

Theater Program Report

Section I: Context

1. Description of any state or institutional policies that may influence the application of SPA standards.

The Theatre certification program at Angelo State University is not included among the SPA (Specialized Professional Associations) for NCATE. The certification program is aligned and approved by the Texas Education Agency and the Texas State Board for Educator Certification.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks of student teaching or internships.

Professional field experiences are a vital component of all the secondary certification programs at Angelo State. These field experiences enable teacher candidates to, successively, observe, assist, and finally teach individuals and groups of students. As candidates progress from observer to practitioner, the field experiences serve as an invaluable bridge between content and practice. Candidates seeking a mathematics degree with teacher certification are required to complete a minimum of four professional field experiences, in addition and prior to student teaching.

In the required course Educational Psychology 3303 *Child and Adolescent Development*, candidates observe a student three times during the semester, and then write a summative case study describing the cognitive, social, and emotional development of the student as part of their course grade. In each of Education 4321 *Secondary School Organization and Curriculum* and Education 4322 *Teaching Techniques in the Secondary School*, students must complete ten hours of guided observation. They are required to maintain a journal on their experiences, and in addition are evaluated on their observations at midterm and at the end of the semester. In Reading 4320 *Reading in the Secondary School Content Areas*, candidates also complete ten hours of classroom observation, in which they are assigned specific strategies and activities to watch for. The candidates keep a response journal, and must also summarize their field experience as part of their course grade.

Student teaching is the culmination of the candidates' learning experience in the Educator Preparation Program. Once a candidate applies for clinical practice, the Department of Teacher Education coordinates with area school districts to place the candidate with a suitable supervising teacher. The experience is carefully planned, involves careful guidance and supervision, and is assessed both formatively and summatively. The university supervisor and the supervising teacher collaborate to produce a series of interim evaluations along with a final evaluation.

A. Production Experience: Students in the theatre certification program at Angelo State University are required to work both onstage and backstage as a part of their major. They will have to put in 160 hours of work backstage (in the scene shop, in the costume shop, with stage lighting, and “working the house”—that is, working with reservations, opening the theatre to patrons, seating them, working with dinner theatre assignments, etc.). Additionally, they have to audition for acting positions onstage. Students are not guaranteed an acting role as part of their enrollment in the program, but are required to audition for the main stage and student-directed productions.

B. UIL One-Act Play experience. Students are expected to work the Regional 4-A One-Act Play contest held each April at Angelo State University at least once during their enrollment at ASU. They will organize the “loading in” and “loading out” of each of the one-act plays (usually between 8 and 10 plays compete). They will run the house (seating audience members, trouble-shooting with house

management issues). They will also help in the technical aspects of the theatre (lights and sound) for those productions by trouble-shooting and making repairs and changes as needed for each of the different shows.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

Candidates must apply for admission to the Educator Preparation Program (EPP) when they have completed between 60 and 75 semester credit hours. At that point, they must have a cumulative grade point average of at least 2.50, and have completed a reading requirement (History 1301 and 1302, or Government 2301 and 2302), a writing requirement (English 1301 and 1302), a mathematics requirement (Mathematics 1302), and a communication requirement (Communication 2301 or 2331). The courses taken to satisfy the reading, writing, mathematics, and communication requirements must all be completed with a grade of C or better. In addition, candidates must possess sound physical and mental health, and be of acceptable moral character.

After admission to the EPP, a retention checkpoint occurs with the application for student teaching. At the time of such application, all candidates must have completed a minimum of 95 semester credit hours with a cumulative grade point average of 2.50, be of sound physical and mental health, and maintain acceptable moral character. A candidate's eligibility to student teach depends on additional accomplishments both in the mathematics major and also in advanced pedagogy and professional responsibilities courses. In their major, candidates must have: a cumulative grade point average of at least 2.50; a grade point average of at least 2.50 in their major classes taken in residence; no grade lower than a C in major courses completed; and at least 24 semester credit hours, including at least 9 advanced hours, completed in their major. In the pedagogy and professional responsibilities, candidates must have completed Education 4321 and 4322, Educational Psychology 3303, and Reading 4320, with no grade lower than a C, and a grade point average of at least 2.50 both in courses taken in residence and also cumulatively.

