

Summary

Use this information to help students understand how assessment results have been used for program improvement. Students can work in a group of two or individually and develop a five pages research paper based on a unit assessment plan based on elementary or middle school unit plans. Students are given the opportunity to exchange papers with their peers to receive feedback and support on editing.

Insert Academic Degree Name Here

Annual Program Report Template

Year:	2021-2022; 2022-2023
Program:	Teacher Education
Contact Person (include email & phone#)	Msingh1@lamar.edu ; 409-880-8032

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Instructor	Course and Course number	Assessment type	How have assessment results been used for program improvement? Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.
Singh	Classroom Assessment (PEDG 4370)	Unit Assessment Research Paper	<p>Spring 2022 and before: Students submitted Unit Assessment Research Paper assignment as a final paper without any prior draft submission.</p> <p>Fall 2023: Students submitted Unit Assessment Research Paper assignment as a first draft and received peer's feedback and then submitted as a final draft incorporating edits from their peers but there were no notes regarding who, how, and when the peer review process occurred.</p> <p>Spring 2023 and in the future: Unit Assessment Research Paper assignment was broken down into parts: Part 1: Selection of unit plans, research questions, methods, develop rubric, and theoretical framework they learned from Human Development course. Part 2: work on excel sheet, analyze data, results, discussion, conclusions, recommendations, and references.</p>

			<p>Students can work in a group of two or individually and develop a five pages research paper based on a unit assessment plan based on elementary or middle school unit plans (Outline & Rubric will be provided). PEER REVIEW PROCESS is MANDATORY. students are given the opportunity to exchange papers with their peers to receive feedback and support on editing This assignment will be submitted in two parts:</p> <p>1st draft: This will consist of detailed outline of each section, rubric, and data on a spread sheet plus peer's comments and suggestions with peer's name, signature, and date. 2nd draft: The final draft will highlight all peer's comments and suggestions are incorporated plus meet the provided research paper guidelines. Students will upload the peer's original comments with peer's name, signature, and date on BB along with final paper. I am incorporating Association for Advancing Quality in Education Preparation (AAQEP) Standards I & II; Standard 1: Candidate/Completer Performance</p> <p>d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice. Standard 2: Completer Professional Competence and Growth</p> <p>e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</p>
Carter/Slaughter	Clinical Teaching (PEDG 4620)	Pre-planning assessment Post-observation assessment	<p>Fall 2021 and before: Students completed the CT Pre-Conference Lesson Review form which consisted of 4 areas of consideration and 12 questions unrelated to the Texas state required T-TESS evaluation instrument. The planning process evaluation was also independent of the assessment of the lesson plan. The actual execution of the lesson was based upon a few of the dimensions from Domain 2 Instruction and Domain 3 Learning Environment of the T-TESS evaluation instrument. Field Supervisor identified 3 areas for reinforcement and 3 areas for refinement for the lesson execution. The lesson planning process was given full credit for completion.</p> <p>Fall 2022: The lesson planning process was designed around Domain 1 Planning of the Texas T-TESS evaluation instrument which focuses on the identified best practices for developing lesson plans. The Domain has four dimensions, which include 1.1 Standards and Alignment, 1.2 Data Assessment, 1.3 Knowledge of Students, and 1.4 Activities. The Dimensions are rated along 5 levels of development, which consist of Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. Clinical teachers were evaluated on how well their planning process and lesson plans adhered to the practices identified in the T-TESS evaluation instrument. However, the lesson planning process evaluation remained independent of the assessment of the lesson plan. Domain 1 Planning was also evaluated in tandem with Domain 2 Instruction and Domain 3 Learning Environment in a single assessment grade. Both the planning process and lesson execution were graded in alignment to the T-TESS evaluation</p>

