related Strategic Plan Item(s): II-3 Investment in People; II-4 Enhancement of Diversity and Inclusion; V-2 Enhanced Quality of Life; VI-1 K-16 Education; VI-4 Community Outreach

2.4.3 Related Institutional Priority Item(s): SP-2 Add 5,000 New Students; SP-7 Enhance Graduation Rates; COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-4 Enhance student diversity; CPT-5 Increase retention and graduation rates

2.4.4 Standards and Associations: State Board for Educator Certification and Texas Education Agency Standards and Texas Administrative Code - Title 19 - Part 7 - Chapter 230 - subchapter G - Rule 228.30

2.4.5 Student Related Objective: Yes - This is a student related objective.

2.5 Student performance on State certification exams: In Texas, all teacher certification programs are evaluated by the performance on two state-mandated exams (TEXES) of all the students who complete the program

2.5.1 Related Strategic Plan Item(s): II-3 Investment in People; II-4 Enhancement of Diversity and Inclusion; V-2 Enhanced Quality of Life; VI-1 K-16 Education

2.5.2 Related Institutional Priority Item(s): CPT-4 Enhance student diversity; CPT-5 Increase retention and graduation rates

2.5.3 Standards and Associations: State Board for Educator Certification and Texas Education Agency Standards for becoming a certified teacher in Texas.

2.5.4 Student Related Objective: Yes - This is a student related objective.

3. Measures & Findings:

3.1 Embedded multiple choice and essay questions: Embedded multiple-choice and essay questions assessing targeted content of these two core courses (ED 3314, ED 3339) Data collected every semester course is offered.

3.1.1 Success Criteria: 80% of students score above 75% on mid term and final exams which include the embeded questions.

3.1.2 Related Objective(s): Analyze Human Developmental Processes

3.1.3 Results Related To Success Criteria: Success Criteria:80% of students score above 75% on mid term and final exams which include the embeded questions. Overall, by the end of the course, 90% of students in ED 3314 had reached the success criteria and 86% of ED 3339 students reached success criteria.

3.1.4 Numerical Results: ED 3314 - total of 136 students enrolled - 122 correctly answered embeded questions on final exam. ED 3339 - total of 50 students enrolled - at mid-term, 31 scored 75 or better on embeded questions but by final, 43 (86%) mastered the criteria content.

3.1.5 Influencing Factors: These are the first two courses UTD students take in the teacher certificate plan. The enrollment is open to all UTD students who wish to explore the idea of becoming teachers. It is not expected that everyone who enrolls will continue with the certification program and this is appropriate. Teaching is not a valid choice for many people and they need to find that out early in the program.

3.1.6 Achievement Level: Met

3.1.7 Further Action: No

3.2 Students will produce an end-of-course project which demonstrates their creation of a personal philosophy of teaching and learning which incorporates their application of learning theories and developmental theories to instruthion and student behavior - ED 3314, ED 3339.: Data collected every semester course is offered.

3.2.1 Assessment Timeframe: End of course project

3.2.2 Success Criteria: 80% of students score above 75% on scoring rubrics for project.

3.2.3 Related Objective(s): Analyze Human Developmental Processes; Student performance on State certification exams

3.2.4 Results Related To Success Criteria: Success Criteria: 80% score 75% on scoring rubric for project. 90% of students in ED3314 achieved the success criteria.

3.2.5 Numerical Results: 122 students of 136 total.

3.2.6 Influencing Factors: This measure should only apply to ED 3314, not ED 3339.

3.2.7 Achievement Level: Met

3.2.8 Further Action: Yes

3.3 Field Experience: Students complete 20 hours of field experience in a partner public school where they tutor students and submit a journal or observation report. Data collected every semester course is offered.

3.3.1 Success Criteria: 90% of the students will complete the field experience requirement.

3.3.2 Related Objective(s): Analyze Human Developmental Processes

3.3.3 Results Related To Success Criteria: 100% of students who receive a grade in this course complete this requirement.

3.3.4 Numerical Results: 136 students completed field experience requirement for ED 3314. Three students did not complete this mandatory requirement and did not pass the course or withdrew.

3.3.5 Influencing Factors: This is a state mandated part of teacher preparation programs. It is difficult for some students to adjust their work schedules and family responsibilities to

accommodate this requirement but it is not negotiable. It is a stressful and complicated process to administer but essential for the eventual success of our students so it must remain part of our measures for success.

