

BA American Sign Language: ASL- Certification
2023-2024 Assessment Plan

	Student Learning Outcome #1	Students will integrate appropriate strategies and available resources into instructional planning including selection and evaluation of textbooks, materials, methods, and curriculum, and language testing and evaluation.
PLAN	Assessment Method(s)	Students will present mini lessons to their peers. These teaching demonstrations will place them in the role of instructor and should compel them to take on the responsibility for understanding a subject enough to clearly communicate that knowledge to others in the class. Students will teach four mini-lessons. Students will be given 10-15 minutes for each mini presentation. Teaching rubric includes organization, presentation, and delivery.
	Proficiency	The student/s will construct instructional presentations of ASL content for their peers earning an overall score of 85% or better.
DO	Benchmark	80% of students will earn an average score of 85% or better.
	Results of Assessment	16 students presented two (2) mini-lesson assignments. 15/16 (94%) students earned an average score of 85% or better on their mini-lesson presentations.
S T U D Y	Analysis of Results	Outcome #1 was met. Students conducted assessments of the mini-lesson presentations of their peers.

ACT	Improvement Plan for 2024-2025	Two mini lessons is insufficient to gauge student instructional abilities. An increase in the number of presentations is warranted. Assessment needs to be better integrated with the rubrics.
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	Student Learning Outcome #2	Students will demonstrate the principles of effective instruction and outcome-based learning opportunities by developing lesson plans.
PLAN	Assessment Method(s)	Lesson plans should be designed from one activity outlined in the unit plan. This is a teaching tool, which explains in detail the activities that the learner will engage in to reach an objective for a specific lesson, including methods for evaluation and assessment. There will be six lessons plans in all (2 group, 4 individual). The instructor lesson plan rubric includes performance expectations for TEKS standards, behavioral objectives, materials and resources, procedures, learning activities, assessment, and differentiation protocols. Peer evaluation includes clarity of concept, instructional procedure protocols and assessment of presenter's content knowledge of the subject being taught.
	Proficiency	The student/s will develop lesson plans that comply with state requirements for instructional leaders with 80% accuracy.
DO	Benchmark	80% of students will score 80% or better on instructor and peer-evaluations of lessons.
	Results of Assessment	14/16 (87.5%) students earned an overall score of 80% or better on their lesson plans.
S T U D	Analysis of Results	Outcome #2 was met. Most students were able to write a lesson plan, however more guidance is needed to develop better proficiency.

Y		<p>The goal is for students to develop professional demeanor, academic expertise, and communication skills. However, peer-assessment can be subjective. Students are provided guidance and work in small groups to develop lesson plans. Feedback is given and students are provided opportunities to address weaknesses in their lesson plans. Students seem to appreciate opportunities to increase their skill and improve their grades. The success rate for this goal is increasing.</p>
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ACT	Improvement Plan for 2024-2025	The number of mini lessons will be increased upon the next offering of this course. Instructors will work to refine the assessment process to be more consistent across instructors.
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	Student Learning Outcome #3	Students will demonstrate concepts of lesson planning, assessment, and classroom management for instruction in classroom settings through syllabus creation.
PLAN	Assessment Method(s)	Students will create a syllabus/program plan. The syllabus is a complete description of “what is to be learned” by students/consumers during a six-week period. It should include the “intended learning outcomes” in an ordered manner. This is an administrative paper and an instructional blueprint, which explains the timing and focus of a series of lessons and includes connections from previous units and future units. The goal is to design a learner-centered and effective overview of a series of lessons that can be implemented in the classroom. The syllabus/program plan is a group activity. Students will be grouped by track or by interest. Students will be evaluated on their plan and how well they collaborated with their peers. The evaluation rubric includes organization, presentation, and delivery.
	Proficiency	The student/s will design syllabi that outline the objectives, activities and assessments for ASL instruction earning scores of 85% or better.
DO	Benchmark	85% of students will earn a score of 85% or better on their syllabus/program plan.
	Results of Assessment	All students (100%) of students earned a score of 85 or better on the syllabus assignment.
S T U D Y	Analysis of Results	Outcome #3 was met. Students were able (in small groups) to create a syllabus that would outline the course instructional activities for an academic school year.

ACT	Improvement Plan for 2024-2025	<p>Classroom management is vital to providing effective classroom instruction. Due to the import of classroom management in the retention of teachers in the classroom, it should become its own outcome. Lesson planning and assessment will be integrated into Outcome #2. Faculty will explore scenarios that students may experience in the classroom that would affect their instruction.</p>
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	Student Learning Outcome #4	Students will develop strategies to pass the Texas state certification exams.
PLAN	Assessment Method(s)	Four workshops are offered each year (two written, two performance). Students must attend one of each workshop until they pass the tests. Attendance is compiled for each workshop by DSDE faculty.
	Proficiency	The student/s will participate in training workshops that will enable them to pass the state certification tests for their content area with 100% attendance.
DO	Benchmark	100% of ASL-C students will participate in at least one of each workshop within a year of Clinical Teaching placement.
	Results of Assessment	100% (9/9 students) of this year's clinical teachers attended the workshops for the state performance tests for ASL.
S T U D Y	Analysis of Results	Outcome #4 was met. Students attended both the written and performance workshops for teacher certification tests for ASL. Students were given the option of retaking a workshop for a more extensive review of content.

ACT	Improvement Plan for 2024-2025	Faculty will continue to revise the workshop content to align with the state requirements for teacher certification.
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	Student Learning Outcome #5	Students will demonstrate knowledge and skills for ASL instruction as assessed by the Texas Education Agency (TEA) TExES #184.
PLAN	Assessment Method(s)	Students taking the state certification test for American Sign Language will pass the written test (TExES #184) prior to placement for Clinical Teaching.
	Proficiency	The student/s will successfully pass their written teacher certification exam
DO	Benchmark	90% of students taking the state certification test for ASL will pass on their first attempt.
	Results of Assessment	100% (9/9 students) of this year's clinical teachers attended the workshops and passed their state written exams by the first attempt. Three students have passed the state performance test for teachers on the first attempt. One student has requested a testing date for not complete the performance test.
S T U D Y	Analysis of Results	Outcome #5 was met.

ACT	Improvement Plan for 2024-2025	
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	Student Learning Outcome #6	Students will demonstrate knowledge of active learning and instructional strategies compiled during field placement.
PLAN	Assessment Method(s)	ASL-C students participating in field experience coursework will successfully fulfill the requirements for field placement (PEDG 3380 - 15 hours, PEDG 4340 – 15 hours, DSDE 4309 – 30 hours).
	Proficiency	The student/s will demonstrate professional development by successfully fulfilling the requirements for field placement with 100% attendance.
DO	Benchmark	90% of students will complete the pre-requisite number of field hours within the allotted time with a grade of B or better.
	Results of Assessment	5/6 (83%) of practicum students successfully completed their field experience hours earning a grade of B or better.
S T U D Y	Analysis of Results	Outcome #6 was not met. A student was unable due to mental health and transportation issues to participate in field placement. A conflict between the placement student's need for an emotional support animal and the needs of high school students who have pet dander allergies was unable to be resolved. An alternate assignment was given to the placement student.

ACT	Improvement Plan for 2024-2025	Faculty will continue to collaborate with the Department of Pedagogy regarding field placement options and responsibilities.
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