Besides the degree requirements applied to all students, candidates seeking a degree leading to teacher certification must satisfy additional grade point average requirements. Candidates must have a 2.50 cumulative grade point average; a 2.50 grade point average with no grade lower than a C in their mathematics major; and a 2.50 grade point average with no grade lower than a C in their professional education courses. Candidates seeking degrees leading to teacher certification must also complete their student teaching in residence.

Additional steps, including a passing score on the Texas Examination of Educator Standards (TExES), are required for students to be recommended for certification by the university.

4. Description of the relationship of the program to the unit's conceptual framework.

The conceptual framework of the Educator Preparation Program at Angelo State University is based on a commitment to preparing professional education leaders who become reflective practitioners through developing content knowledge, pedagogical skills, and professional dispositions which lead to effective teaching; implementing defensible instructional decisions and technology applications; embracing active, engaged student-centered learning; teaching that is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

The Program believes that candidates must be grounded in content knowledge. The secondary certification program in mathematics embraces this belief. By requiring candidates to successfully complete 36 semester credit hours in a variety of mathematics courses, candidates must exhibit extensive content knowledge in mathematics, as well as a significant mastery of technology. The program also believes that candidates must be thoroughly grounded in pedagogical skills, exhibit a pattern of reflection upon their professional experiences, and develop as student-centered educators. Twenty-four semester credit hours of professional education courses, eighteen of which are in courses with a field experience component, ensure that candidates must display the skills and dispositions to design effective curriculum, utilize appropriate instructional strategies, and create, monitor, and assess supportive learning environments. In addition, a rigorous series of field experiences in the program offers ample opportunity for candidates to observe, model, and demonstrate these dispositions. Finally, the climate of assessment, both formative and summative, that permeates the program not only models effective assessment techniques for candidates, it also has candidates demonstrate the cycle of action, assessment, reflection, and reaction that is so important to the candidates' professional success.

5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system.

The certification program for Theater (8-12) systematically assesses its candidates at two times during their programs of study. While both formative and summative measures of evaluation occur in coursework and experiences, the program collects data evidence related to: Content Knowledge and Skills, Assessment #2 and with an additional measure of Content Knowledge and Skills in Assessment #6, Senior Seminar Course, Departmental Test.

These specific assessments assure that candidates in Theater (8-12) have the necessary content and skills preparation to become teachers. These two program assessments are, of course, in addition to the unit assessments in content, pedagogy, instruction, student teaching, and candidate impact on student learning.

Chart with the number of candidates and completers.

| Subject | Certification | Year | Number of Candidates | Number of Completers |
|---------|---------------------|------------|-------------------------|-------------------------|
| Theatre | Theatre (all level) | 2004-2005* | 6 | 1 |
| | | | | |
| | | 2005-2006* | 10 | 3 |
| | | | | |
| | | 2006-2007 | 15 | 2 |

Program of Study: Drama Major with secondary teacher certification

Students must have been admitted into the Teacher Education Program and must be currently satisfying admission standards before being allowed to enroll in either Education 4322 or 4323.

Academic Major

| | |
|---|-------|
| DRAM 1351 Acting I | 3 sch |
| DRAM 2331 Technical Production | 3 sch |
| DRAM 2334 Stage Lighting | 3 sch |
| DRAM 3331 Theatre Production Mgmt. | 3 sch |
| DRAM 3334 Scene Design | 3 sch |
| DRAM 4101 Senior Seminar | 1 sch |
| DRAM 4311 History of Dramatic Art I | 3 sch |
| DRAM 4312 History of Dramatic Art II | 3 sch |
| DRAM 4321 Directing | 3 sch |
| DRAM 4341 Theories of Dramatic Production | 3 sch |
| DRAM – Upper division ELECTIVES | 6 sch |