			<p>instrument using points assigned to the Proficient, Developing, and Improvement Needed development levels in a single assignment.</p> <p>Spring 2023: The lesson planning process was separated into a free-standing assignment apart from the evaluation of the lesson execution evaluated using Domain 2 Instruction and Domain 3 Learning Environment of the T-TESS evaluation instrument. There is now a graded assignment evaluating the lesson planning process and the lesson plan based on Domain 1 Planning. There is another separate graded assignment for lesson execution based upon Domain 2 Instruction and Domain 3 Learning Environment. The planning process is being graded in alignment to Domain 1 Planning of the T-TESS evaluation instrument using points assigned to the Proficient, Developing, and Improvement Needed development levels in a single assignment. The lesson execution is being graded in alignment to Domain 2 Instruction and Domain 3 Learning Environment of the T-TESS evaluation instrument using points assigned to the Proficient, Developing, and Improvement Needed development levels in a single assignment.</p> <p>Fall 2023: The lesson planning process assessment will consist of Domain 1 Planning of the T-TESS evaluation instrument and the final lesson plan. This will consist of a single graded assignment. The lesson execution will consist of Domain 2 Instruction and Domain 3 Learning Environment and will be graded as a single assignment.</p> <p>The transition from assessments not aligned to the state's T-TESS evaluation instrument and not graded by levels of development to assessments now aligned to the state's T-TESS evaluation instrument and graded aligned to the levels of development identified in the T-TESS evaluation instrument provides our teacher candidates with information about their performance that is preparing them for actual experience when they assume their own classrooms. The evaluation data is more closely aligned to real-world experiences. Teacher candidates are aware of best practices as provided in the T-TESS evaluation instrument and are being shown how to align their own practices to those best practices.</p>
Yan	Teaching Reading – Elem/Middle (READ 3390)	Novel Reading Project	<p>Fall 2023 (I started to teach this course) and before: Students submitted a Novel Reading Project assignment as a final project without any peer feedback.</p> <p>Spring 2023 and in the future: Students will submit a Novel Reading Project assignment as a first project after receiving peer's feedback in a small-group discussion on the book choice of novel, reading comprehension questions, and teaching reading strategies based on that novel reading project. Students then will submit as a final with edits according to their peers' feedback.</p>

Sprott	PEDG 3300 Human Development and Learning	Philosophy of Education Paper	<p>Spring 2022 and before: Students submitted Philosophy of Education Paper assignment as a final paper without any prior draft submission.</p> <p>The Human Development and Learning course was totally redesigned in the Fall of 2022. New instructional material and online resources were included to enrich the course. The new course received Quality Matters approval and met all the essential Quality Matters standards at 100% and was employed as a model for university professors to review for development.</p> <p>Fall 2023: Students submitted the Philosophy of Education assignment as a final draft and received feedback from an IA and then submitted as a final draft incorporating edits from the IA but there were no notes regarding who, how, and when the instructor review process occurred.</p> <p>Spring 2023 and in the future: a webinar to explain the steps of creating the Philosophy of Education paper assignment to incorporate the theoretical framework they learned from the Human Development course and incorporating Association for Advancing Quality in Education Preparation (AAQEP) Standards to reflect the beliefs and critical aspects of the learning environment and use of data for modifying instruction.</p>
Ríos	PEDG 2342 Diversity of Learners	Case Studies – Research and Analysis	<p>The Diversity of Learners course was totally redesigned by a team of faculty members. New instructional material and online resources were included to enrich the course. The new course received Quality Matters approval and met all the essential Quality Matters standards.</p> <p>In 2021, the department started the process of aligning the Course-level Objectives and Competencies with the standards of the <i>Association for Advancing Quality in Educator Preparation</i> (AAQEP). It was determined that for the Diversity of Learners course the AAQEP standards 1c and 2b were relevant to the course objectives and intended student learning outcomes. During the Spring and Fall 2021 terms we began incorporating these standards into key assessments and rubrics. Standard 1c -- Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning. 2b -- Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.</p> <p>The Case Studies assessment and rubrics include the following Course Learning Outcomes:</p>

