



ANGELO STATE UNIVERSITY

Department of Curriculum and Instruction

Program Data Analysis 2010/2011
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12-2-2011

I. Unit Data for 2010/2011 Reviewed

From the PACE data for 2011:

- a. Candidate retention/attrition was reviewed
- b. Number of graduates in each certification area was reviewed
- c. Area student achievement on TAKS exams was reviewed
- d. Teacher production data for Angelo State University, compared to similar universities in our area, was reviewed
- e. Area student demographics were reviewed

From the COE Data Pages, the following were reviewed:

- a. Certification data
- b. Program Completer data
- c. Certification test data
- d. Admission and active data
- e. State and national data
- f. Surveys and follow up data

II. Issues Identified/Generalizations Made from the Data Reviewed

- 1) ESL emphasis needed; strategies needed to address needs of low socioeconomic students and diverse language and cultural backgrounds
- 2) The number of candidates in secondary programs has significantly decreased in the past 5 years.
- 3) Demographics: few candidates represent minority groups.
- 4) From the Principal survey, it is clear students need more preparation in the areas of ESL, ELPS/TEKS, and Special Education.
- 5) 8-12 certification candidates are passing with an average rate of 97% currently on their PPR exam.
- 6) In addition, students feel less prepared in the following areas: discipline and classroom management, student motivation, differentiating instruction, and parent communication.
- 7) For students taking the PPR exams in grades 8-12, scores for Domains I (designing effective instruction), and Domain III (implementing effective instruction) tend to be slightly lower.

- 8) After reviewing lesson plan scores (NCATE assessment point #3) for the past two years, there seems to be no real trend regarding candidates in a specific content area performing more poorly on this assignment. However, generally speaking there are several students each semester that tend to do poorly on this assignment.

III. Plan of Action as a Result of Data Review

- 1) Currently, student teachers have the option to attend ESL workshops to help prepare them to challenge the ESL Supplemental exam upon graduation. However, due to time limitations during student teaching, the future plan will be (by summer 2012) to create modules to help them during this stage of candidacy, as well as in different course work prior to the student teaching semester. With a grant received, ESL preparation materials have been purchased for these students to check out.
- 2) I will brainstorm ideas for incentives/encouragement of minority groups to pursue secondary teaching certificates.
- 3) I will work to integrate ELPS, TEKS, and Special Education more into secondary instruction. Content units in RDG 4320 will be required to provide methods of support for students with disabilities, and use of ELPS. Additional information on special education laws, requirements, and instruction will be added to ED 4321 (Spring 2012).
- 4) It is important to identify why the number of students interested in secondary teaching has decreased so drastically.
- 5) I will focus on addressing (or reiterating) the following topics in ED 4323, as a result of student teaching survey data: classroom management, student motivation, parent communication, differentiation. (by Fall 2012).
- 6) Domains I and III of the PPR both revolve around designing and implementing effective instruction and assessments. In ED 4321, more of an introduction will be provided, so that students will have supplemental instruction outside of ED 4322 on these topics. (Spring 2012).
- 7) For lesson planning, supplemental office hours and Skype visits will be offered to assist students as they work on this assignment. In addition, a draft lesson plan will be required of all students so feedback can be given before any grades are assigned for lesson planning. (Spring 2012).
- 8) Expectations for interaction and involvement with field placement classrooms will continue to evolve so students get as much exposure as possible to a variety of learning environments and teaching styles.

****I am responsible for the following NCATE assessments for secondary certification candidates : PPR, 4322 lesson plans. Both have been evaluated and reviewed in this report.**