Other Requirements

COMM 2301 Public Speaking **OR**

| | |
|--|-------|
| COMM 2331 Oral Interpretation | 3 sch |
| DRAM 2345 Computer Literacy | 3 sch |
| ENG 1301 English Composition | 3 sch |
| ENG 1302 Writing across the Curriculum | 3 sch |
| ENG 23XX, Sophomore level Literature | 3 sch |
| GOV 2301 Federal and State Government | 3 sch |
| GOV 2302 Federal and State Government | 3 sch |
| HIST 1301 History of the US to 1865 | 3 sch |

| | |
|--|----------|
| HIST 1302 History of the US, 1865-present | 3 sch |
| MATH 1302 College Algebra (or equivalent) | 3 sch |
| Natural Sciences (two lab sciences) | 8 sch |
| Physical Activity | 1 sch |
| Social Sciences: Economics, Geography, Psychology, or Sociology | 3 sch |
| Humanities: English, History, or Philosophy | 3 sch |
| Modern Languages Intermediate Proficiency | 6-12 sch |
| Visual and Performing Arts: Art, Drama, or Music | 3 sch |

Professional Education Courses

| | |
|--|--------|
| ED 4321 Secondary School Organization and Curriculum | 3 sch |
| ED 4322 Teaching Techniques in Secondary School | 3 sch |
| ED 4323 Teaching Techniques in the Secondary School | 3 sch |
| ED 4973 Supervised Teaching in High School | 9 sch |
| EDPSY 3311 Educational Psychology | 3 sch |
| RDG 4320 Reading in Secondary School Content Areas | 3 sch |
| Minor (approved) | 18 sch |
| Electives | 3 sch |

Program faculty expertise and experience

| Faculty Name | Highest degree earned, Field, University | Assignment | Rank | Tenure track | Contributions in Scholarship, leadership, or service | Teaching/prof. experience in P-12 schools |
|--------------|--|------------|------|--------------|--|---|
| | | | | | | |

| | | | | | | |
|---------------------|--|-------------------|-------------|--------------|---|---|
| Dr. Bill Doll | Ph.D, Theatre, Texas Tech University | Director of Drama | Prof. | Tenured | UIL One Act Play Adjudicator's Organization, standards & Practices Committee Produced 3 productions/yr at ASU TX Educational Theatre Assoc, Curriculum committee & ASU Core Curriculum Committee | 25 years teaching at the university level. Critic Judge UIL One Act Play No experience in K-12 |
| Mr. James Worley | MFA, Theatre, Univ. of Texas Austin | Faculty | Asst. Prof. | Tenure-track | Script Adaptation of Taming of the Shrew Ongoing workshop presenter at TX Educational Theatre Assoc. Produces 3 productions/ year at ASU | Worked with Univ. Interscholastic League One Act Play contest 12 years experience teaching at the university level. No experience teaching K-12. |

Section II—Assessments

| | Name of Assessment | Type of Form of Assessment | When the Assessment is Administered |
|---|---|--|--|
| 1 | Licensure assessment | TExES | Sr. Year |
| 2 | Assessment of Content Knowledge | Senior Seminar Portfolio | Sr. Year |
| 3 | Assessment of Candidate ability to plan instruction | Ed 4322 | Jr. Year |
| 4 | Assessment of Student Teaching | Final Evaluation/Content Specific Evaluation | Sr. year |
| 5 | Assessment of Candidate Effect on Student Learning | Student Teaching Evaluations | Sr. |
| 6 | Additional Assessment addressing standards | Senior Seminar Departmental Test | Sr. Year |