			<p>The teacher candidate will demonstrate in written assignments, appreciation of cultural diversity and the disposition to successfully work with diverse students. [Course Learning Outcome 01, CLO1]</p> <p>The teacher candidate will demonstrate in written assignments, familiarity with the guiding principles of culturally responsive teaching; and will be able to describe how students' background can be used to create a classroom environment conducive to learning. [Course Learning Outcome 02, CLO2]</p> <p>The teacher candidate will demonstrate in written assignments, positive attitudes and high expectations for diverse learners, as well as an appreciation of the cultural diversity of the students' families and the extended community. [Course Learning Outcome 03, CLO3]</p> <p>90% of the students were able to demonstrate meeting these learning outcomes.</p> <p>In early 2022 the Course-level Objectives and Competencies were completely aligned with AAQEP standards 1c and 2b. Course content, assignments, assessments and rubrics address these standards. Given that AAQEP has an emphasis on Culturally Responsive Teaching, the textbook selected for the course was: <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>, by Dr. Geneva Gay, she is a recognized authority in the field.</p> <p>The Case Study strategy was selected as an assessment tool, because it allows for high level analysis, synthesis, and evaluation. Students must conduct some research and analyze complex teaching and learning scenarios to answer the Case Studies.</p> <p>92% of the students were able to demonstrate the application of culturally relevant instructional approaches and effective teaching strategies in the solution of Case Studies.</p> <p>In 2022 AAQEP reviewed our courses, including the Diversity of Learners course. The course was determined to meet the standards. In July 2022 we were informed that the Teacher Education Department received full accreditation (7 years) from the Association for Advancing Quality in Educator preparation (AAQEP).</p>
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			In 2023 the course assignments and rubrics had to be adapted to the new Blackboard Ultra.
Hood	READ 4305	Proleptic Autobiography	<p>Fall 2021: This assignment did not exist. The closest assignment to this would have been the reflective teacher disposition survey.</p> <p>Spring 2022: Assignment was piloted. Only one draft was submitted that asked students to respond to disposition type questions in an imagined way for reflection. Feedback was provided but not revisions were made.</p> <p>Fall 2022: Students submitted first draft at the beginning of the semester. Students considered imagined school demographics, location, curriculum, assessments, collegial relationships, and work life balance. Feedback was provided about writing technique such as better use of the rubric in drafting and consideration of issues that the student wrote about in the initial draft. Students used course material field experience along with revising tasks using Pinar’s poor curriculum imaging to revise the final draft. Students revised work to reflect on first draft self and how the new self might look at the old self student.</p> <p>Spring 2023: Fall 2022 was successful enough so that the assignment will stay the same.</p>
Titus	PEDG 3350	Lesson Plan	<p>Fall 2021 and prior: Students developed a lesson plan in groups of no more than four or five people after the content from chapters one through six was covered in the course. Each group presented its lesson plan to the class and received feedback from the class before the final submission. Each group created the lesson plan using Microsoft word, which allowed members to work on the lesson plan in and outside of class. The professor assessed the final lesson plan with a teacher-made rubric with some T-TESS Lesson planning rubric elements.</p> <p>Spring 2022 & Fall 2022: The professor redesigned the Lesson Plan Template and Rubric to put greater weight on the higher-order thinking items and add a more robust collaboration component with other students to help bring greater synergy to the lesson planning process. We emphasized the Texas Administrative Code, Chapter 149.1001 – Texas Teacher Standards. Standard 1, with an intense focus on instructional planning. In addition to incorporating AAQEP aspects (Standards I and II) associated with integrating a cultural component to the lesson planning process so that the students will default into thinking about global and international perspectives.</p> <p>Spring 2023: The lesson planning assignment spans the content of the first six chapters of the “Elementary and Middle School Mathematics Teaching Developmentally” Textbook. We start with intensely examining the Texas Essential Knowledge and Skills standards and the EC-6/4-8</p>

