

Data Day
Department of Curriculum and Instruction
August 22, 2018

Data Gathered from Summer Practicum and Internship Experiences

The Department of Curriculum & Instruction follows the requirements set forth in the Texas Education Agency's Texas Administrative Code Chapter 228 (2016) for all practicum and internships. The practicum experience has been improved for compliance and quality as faculty have achieved the following things:

- Created 5 Separate Blackboard Courses for Content and Collaboration
- Switched from TExES Testing Standards to TExES Preparation Standards
- Grouped Standards by Domain for Focused Activities
- Integrated TaskStream with Blackboard for Portfolios
- Incorporated Instructors as Clinical Experts
- Reduced the Ratio of Instructor Load (from 1:50 to 1:12)
- Added Field Supervisors as Guests in Blackboard for Consistent Communication
- Created New Evaluation Forms for Field Supervisors
- Added Field Supervisor Requirement to Email Evaluations to Dr. Agan
- Created New Evaluation Form for Site Supervisors
- Created Site & Field Supervisor Training Guide
- Added Requirement for Site Supervisors to Sign Candidate Logs
- Added Candidate Reflections for Each Domain
- Added Candidate Final Self-Evaluation over Standards
- Trained Dr. Agan as a T-TESS Field Supervisor Coaching Trainer

In the Spring 2018 semester, 204 candidates completed practicums in the following programs: 145 school counseling, 6 professional practice, 41 school administration, 5 superintendent, and 7 Student Development and Leadership. Of the 204 candidates, 198 completed practicums in Texas, and 6 completed practicums out of state in these locations: California, Colorado, Hawaii, Florida, Oklahoma, and South Carolina. To provide support and feedback to the candidates, there were 26 Field Supervisors, 204 Site Supervisors, 1 Lead Professor, 11 Instructors, and 4 Adjuncts.

Data were collected as evidence of a quality experience:

- Site and Field Supervisor Training
- Site Supervisor Qualifications
- Field Supervisor Training Certificates, Certifications, Qualifications
- Field Supervisor Evidence of Ongoing Communication
- Candidate Practicum Locations
- Candidate Records of Observations: Dates, Time, Field Supervisor Comments
- Candidate Folders with Artifacts: Logs, Evaluations, Reflections, Final Self-Evaluation
- Counseling and School Administration TaskStream Reports by Standard
- Blackboard Communication
- Survey Results (Candidate, Course, Instructor, & Field Supervisor Evaluations)

In the Summer 2018 term, 26 candidates completed practicums in the following programs: 12 school counseling, 5 school administration, and 9 student development and leadership. 4 Field Supervisors, 26 Site Supervisors, and 1 Lead Professor provided support and feedback to the candidates. The locations of the practicums took place in Texas at these locations:

- Angelo State University (2)
- Boyd ISD
- Colorado ISD
- Crandall ISD
- Cross Plains ISD
- Ector County ISD
- Hidalgo ISD
- Houston ISD
- Kerrville ISD
- KIPP San Antonio
- Little Elm ISD
- Lubbock ISD
- Mesquite ISD
- Midland College
- Mineral Wells ISD
- Pasadena ISD
- San Diego ISD
- South Texas ISD
- Tarleton State University
- Tarrant County College District
- Texas A&M University @Galveston
- Texas State Technical College
- Texas State University
- University of Texas @Arlington
- Wichita Falls ISD

Documentation was collected as evidence of a quality experience:

- Site and Field Supervisor Training
- Site Supervisor Qualifications
- Field Supervisor Training Certificates, Certifications, Qualifications
- Field Supervisor Evidence of Ongoing Communication
- Candidate Practicum Locations
- Candidate Records of Observations: Dates, Time, Field Supervisor Comments
- Candidate Folders with Artifacts: Logs, Evaluations, Reflections, Final Self-Evaluation
- TaskStream Reports by Standard
- Blackboard Communication
- Survey Results (Candidate, Course, Instructor, & Field Supervisor Evaluations)