Section III—Standards Assessment Chart

| <i>Standards:</i> | <i>Where in our program is this standard measured</i> |
|---|--|
| Standard I. The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre. | 1. <i>Content & Skills</i> 2. <i>Senior Portfolio</i> 3. <i>lesson plans</i> 4. <i>Field Experiences</i> 5. <i>in student teaching</i> 6. <i>other: department test</i> |
| Standard II. The theatre teacher understands and applies skills for creating, utilizing, and/or performing dramatic material. | 1. <i>Content & Skills</i> 3. <i>lesson plans</i> 4. <i>Field Experiences</i> 5. <i>in student teaching</i> |
| Standard III. The theatre teacher understands and applies skills for producing and directing theatrical productions. | 1. <i>Content & Skills</i> 3. <i>lesson plans</i> 4. <i>Field Experiences</i> 5. <i>student teaching</i> |
| Standard IV. The theatre teacher understands and applies knowledge of design and technical theatre. | 1. <i>Content & Skills</i> 2. <i>Senior Portfolio</i> 3. <i>lesson plans</i> 4. <i>Field Experiences</i> 5. <i>in student teaching</i> 6. <i>other: department test</i> |
| Standard V. The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods. | 1. <i>Content & Skills</i> 3. <i>lesson plans</i> 4. <i>Field Experiences</i> 5. <i>in student teaching</i> 6. <i>other: department test</i> |
| Standard VI. The theatre teacher understands and applies skills for responding to, analyzing, and evaluating theatre and understands the interrelationship between theatre and other disciplines | 1. <i>Content & Skills</i> 2. <i>Senior Portfolio</i> 3. <i>lesson plans</i> 4. <i>Field Experiences</i> 5. <i>in student teaching</i> 6. <i>other: department test</i> |

Section IV--Evidence for Meeting Standards.

ASSESSMENT #1: TExES Examinations

Description:

Texas Administrative Code (TAC) Section 230.5(b) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. **The Texas Examinations of Educator Standards (TExES)** program was developed for this purpose.

The TExES Educator Standards, based in the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES tests. Developing the tests was a collaborative process involving classroom teachers and other educators from public and charter schools, university and educator preparation program faculty, representatives from professional educator organizations, content experts, and members of the community.

Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in corresponding TExES test frameworks. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Candidates complete a minimum of two examinations, a level-specific test of content knowledge and skills and a level-specific test of pedagogy and professional responsibilities (PPR). The test framework is based on the educator standards for a particular content field. The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the competency statement, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the descriptive statements, which describe in greater detail the knowledge and skills eligible for testing.

State competencies for Drama (8-12) are identified in Section III of this report.

Scoring:

Educational Testing Service scores the examinations. A total test scaled score is reported on a scale of 100-300. The minimum passing score is a scaled score of 240. The passing standard is set by the State Board for Educator Certification (SBEC) and is approved by the State Board for Texas Education. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools. Scores are reported in the major content domains of the test and in the specific content competencies of the test. This information is useful in identifying candidate strengths and weaknesses in content preparation and/or in pedagogy and professional responsibilities preparation.

Data: TExES Tests

Content

| Program | N= | % Pass |
|---------|----|--------|
| 2009 | | |
| 2008 | 1 | 100% |
| 2007 | 1 | 100% |
| 2006 | 1 | 100% |
| 2005 | 1 | 0 |

Pedagogy and Professional Responsibilities (PPR), Aggregated, all secondary)

| Program | N= | % Pass |
|---------|----|--------|
| 2009 | | |
| 2008 | 32 | 97% |
| 2007 | 33 | 97% |
| 2006 | 34 | 91% |
| 2005 | 53 | 92% |

ASSESSMENT #2: Second assessment of Content Knowledge-Program Specific

Senior Seminar Portfolio

Description: All communication majors in their last semester of classes are required to complete the Senior Seminar Portfolio assignment. These portfolios are web-based examples of their work as students in our program and are suitable for use in their employment search following graduation. Students will pull together all the significant projects, paper assignments, lessons prepared as part of their education program, and other work which will showcase their skills and knowledge in the field of communication to a prospective employer. Those items will be placed in a web site which may be recorded on a CD or DVD and mailed or brought to prospective employers.

Scoring Guide for Portfolio & portfolio presentation: Graded pass/fail.

Passing = 70 - 100

CDJ 4101: Senior Seminar Critique Sheet for the Portfolio CD/DVD & presentation

Name _____

Portfolio:

Mechanics of the website:

___ pages open properly

___ navigation bar is consistent & on each page

___ navigation links work properly

___ audio file(s) work properly

- ___ portfolio info is well displayed
- ___ resume info is well displayed
- ___ everything is readable, good contrast, good font size, etc.