			<p>Mathematics competencies incorporating Lead4ward materials. We end with chapter six, which covers teaching mathematics equitably to all students. Students work in groups of four or five. There are multiple formal assessments throughout the process from other peer groups and the professor before submitting the final lesson plan. The professor and students will use the T-TESS Planning Rubric to assess the lesson plan using only the proficient, developing, and improvement needed performance levels.</p>
Hefner-Babb	PEDG 3351	Lesson Plan Unit	<p>Fall 2021: Lesson plan unit was broken up into individual lesson plan assignments for feedback due in part to the habit of waiting until the end of the semester to pull the plan together. The result was higher quality lesson plans and students taught a lesson in the field.</p> <p>Spring 2022: Modification to the lesson plan unit assignment allowing students to work in teams on the lesson planning and required unit to include all aspects of social studies.</p> <p>Fall 2022 Since students tended to pick the lower grades for the lessons so made change for Fall class that lessons needed to be for higher grade levels. Also, students worked in LPC groups based on the schools where they did field assignments. Switched to 5E lesson plan format and added vocabulary requirement. Students had access to Lead4Ward curriculum planning materials. Lesson plan unit assignments improved but two groups did not submit complete unit plans.</p> <p>Spring 2023: Continued with 5E lesson plan and added a week-long module focused on 5E lesson planning. Students working in teams of 3 or 4. Working on units one lesson at a time with feedback throughout the semester. Students also have access to Lead4ward materials. Will use T-TESS lesson plan rubric this semester.</p>
Hefner-Babb	PEDG 3351	Social Studies Content	<p>Fall 2021: Used Parker & Beck textbook which focused on social studies method by content area. LPE test scores and in class activities indicated poor content knowledge.</p> <p>Spring 2022: Changed textbook to Duplass which was more method based and also required Middle School Guide to U.S. History. Students answered the questions at the end of each section of the history book. LPE scores slightly improved. Students given option of 240 tutoring and most did not use it. Created syllabus and proposed new PEDG 2351 Integrated Social Studies course and submitted to department chair...no action taken on new class by COEHD.</p> <p>Fall 2022: Changed textbook again as the Duplass book was poorly received by the students and did not work well. Students took pre-assessment based on STAAR 8th grade social studies test, professor revised student success rate in core courses related to social studies content, provided resources in course module for students to review. LPE scores improved but possibly skewed by 240 tutoring issues.</p>

			Spring 2023: Kept textbook, pre-assessment test, reviewed student grades in core courses, will continue to provide resources for study prep. See how LPE scores develop with new exam.
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In 2022 the Teacher Education Department received full accreditation (7 years) from the Association for Advancing Quality in Educator preparation (AAQEP).

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

The teacher education is adopting a yearlong US Prep Residency Model where preservice teachers will be completing their field or clinical teaching at school campus. There will be several modifications incorporated in the courses and key assessments assessed using T-TESS rubric

https://teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
	Students can construct, conduct, and assess lesson and unit plan	Unit Assessment Research Paper	Unit plan will be provided; list of questions will be provided	90% will meet the expectation	TBD	Student's ability to construct, conduct, and assess lesson plan and unit plan improved.
The conceptual framework of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research, and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and	Students will be able to demonstrate knowledge, attitudes and skills of digital age work, and learning. During the clinical teaching courses, PEDG 4620, 4630, 4650: Student Teaching, of the Teacher Education Program, students' digital literacy/competency is measured through a seven-part Technology Assessment. Data from this assessment help determine pathways for higher usage of technology in pre-service teaching.	Technology: Response on the Technology Survey for Educator Preparation Program Students in the clinical teaching courses completed the Technology Survey for Educator Preparation Program. Part two of the survey includes questions from the Technology Proficiency Self-Assessment for the 21st (TPSA C-21) that will be used to assess their self-efficacy beliefs about the	The TPSA C-1 has six scales: email, world wide web, integrated applications, teaching with technology, teaching with emerging technologies, and emerging technologies skills. The TPSA C-21 uses a five-point Likert scale that ranges from Strongly Disagree (1) to Strongly Agree (5). Data will be collected from the clinical teaching courses, PEDG 4620, 4630,	At least 80% of the students' technology self-efficacy belief in the six areas of part two of the TPSA C21 is positive, agreeing and strongly agreeing with the questions in each scale. Rationale: to pass data literacy to PK-12 Students	The data suggest that the targeted 80% was met	During the pre-service experience more emphasis must be placed on discussing the technology competencies, incorporation, implementation and providing feedback to students in planning and delivering technology-rich lessons.

