



ANGELO STATE UNIVERSITY

Department of Curriculum and Instruction

Program Data Analysis 2010/2011
Kimberly Livengood, Master of Arts in Curriculum & Instruction
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I. Unit Data for 2010/2011 Reviewed

From the PACE data for 2011:

- a. Candidate retention/attrition was reviewed
- b. Number of completers 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. Characteristics and Trends of Public Schools in the Proximal Zone of Professional Impact
- b. University Comparison Reports
- c. Certification data
- d. Program Completer data
- e. Certification test data
- f. Admission and active data
- g. State and national data
- h. Surveys and follow up data

NCATE Website Data:

- a. At this point the only data attached is the PACT and PPR testing data. One other assessment has been noted as Practicum, which is actually referring to the internship/student teaching field experience. With that assessment, a rubric that is used for the classroom observations have been included.
- b. The following chart includes the rest of the data points that should be included on the table.

NCATE	Assessment	Data	Discussion	Action
1	PPR PACT	Database in the EPI Center	Only one 8-12 failure.	The assessment will now be only the EC- 12 PPR so all candidates

				will be prepared for the one test. Additional test preparation will be available in the Blackboard organization course
2	Calculation of GPA	Database – Each student’s undergraduate GPA is examined. The first calculation is completed by the College of Graduate Studies and includes every course taken at any college or university including courses that may have been failed and repeated. The second view is the official undergraduate degree GPA. Additionally the last 60 hours GPA is calculated.	Only one has been accepted that falls below the 2.50 rule, which falls below the 10% rule. The	Continuing with formal written justification for acceptance of any below 2.5.
3	Lesson Plan	Blackboard/Spreadsheet	All passing	Assignment has been added as a submission to Taskstream. The first set of data has been collected in Taskstream as of Summer 2010.
4	Internship Evaluations	R: drive	All Passing	Undetermined for future documentation at this time.
5	Reflection on Lesson Assessments	Blackboard/spreadsheet	All Passing	The questions have been modified so that the students reflect more specifically on assessment of prior knowledge, formative and summative assessments.
6	8 Activities	Blackboard/spreadsheet	All passing	Assignment has been added as a submission to Taskstream. The first set of data has been collected in Taskstream as of Summer 2010.
7	Cultural Activity/Growth Plan	Blackboard/spreadsheet	All passing	Assignment has been added as a submission to Taskstream. The

				first set of data has been collected in Taskstream as of Summer 2010.
8	Demographic Paper	Blackboard/spreadsheet	All passing	Assignment has been added as a submission to Taskstream. The first set of data has been collected in Taskstream as of Summer 2010.

II. Issues Identified 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 Post-Bac program has increased over the last 3 years.
- 3) Demographics of teaching candidates are still largely Caucasian, and 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) Retention rates tend to be higher in comparison
- 8) Most of the Post-Bac students tend to seek certification primarily in the 4-8 generalist fields
- 9) Percent of Hispanic females seeking certification is low.
- 10) The lowest passing rate of the certification test by ethnicity was Hispanic at 80%.
- 11) Passing rates for the pedagogy courses were 97% or more. In general passing rates continue to be above the state averages.

III. Plan of Action as a Result of Data Review

- 1) Currently, students focus on issues of diversity including ESL during 2 different courses. Additionally best practice strategies are analyzed by the students to determine which diversity issues each could address. The future plan will be to focus assignments to help the students become aware of the issues of specifically ESL and low socioeconomic students in different situations in the CI 6318, CI 6321, CI 6317 and CI 6327 courses offered in the summer of 2012.
- 2) Potentially look for grants to help with scholarships for students to pursue teacher certification over the next year for the following summer cohort start in 2013.
- 3) An effort to make the course work in the summer cohort courses integrate more information on ELPS, TEKS, and Special Education will be made in summer 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 CI 6318 during the Summer 2012 cohort courses, as a result of student teaching survey data: classroom management, student motivation, parent communication, differentiation. Additionally add more reflection type assignments and interaction to help the students in CI 6314 reflect on the application of the discipline theories in the classroom.
- 6) Domains I and III of the PPR both revolve around designing and implementing effective instruction and assessments. In CI 6318 and CI 6321 an emphasis in the connection of assessment and instruction will be made in the summer of 2012.
- 7) For lesson planning, after hours work sessions 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 during the summer 2012.
- 8) Expectations for interaction and involvement with field placement classrooms prior to entering the classroom will continue to evolve. A different form of documentation that will include a reflection step will be developed by spring 2013.