Notes:

- Content of the website:
- ___ a variety of material displayed
 - ___ style of portfolio fits with the career & personality
 - ___ text is gracious and helpful in getting an interview
 - ___ student talents/abilities are displayed well

Presentation:

Intro: attn getter purpose summary

Body: progressed through the website well
Followed the summary order of material

Conclusion: summary purpose restatement reference to attn-getter

Portfolio Data from 2006-Present: Certification students' portfolio grades *#passed/#failed:*

| YEAR | 2006 Fall | 2007 Spring | 2007 Fall | 2008 Spring | 2008 Fall | 2009 Spring |
|--------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Student Data | 0/0 | 1 / 0 | 0/0 | 2 / 0 | 2 / 0 | 1 / 0 |

ASSESSMENT #3: Candidate ability to plan instruction

Description:

The measurement of a candidate's ability to plan instruction is assessed in the coursework and experiences of ED 4322, *Teaching Techniques in the Secondary School*. Candidates complete a series of assignments designed to illustrate, develop, and implement plans for the delivery of instruction appropriate to secondary education content. Technology is utilized in the planning process with formats from Lesson Builder and TaskStream. Candidates also complete demonstration teaching with their peers.

Lesson Builder allows candidates to follow a flow chart to develop the lessons. Each lesson has three parts: Basic Information, Standards and Objectives, and Individual Plans for Instruction. The candidate follows a step-by-step process to plan lessons. The section on Basic Information includes subject and grade level, time frame for unit, unit title, lesson summaries, and notes related to the planning process. Part two of the plan focuses on Standards and Objectives and includes Texas Essential Knowledge and Skills (TEKS) appropriate to subject and grade level, student learning objectives for the unit lessons, and a description of instructional resources and materials. Part three addresses individual lessons and follows a format of: Introductory focus activity, procedure for presentation of lesson including student assessment, closure, assignments for students, and accommodations for differentiated instruction.

Additionally, the technology platform, TaskStream provides another format for the development of instructional units and lessons. Candidates are required to subscribe to TaskStream and to utilize its format

and resources. (This subscription continues through student teaching.) The structural format for lesson development using TaskStream is similar to Lesson Builder. Candidates are introduced to both formats.

Scoring Guide

Lesson plans and demonstration teaching are assessed with two levels of rubrics, one utilized to evaluate written units and lessons and one to evaluate demonstration teaching. The data generated from these experiences measures candidate proficiency in planning instruction. Examples of rubrics for lessons are attached.

Categories of evaluation are: Exceeds expectations, Satisfactory, Needs Improvement, and Unsatisfactory. Candidates are expected to reach the “satisfactory” level to have demonstrated competence in planning instruction.

Scoring Rubrics for Lesson Planning and Demonstration Teaching:

Lesson Plan Grading Rubric ED 4322: Teaching Techniques in the Secondary School Attachment B

| <i>Levels:</i> | unsatisfactory-1 | needs improvement-2 | satisfactory-3 | exceeds expectations-4 |
|---|---|---|--|---|
| <i>Criteria:</i> | | | | |
| submitted on time | More than 3 days late | one to two days late | Submitted on time | Submitted on time |
| Differentiated Instruction | No differentiation of instruction is mentioned | Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs. | Lesson includes some differentiated instruction for gifted students and students with special needs | Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs. |
| Instructional Activities | Activities are unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths. | Activities relate peripherally to objectives. Some activities are extraneous or irrelevant. | Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style or strength | Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities |
| Teacher-Created Supporting Materials | No supporting materials are included. | Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson. | Supporting materials and student handouts are clear and complete. Materials enhance lesson | Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly. |
| Resources | Many resources needed for lesson are not | Some resources needed for this lesson are not included in | Resources needed for this lesson are included in plan. | Resources needed for this lesson are included in plan, and notes about |