analytical abilities, and professional dispositions. Lamar University educator preparation candidates develop habits of mind needed for “lifelong learning: and respond to the ever-changing diverse needs of EC-12 students and the schools that serve them.		use of technology (Christensen & Knezek, 2017). The TPSA C-1 has six scales: email, world wide web, integrated applications, teaching with technology, teaching with emerging technologies, and emerging technologies skills. The TPSA C-21 uses a five-point Likert scale that ranges from Strongly Disagree (1) to Strongly Agree (5).	4650: Student Teaching.			
	Students will be able to explore and engage in critical reflective practices encompassing their self-awareness, surroundings, and how they are perceived. A video-taped reflection Assignments was added to the B.S. in Interdisciplinary Program courses to increase opportunities for students to engage in critical reflective practices.	Students will be able to explore and engage in critical reflective practices encompassing their self-awareness, surroundings, and how they are perceived. Critical Reflection The students are required to record a reflective practices and professional growth video of	Video assignment in Blackboard, scored by a rubric. Rationale: the faculty believe 80% of students scoring competent or proficient on the rubric is outstanding for the students in our program.	The program expectation for this objective is that 80% of students will score “Competent” and “proficient” on all criteria listed on the rubric. This target percentage will be review after baseline data is collected.Rationale: the faculty believe 80% of	Not measured during this academic year	This assignment was removed from these courses as the courses were transitioning to the US Prep Residency Model and the field and reflection components of these courses were no longer required.

		<p>their field experience in multiple field based courses, PEDG 3350, 3351, 3352, 3380, 4340, and 4380. Students are given a REFLECT Template which outlines the following:</p> <ul style="list-style-type: none"> • RECORD – interactions; what was seen and experienced in the assigned classroom. • ESTABLISH – the overall learning goal of this experience through self-awareness, knowledge and skills. • LINK – this classroom observation and experience to what is be discussed in the course work. • EVALUATE – the interaction in the classroom; identify one or two specific student needs before, during, or after the activity; measure the effectiveness of this 				
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		<p>interaction/observation/experience and document the results.</p> <ul style="list-style-type: none"> • CONNECT – this activity to the competencies in this course. • TARGET – new goals in (a) personal approach (e.g., awareness of self and others, motivation, autonomy) and (b) professional knowledge and skills (e.g., curriculum, theory, cultural integration, interventions) and list ways in which the target goal(s) can be met. 				
	<p>The student will demonstrate in written assignments, familiarity with the guiding principles of culturally responsive teaching, and will be able to describe how students' backgrounds can be used to create a classroom environment conducive to learning. The PEDG 2342 course covers the conceptual frameworks and funds of knowledge required in the standard, as it was</p>	<p>Students will write a reflection using the framework of culturally responsive teaching. The concept of culturally responsive teaching comprises the intersectionality of race-ethnicity, class, gender, sexual identity, and language diversity.</p>	<p>The teacher will review the culturally responsive teaching reflection paper based on meeting the stated learning objectives, relevance to course material and required words and mechanics of students registered in PEDG 2342.</p>	<p>It is expected that 80% of the students will demonstrate a score of at least 3.0 in all categories of the rubric. Rationale: Faculty believe 80% of students scoring 3.0 or better on the rubric is a rigorous standard for our students.</p>	<p>Targeted 80% was met.</p>	<p>All of the students clearly understood the goals of the assignment.</p>