3.3.6 Achievement Level: Met

3.3.7 Further Action: No

3.4 Embedded Multiple Choice Questions: Courses designed to track the educator standards in State mandated Pedagogy & Professional Responsibilities (TExES) examination. Mid-term and final exams have embedded multiple-choice benchmark items to assess mastery of competencies required. (ED 3342, 4361, 4362) Data collected every semester course is offered.

3.4.1 Success Criteria: 80% of students score above 75% on mid-term and final exams.

3.4.2 Related Objective(s): Analyze Human Developmental Processes; Student performance on State certification exams

3.4.3 Results Related To Success Criteria: Criteria for success: 80% of students score above 75% - at midterm, the success rate was 89% but by the final, the success rate was 99%

3.4.4 Numerical Results: 92 students enrolled in these three courses - 10 were not meeting success criteria at mid-term but only 1 was below success standard at end-of-course.

3.4.5 Influencing Factors: By the time individuals seeking teaching credentials take Classroom Management, they know that this is the key for success in the classroom and they get very serious about mastering the skills and knowledge they know they will use every day.

3.4.6 Achievement Level: Met

3.4.7 Further Action: No

3.5 Classroom participation in evaluation of case studies (video vignettes and written case studies) related to setting a positive tone for learning in the classroom.: Classroom participation outlined as a course requirement in the syllabus (ED 4362, ED 4361, and ED 3342). Data collected every semester course is offered.

3.5.1 Assessment Timeframe: continuous throughout the course

3.5.2 Success Criteria: Professor tracks class participation.

3.5.3 Related Objective(s): Analyze Human Developmental Processes; Create Positive/Productive Classroom Environment; Student performance on State certification exams

3.5.4 Results Related To Success Criteria: 99% of 92 students participated successfully in this course objective.

3.5.5 Influencing Factors: This is a very important assessment measure but difficult to judge numerically. Age appropriate and scientifically case studies are used - Love and Logic for EC - 4; and 4-8; Wong for all levels, and CHAMPS models for 8-12. Each instructor monitors class participation as part of total course grade - see syllabi.

3.5.6 Achievement Level: Met

3.5.7 Further Action: No

3.6 Term Paper: Open-ended questions or term paper to demonstrate mastery of classroom management model appropriate to certification level and which incorporates contemporary research-based classroom management techniques and addresses the issues of diverse learning styles, cultural background and student ability levels Data collected every semester.

3.6.1 Assessment Timeframe: end of course

3.6.2 Success Criteria: Rubric scoring 80% of students score above 75% on the term paper or project.

3.6.3 Related Objective(s): Analyze Human Developmental Processes; Create Positive/Productive Classroom Environment; Student performance on State certification exams

3.7 Mastery of competencies on content TExES: Mastery of the competencies required for a teaching field are validated by the content TExES (SBEC mandatory certification exam).

3.7.1 Success Criteria: 80% of students score at least 240 (passing) on the content TExES exam (one of two SBEC mandatory exams for teachers) prior to approval for student teaching.

3.7.2 Related Objective(s): Analyze Human Developmental Processes; Ability to Design Assessment/Instruction Modules

3.7.3 Results Related To Success Criteria: This data is cumulative over an academic year. Tests are administered six times during the year.

3.7.4 Numerical Results: 126 UTD students to date have taken "content" TExES in 2006-07. 15 need to retest. To-date, the pass rate for the content exam is 88% but this does not represent the pass rate for completes which is 100%.

3.7.5 Influencing Factors: There are two more testing administrations in the 2006-2007 academic year. Student's scores do not count toward the preparation program's state accreditation until the student has completed the program and are thus classified as a "completer". Some students register for the exam just as a tool for practicing. As of April, 126 UTD students have taken content exams; 15 (12%) have not passed but they will retake the exam before the end of the year.

3.7.6 Achievement Level: Met

3.7.7 Further Action: No

3.8 Course Project: Course project and/or paper demonstrating ability to design content related lesson plan or instruction module, scored via rubrics in ED 3370; ED 3371; ED 3380; ED 3382. Data collected every semester course is offered.

3.8.1 Success Criteria: 80% of students score above 75% on exams/project

3.8.2 Related Objective(s): Ability to Design Assessment/Instruction Modules

3.8.3 Results Related To Success Criteria: Success Criteria: 80% of students score above 75% on project in related method course. This semester 92% achieved the success criteria.