| | | | | |
|------------------------------------|---|--|---|---|
| | included in plan. | plan. | | assembling materials, contacting outside guests, or locating additional resources are included, as well. |
| Objectives | Objectives are missing, unclear, or are unrelated to standards. | Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to. | Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards. | Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards. |
| <i>Levels:</i> | unsatisfactory-1 | needs improvement-2 | satisfactory-3 | exceeds expectations-4 |
| <i>Criteria:</i> | | | | |
| submitted on time | More than 3 days late | one to two days late | Submitted on time | Submitted on time |
| Standards | No standards are mentioned in lesson. Lesson is not related to standards. | Standards are alluded to in lesson, and lesson is related to standards. | Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards). | Key standards are referenced. Lesson is guided by standards. |
| Assessment | Assessment is unrelated to objectives and standards. | Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths. | Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths. | Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel. |
| Mechanics | Spelling and grammar are unacceptable. | The lesson plan contains many spelling and grammar errors. | The lesson plan contains few spelling and grammar errors | Spelling and grammar in lesson plan are flawless. |
| Grade Level Appropriateness | Objectives and activities are inappropriate for the intended grade level. | Some, but not all, objectives and activities are appropriate for the intended grade level. | Most objectives and activities are appropriate for the intended grade level. | All objectives and activities are appropriate for the intended grade level. |
| Time Allotment | Objectives are not accomplishable for most students in the time | Objectives may not all be accomplishable for many students in the time allotted. | Objectives are accomplishable by almost all students in the | Objectives are accomplishable in the time allotted |

| | | | | |
|--|----------|--|----------------|--|
| | allotted | | time allotted. | |
|--|----------|--|----------------|--|

Teaching Demonstration Grading Rubric
ED 4322: Teaching Techniques in the Secondary School

| | | | | |
|---|--|--|---|---|
| <i>Levels:</i> | | | | |
| <i>Criteria:</i> Instructional Activities | Try again No activities | Needs work - Revise Lecture only | Polish It! Activities relate to objectives | On target! Activities provide a logical path to meeting objectives. Age Appropriate and address different levels of ability |
| Teacher-Created Supporting material | No supporting materials included | Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Do not enhance lesson | Supporting materials and student handouts are clear and complete. Materials enhance lesson. | Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly |
| Objectives | Objectives are missing. | Objectives are not clearly stated or are not related to standards | Objectives provide some sense of what students will know and be able to do as a result of the lesson. | Objectives clearly stated and provide a sense of what students will know and be able to do as a result of the lesson. |
| Focus / Entry activity | No focus or entry activity | Focus or entry activity not related to lesson or not appropriate. Does not get students ready to learn. | Focus or entry activity only partially effective. | Focus activity gets students attention. Age appropriate. Related to lesson or gets students ready to learn. |
| Content | Content not appropriate to grade or subject. No content included | Content somewhat appropriate to grade and subject. Content not tied to objectives. | Content appropriate to grade and subject, but only loosely tied to objectives | Content appropriate to grade and subject. Tied to objectives. |
| Closure | No closure. Lesson just ended. | Some closure attempted. Not effectively tied to content or objectives. | Closure appropriate to lesson. Not tied to or loosely tied to objectives. | Closure effective. Related to both content and objectives. |
| Presentational style | Volume of voice inappropriate. No eye contact. No enthusiasm for subject. Major problems with content knowledge. | Some problems with volume and eye contact. Little enthusiasm for subject. Some problems with knowledge of content. | Few problems with vocal quality and eye contact. Held audience attention. Adequate knowledge of content | Vocal quality and eye contact appropriate. Obvious knowledge of subject and enthusiasm for topic. |
| Time allotment | Objectives are not accomplishable for most students in allotted time. Did not use time wisely. Lesson too long or too short. | Objectives only partially accomplished. Lesson did not fit time frame. | Objectives accomplished by almost all students in time frame. Good use of time. | Objectives are accomplished by all students in time frame. No wasted time. |

DATA for Assessment #3 ED 4322 Lesson Planning Data Drama

According to the scoring rubric:

1= unsatisfactory; 2= needs improvement; 3=satisfactory; 4= exceeds expectations

| Term | 1 | 2 | 3 | 4 | Total N |
|-----------|---|---|---|---|---------|
| Spring 11 | | | | | |
| Fall 10 | | | | | |
| Spring 10 | | | | | |
| Fall 09 | | | | | |
| Spring 09 | | | 2 | | 2 |
| Fall 08 | | | | | 0 |
| Spring 08 | | | | 1 | 1 |
| Fall 07 | | | | 3 | 3 |
| Spring 07 | | 1 | | | 1 |
| Fall 06 | | | | | 0 |