	<p>developed using the frameworks of Culturally Responsive Teaching. The concept of culturally responsive teaching comprises the intersectionality of “race-ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.” (Guide to AAQEP Accreditation, p. 11). Note: this is a different SLO from last year. This objective is an AAQEP standard.</p>		<p>Rationale: Faculty believe 80% of students scoring 3.0 or better on the rubric is a rigorous standard for our students.</p>			
	<p>The teacher candidate can demonstrate an understanding of the components of an effective classroom management plan and can create a plan that represents best practice in the classroom. The PEDG 4340/4380 explores through comparison, analysis evaluation, and practice eclectic theories and diverse strategies related to effective classroom management. PPR Domain II – Creating a Positive, Productive Classroom Environment. Guide to AAQEP page 11, 1e. Creation and development of positive learning and</p>	<p>Effective Classroom Management The Lamar Proficiency test provides students an opportunity to assess their knowledge of their content area and professional responsibilities before taking the state exam. The student learning outcome is part of Domain II – Creating a Positive, Productive Classroom Environment. Each student must take and</p>	<p>The teacher candidate must pass the LU Proficiency Test for PPR (grades EC-12) by the conclusion of the PEDG 4340/4380 course. Domain II (Creating a Positive, Productive Classroom Environment) on this exam measures student knowledge of how to create and implement an effective classroom management</p>	<p>The target for performance on the LU Proficiency Test is for 85% of students testing to score at least 75% on Domain II.</p>		

	work environments. Note: Changed from last year, this SLO is aligned with AAQEP Accreditation.	pass the Lamar Proficiency test before clinical teaching.	plan. This exam is an objective, selected-response evaluation instrument testing general knowledge about creating a positive classroom environment. The assessment committee will collect and analyze all test results after the conclusion of the course.			
		Effective Classroom Management All students enrolled in PEDG 4340/4380 are required to develop a classroom management plan and justify classroom policies and procedures identified in the plan. The instructor will use the "Classroom Management Rubric" (attached), a faculty-developed	The instructor will score this project using the Classroom Management Plan rubric. Student scores will be collected from Blackboard. Rational: the faculty thinks that 85% of students scoring "Competent or Exemplary" is a rigorous goal for our students.	Program expectation for this objective is that 85% of candidates will score "Competent" or "Exemplary" on all criteria listed on the rubric. Rational: the faculty thinks that 85% of students scoring "Competent or Exemplary" is a rigorous goal for our stud	Target was not met	During the current report year, 85 candidates enrolled in the EPP took the LU Proficiency Test for PPR (grades EC-12). This test is among the measures used to evaluate candidate readiness to sit for the state-administered certification exam. Only 21% of the students scored the minimum passing score of 80% or better on Domain II, which is below the target of 85%. The average score of the test takers was 82%.

		instrument, to assess teacher candidates' classroom management plans.				
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Questions regarding the feedback from mentor teachers will be added as how preservice teaching are performing in integrating technology in their lesson and instructions.	C	Time must be set aside for students to talk about technology in education, provide more support for student with developing technology rich lesson plans and projects, provide feedback on how a student can further develop their technology competencies, and evaluating their use of technology in the classroom during the pre-service experience. During the pre-service experience more emphasis must be placed on discussing the technology competencies, incorporation, implementation and providing feedback to students in planning and delivering technology-rich lessons.
This components will be incorporated back into lesson therefore will be reported next year.	P	These courses are undergoing upgrade so the data will be collected in the upcoming semesters.
N/A	C	All of the students clearly understood the goals of the assignment.
The recommendation is to revisit the alignment of the course content to the PPR Domain II standards and competencies in PEDG 3300 and PEDG 4340/4380.	N	Remediation and one-on-one mentoring and PPR EXAM preparation and student success support is needed.