Data Gathered from Pilot Course Evaluations

(PowerPoint slides provided in separate file)

The department piloted a new anonymous course evaluation form, which uses Qualtrics. For the summer pilot, there were 724 participants. The participants identified their course and scoring instructor then responded to a number of statements related to the quality of the course and the quality of instruction. The responses provided faculty with valuable data for course improvement. For example, one statement was, “The content of this course required me to demonstrate professional, graduate level written communication skills.” The vast majority of participants, 89.92%, strongly agreed with that statement and another 8.7% somewhat agreed.

The new course evaluation form has been included in all fall courses. Though the expectation is that we will continue to have at least 750 participants, our goal is to increase the participation over time as participants realize that the survey is truly anonymous and that we use the information to improve our course content and instruction.

Research Gathered, Proposed, and Accepted by Publications and Conferences

Murphy, A., & Van Brunt, B. (2018). Addressing dangerous behavior in the classroom. *Education Leadership*, 76(1), 66-70. Article to be published in September.

Agan, T., & Casarez, L. (2018). How to enhance non-traditional candidate success while clinical teaching. *Delta Kappa Gamma Bulletin: International Journal for Professional Educators*. Article to be published in October.

Shiple, G. (2018). Food insecurity on college campuses: Collateral damage of a societal crisis. *Journal of College and Character*. Article to be published in November.

In addition to the three publications this fall, faculty members will be presenting current research and best practice at the following conferences:

- American Association for Teaching and Curriculum (AATC)
- Association for Distance Education and Independent Learning (ADEIL)
- CSOTTE
- ELearn
- Fulbright Association National Conference
- Lilly Conference on College Teaching
- Texas Association of College and University Student Personnel Administrators (TACUSPA)
- Texas Counseling Association (TCA)

Research has been conducted and will be presented on best practice in our program areas, specifically including topics such as remediation efforts for certification test-takers, practical (field) experiences in distance education courses, strategies to support students in distance education programs, and food insecurity on college campuses. Our research efforts will not only benefit the candidates in our own programs but also candidates in other programs as we share and network with other instructors and professors.

Continuous Improvement and Program Review

To further our work of program review that was initiated by the Curriculum Initiatives and Instructional Initiatives Committees last year, each program team will select a course to be reviewed. Because we calibrated our scoring through the use of the ECP Rubric last spring, we will continue our use of that tool. However, we also have access to the Quality Matters (QM) Self-Review tool.

A schedule will be developed and submitted to the Program Advisors/Managers to ensure that everyone has an opportunity to review courses and provide thoughtful feedback during the fall semester. This feedback, in conjunction with the candidate and adjunct feedback, allows program teams to make changes and adjustments prior to next year's offerings of the reviewed courses, thus achieving the goal of continuous improvement through program review.

Approval of New Programs

With the approval of the new M. S. in Professional School Counseling, two new courses were written and reviewed for inclusion in the fall rotation of courses. The Professional Writing for Educators is offered beginning Fall A. This course is designed to prepare candidates for graduate level thinking and writing required of our programs and the new certification exams. Human Growth and Development is the first of many new school counseling courses that has been developed and will be offered to candidates who are now on the new degree plan.

The new Principal Certification program is in progress. With the new state requirements, our program needs to be in compliance and prepared to certify principals who have mastered the competencies.

Shift in Program Advisors and Managers Organization

The Department of Curriculum and Instruction has moved from a horizontal committee-based organization to a vertical line-and-staff organization. The reorganization centers largely on the growth and development of our programs. With our new program organization, more responsibilities fall on the Program Advisors and Managers.

As Program Advisors and Managers transition to the vertical line-and-staff organization of the department, they will be responsible for developing, updating, and maintaining all program-related documents such as catalog, web page, degree plans, or any other program-related documents. Program Advisors and Managers will continue to work together as a team for decision-making on departmental issues such as grading policies and dispositions.