ED 4322 Mini-Teaching Data Theater

1= unsatisfactory; 2= needs improvement; 3=satisfactory; 4= exceeds expectations

| Term | 1 | 2 | 3 | 4 | Total N |
|-----------|---|---|---|---|---------|
| Fall 09 | | | | | |
| Spring 09 | | 2 | | | 2 |
| Fall 08 | | | | | 0 |
| Spring 08 | | | | | |
| Fall 07 | | | | | |
| Spring 07 | | | | 1 | 1 |
| Fall 06 | | | | | |

ASSESSMENT #4: Evaluation of Student Teaching

Candidates are evaluated during student teaching using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The standards include knowledge, dispositions, and performance statements representing a deep level of understanding and performance.

Candidates' student teaching field experience is evaluated using the *Interstate New Teacher Assessment and Support Consortium* (INTASC) standards. Ten principles are evaluated as unsatisfactory (0), basic (1), proficient (2), or distinguished (3). The principles are:

Understands Content; Understands Development; Understands Difference; Designs Instructional Strategies; Manages and Motivates; Communicates; Plans and Integrates; Evaluates; Reflects on Practice; and Participates in the Professional Community. Although interim assessments are recorded, averages computed using the final evaluation are used here.

Both formative and summative data are collected from candidates at decision points (benchmark conferences) throughout their student teaching experience. The INTASC standards are the guiding force behind these assessments.

While observing the candidate teaching, the cooperating teacher and the university supervisor use rubrics to describe actual levels of performance. The rubric descriptors (distinguished, proficient, basic, and unsatisfactory) provide for consistency and standardization in expectations for all student teachers regardless of their placement or circumstances.

Additionally, candidates prepare a portfolio showcasing a “best evidence” collection of artifacts demonstrating competence on the standards. Candidates select artifacts for each INTASC principle demonstrating skills or growth over the student teaching semester. Each artifact includes a reflection on why that piece was selected and how the piece shows growth or competence. The summative assessment of the candidate’s student teaching experience incorporates evidence from the portfolio to determine the final evaluation.

Copies of instruments: Rubrics for Benchmark conferences and final evaluation of student teaching are contained in a separate document.

Data for Assessment #4

Student Teaching Final Evaluation
Theater

| Years | N= | Unsatisfactory | Basic | Proficient | Distinguished |
|---------|----|----------------|-------|------------|---------------|
| 2008-09 | NR | | | | |
| 2007-08 | 1 | | | 1 | |
| 2006-07 | 1 | | | 1 | |
| 2005-06 | 3 | | | 2 | 1 |
| 2004-05 | 2 | | | 1 | 1 |

Assessment #5: Effects on Student Learning Activities

Candidate effects on student learning are evaluated during student teaching through a performance product system, the Texas Beginning Educator Support System (TxBESS), that provides standards and reference points for evaluation. All candidates complete a sixteen-week student engagement in an accredited, public school classroom. Their work is documented through the use of an electronic performance evaluation where artifacts are aligned to the TxBESS standards' rubrics. Candidates complete 3 formative conferences where they demonstrate that they have met the established standards with emphasis on student learning. A final summative conference is completed where the candidates present a final review of artifacts that demonstrate their effect on student learning in the classroom. Formative evaluation is based upon a Performance Based Assessment with Rubrics (PBAR). Candidates set conferences where the PBAR is presented with supporting artifacts. These conferences occur every 3 to 4 weeks throughout the 16 weeks of student teaching. The candidate, the public school cooperating teacher, and the university supervisor at a minimum attend the conference. The focus of the conference is on what effect the candidate has had on student learning and what short-term goals should be set for the period between conferences.

A final summative conference occurs during the last week of student teaching. Evidence of progress on all outcomes is presented. The candidates take the lead in the presentations and demonstrate how they have impacted student learning through evidence of student work completed.