3.8.4 Numerical Results: 38 students enrolled in these course. 36 achieved the success criteris benchmark.

3.8.5 Influencing Factors: The number of UTD students seeking secondary teaching credentials is small. This reflects the general decline in university students entering teaching as a career. The pressure and perception of negative work environment influences their choices. Those who pursue teaching despite cultural pressure not to are dedicated to learning how to present interesting and meaningful lessons to students so they work hard in these classes. The classes are directly relevant to their future job.

3.8.6 Achievement Level: Met

3.8.7 Further Action: No

3.9 Classroom Observation: Student successfully completes a total of 20 hours of classroom observation in one content specific classroom and keeps journal or prepares a report on teaching methods and practices observed. (ED 3370, 3371, 3380, 3382).

3.9.1 Success Criteria: 90% of students successfully complete field experience.

3.9.2 Related Objective(s): Ability to Design Assessment/Instruction Modules

3.9.3 Results Related To Success Criteria: This is a mandatory project for students in these courses. Field experience is required by state licensing law so this is very important. Students who do not complete this project cannot receive a grade in the course.

3.9.4 Numerical Results: 38 students enrolled in these courses - 1 failed to complete the observation assignment and did not pass the course.

3.9.5 Achievement Level: Met

3.9.6 Further Action: No

3.10 Classroom Teaching: Student performance scored via rubrics by both UTD supervisor and classroom teacher/mentor. (ED 4693, 4694, 5318; 5319) Data collected every semester courses are offered.

3.10.1 Success Criteria: 95% of students successfully complete their teaching internship or student teaching assignment and are eligible to be recommended to the State for certification.

3.10.2 Related Objective(s): Analyze Human Developmental Processes; Create Positive/Productive Classroom Environment; Ability to Design Assessment/Instruction Modules; Complete Student Teaching Requirement; Student performance on State certification exams

3.10.3 Results Related To Success Criteria: 99% successful completion of student teaching.

3.10.4 Numerical Results: 113 students completed student teaching in the Spring semester. One had a health issue and received an incomplete so will not be recommended until the work is completed in the fall. In addition, 9 students successfully completed a year-long internship assignment. Total 122 students.

3.10.5 Influencing Factors: UTD students are well prepared for this capstone assignment.

3.10.6 Achievement Level: Met

3.10.7 Further Action: No

3.11 Two Certification Exams: In Texas, all teacher certification programs are evaluated by the performance on two state-mandated exams (TExES) of all the students who complete the program

3.11.1 Success Criteria: 95% of students completing UTD certification program will pass both mandatory certification exams as monitored by SBEC.

3.11.2 Related Objective(s): Analyze Human Developmental Processes; Create Positive/Productive Classroom Environment; Ability to Design Assessment/Instruction Modules; Complete Student Teaching Requirement; Student performance on State certification exams

3.11.3 Numerical Results: As of April, SBEC reports show that UTD has a 100% passing rate for 2006-07 completers (208 individuals) except for a 95% pass rate for the subcategory of Hispanics which represent a total of two individuals who have not passed but have completed the program.

3.11.4 Influencing Factors: UTD has an excellent pass rate for completers of the TDC preparation program.

3.11.5 Achievement Level: Met

3.11.6 Further Action: No

5. Closing the Loop:

5.1 Review and revise measures for success at summer faculty meeting, Saturday, August 18.: There has been no opportunity to get all 35 part-time instructors and student teaching supervisors together to review the current measures for success. The current objectives were identified by this group and continue to be appropriate assessment measures but need to be revised. Time constraints and the part-time schedules for the majority of the faculty limits when this meeting can be scheduled.

5.1.1 Related Objective(s): Analyze Human Developmental Processes; Create Positive/Productive Classroom Environment; Ability to Design Assessment/Instruction Modules

5.1.2 Related Measure(s): Embedded multiple choice and essay questions; Students will produce an end-of-course project which demonstrates their creation of a personal philosophy of teaching and learning which incorporates their application of learning theories and developmental theories to instruction and student behavior - ED 3314, ED 3339.; Embedded Multiple Choice Questions; Classroom participation in evaluation of case studies (video vignettes and written case studies) related to setting a positive tone for learning in the classroom.; Term Paper; Course Project

5.1.3 Responsible Person: The director, Dr. Scherry Johnson, will be responsible for facilitating the revision process.

5.1.4 Target Date: September, 2007

5.1.5 Priority: High Priority

6. Analysis:

6.1 Program/Unit Strengths:

6.1.1 Objectives/Outcomes Exceeded or Met: The Teacher Development Center met and exceeded all objectives. Without a school or college of education, UTDallas still prepared more classroom teachers (237) than UT Austin (208) in 2005-06! UTD students have a very high passing rate on the state mandated certification exams and serves the area school districts by preparing excellent classroom teachers.