For each of the TxBESS standards there are a number of elements that must be evaluated. Four distinct areas are evaluated: Planning for Learner Centered Instruction; Creating a Classroom Environment That Promotes Equity, Excellence, and Learning; Instruction and Communication; and Professionalism. The evaluation system is based on a 4-level rating: Developing, Beginning Competent, Advanced Competent, and Proficient. For formative assessment only three of the ratings are used: Developing, Beginning Competent, and Advanced Competent (See *Attachment B*). The summative evaluation adds the rating Proficient in all areas (See *Attachment B*). Any candidate receiving a final rating of "Developing" in any area must repeat student teaching.

The emphasis of evaluation during student teaching is the candidates' effect on student learning. The candidate completes a background classroom study. Each evaluation point requires the candidate to add information to the classroom study that reflects the growing knowledge and understanding of how students learn in the assigned classroom. The background classroom study is used to create plans for learning in the classroom. Using the plans, the candidate prepares a standards-based lesson. Upon completion of the lesson, the candidate reflects on the lesson and the assessment conducted. All assignments may be found in *Attachment A*. Specific considerations concerning each student's mastery of the content is used to plan the next step in classroom instruction. The final element of evaluation is professional involvement. This area evaluates how the candidate has contributed to the school and families of students.

Scoring: Rubrics for measuring candidate effect on student learning are contained in a separate document.

Data:

The unit is transitioning to this assessment during 2008-2009. Initial aggregated data on candidate effect on student learning based on an analysis of INTASC Principles is available in a separate document. Data from the newly implemented TxBESS assessments will be available at the conclusion of the 2009 Spring semester.

ASSESSMENT #6: Program Specific Senior Seminar TEST

Description: The capstone test sequence has students complete a battery of tests over material that should have been retained concerning their class work in the classes leading to the certification requirement. Tests are all on a 100-point scale, with 70 being a passing grade.

Capstone Test Score Data from 2006-Present: Certification students' capstone test grades
#passed/ #failed:

| YEAR | 2006 Fall | 2007 Spring | 2007 Fall | 2008 Spring | 2008 Fall | 2009 Spring |
|--------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Student Data | 0/ 0 | 1 / 0 | 0/ 0 | 2 / 0 | 2 / 0 | 1 / 0 |

Section V—Use of Assessment Results to Improve Candidate and Program Performance

Summary of the report: The Theatre all-level program has a modest number of teaching certification students in our program at any one time. We graduate two to four students at any one time from the teacher certification program. However, we feel they are prepared to enter the high school classroom:

- We have the students play a major role in helping to run our annual UIL Regional 4-A One Act Play contest each spring. They work backstage and in the house.
- Our curriculum is well aligned with the required certification requirements (the Texas Essential Knowledge and Skills listing from the Texas State Board of Educator Certification).
- Over the past three years, all the students have passed the senior capstone exam.
 - As a part of the Senior Seminar course, students are required to complete a portfolio of their work suitable to send to prospective employers, and including for the certification students:
 - Lesson plans appropriate for approved high school classes
 - Demonstrations of their skill in writing, analysis, critical thinking, and in speech communication content
 - Work and volunteer experience on a professional resume
- Over the past three years, all students have passed the senior capstone portfolio assignment.
 - Students are required to take a capstone test of content from their required courses in the program to give an indication of how well they have retained theory and application information from their coursework

Our faculty is well-trained to teach in both the certification program and in the general theatre program of courses. We have two tenured faculty providing instruction. Both theatre faculty members are actively engaged in professional associations, theatre production work, and active with high school UIL events appropriate to the discipline. So, while our program is small, we do care for our certification students and are committed to contributing to their success in gaining certification to teach in Texas high schools, and to improving the program for those students who wish to go into high school teaching.

Content Knowledge: We do not have the pass rate we would like from the TExES exam among our students. While we are successful in getting students through the course content, they may not have enough practical experience to help the content be retained well through the four years to help them with

the TExES test. We will review whether or not we need a specific class on dramatic activities to help our students review properly for the TExES exam. Even so, as we have so few certification students, a failure on any one student's part is catastrophic for our test score averages.

Pedagogical/ dispositional knowledge and skills: Our students do well in the educator preparation portion of the TExES test and receive good marks concerning their work in the classroom from their supervising teachers.

Effects on P-12 Student Learning: Our student teachers complete student teaching successfully, which indicates that they are judged positively regarding effective student learning by their professional supervising teachers.