6.1.2 Other Strengths: The UTD teacher preparation program is very cost effective. This is accomplished by using senior lecturers to deliver the education and professional courses. By using a faculty of actively employed or recently retired public school administrators and teachers who also have advanced academic degrees, UTD students are well prepared both in education theory and in practical processes. Since all students earn their basic degree through the academic programs, they are very well prepared in their content speciality.

6.2 Program / Unit Weaknesses:

6.2.1 Objectives / Outcomes Partially or Not Met: After meeting with the student teaching supervisors who observe the UTD students in a classroom setting for twelve weeks, instructors will be able to refine and emphasize specific issues that address observed weaknesses in our students. Although current objectives and outcomes seem to be measuring progress, there may be gaps that need to be closed. This process will allow us to do that effectively.

6.2.2 Other Weaknesses: Program structure as part of the University.
Space configuration.

6.3 Other Areas Needing Improvement: Additional staff are needed if the demands for early field experience and external funding are to be realized and sustained.

7. Report:

7.1 Executive Summary: UTD has a respectable preparation program for teachers.

Completers of the program are highly sought by regional school districts. The program has grown rapidly over the past five years and currently generates 66% of the School of General Studies undergraduate upper level semester credit-hours. (The School of General Studies is the third most productive school in terms of graduates at The University of Texas at Dallas.) Although UTD is able to offer excellent teacher preparation with all part-time faculty and a very limited budget (total \$1,085,584 in 2006-07), the arrangement is very difficult to sustain as part of a traditional university. The down-side to the UTD teacher preparation structure is that the program is marginalized in the culture of the University. Without full-time faculty who are encouraged to conduct research, it is very difficult to apply successfully for grants or to expand into other badly needed areas such as bilingual education or leadership preparation.

An additional barrier to growth and support is the current separation of key programs in Math and Science Education from the Teacher Development Center. The Science and Mathematics Education programs at UTD only serve graduate students and are housed in a totally different School from the Teacher Development Center. This disconnect makes it very hard to recruit undergraduates into teaching in these high priority fields. The current physical space assignments for office and classroom has destroyed a cohesive learning community that helped sustain a program dependent on part-time faculty. The offices are disaggregated and the classrooms are across campus so the part-time faculty never interact with the administrative staff. A proposed new Mathematics/Science Education Building at UT Dallas may correct this problem in future years although it is not known whether or not the Teacher Development Center will be housed in this space.

7.2 Top 3 Program/Unit Accomplishments: 1. Students are very successful on state-mandated certification exams.

2. UTD prepared teachers are employed in area schools and have been successful as career teachers.

3. The teacher preparation program meets the educational needs of many UTD students. In 2005-06 academic year, UTD produced 237 new teachers, a very respectful number especially when compared to UT Austin which only reported 208 completers for the same time period.

7.3 Research Activities or Publications: This is a weakness because of the reliance on part-time lecturers rather than tenure-track faculty.

7.4 Instructional/Training Activities (presented or received): Provides tutors for Richardson and Plano Independent School Districts.

7.5 Public Service: 1. TDC hosts 600+ teachers of advanced placement courses in area junior and senior high schools each summer at the AP Summer Institute.

2. Hosted the Dallas Regional Science Olympiad in 2007 for 15 area schools and 300 students.

3. The entire program is "public service!"

4. Hosted open meeting for national award-winning author, Rafe Esquith and his students - attended by 500 area teachers.

7.6 Contributions to UTD: Generates 66% of undergraduate upper-level semester credit hours in the School of General Studies.

Supports outreach efforts such as AP Summer Institute for high school and junior high public school teachers and Science Olympiad, both of which are recruitment opportunities for UTD.

7.7 Top 3 Program / Unit Challenges: 1. Structure of the program within UTD

2. Identify new leadership to replace retiring director and certification officer

3. Space configuration and limited opportunities to build learning community with part-time instructors.