

AAQEP Annual Report for 2024

Provider/Program Name:	J. Elizabeth Casey/BS in Interdisciplinary Studies Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The College of Education and Human Development at Lamar University generates a community of collaboration through innovative curricula, scholarship, and service learning to inspire our diverse student population and to positively impact their lives and others in Southeast Texas and beyond.

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar University has been nationally recognized for the quality of its core curriculum and the diversity of its student body.

Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, teamwork, oral and written communication) to have an immediate impact in the workplace. The BS in Interdisciplinary Studies is presented in this report.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.lamar.edu/education/aaqep.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/2024)	Number of Completers in most recently completed academic year (12 months ending 05/24)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science in Interdisciplinary Studies	4-8 Composite Science	4	1
Bachelor of Science in Interdisciplinary Studies	4-8 English Language Arts Reading	13	3
Bachelor of Science in Interdisciplinary Studies	4-8 Generalist	5	0
Bachelor of Science in Interdisciplinary Studies	4-8 Mathematics	2	0
Bachelor of Science in Interdisciplinary Studies	4-8 Math/Science	1	0
Bachelor of Science in Interdisciplinary Studies	4-8 Social Studies	2	0
BA Eng Teach Cert	7-12	6	3

BA in Sign Language	EC-12 American Sign Language	25	9
Family Studies		8	5
Bachelor of Science in Interdisciplinary Studies	EC-6 Generalist	113	26
History	7-12 History	10	2
Kinesiology		1	0
Math	7-12	9	3
Music	EC-12	40	6
Phys Ed	EC-12	18	2
Spanish	EC-12	1	0
Studio Art, Art & Design	EC-12	9	4
Multidisciplinary		7	0
Total for programs that lead to initial credentials		275	64
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>		0	0
		0	0
Total for programs that lead to additional/advanced credentials		0	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>		0	0
Total for additional programs		0	0

TOTAL enrollment and productivity for all programs		275	64
Unduplicated total of all program candidates and completers		275	64

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

None

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
275. This is an increase of 32 students over the previous year.
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
64. This is an increase of 6 students from the previous year.
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
58. This is a decrease of 5 students from the previous year.

D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

87.5% of candidates completed in the expected time frame; this is an increase of 10% over the previous year. However, 12.5% of candidates completed within 1.5 times expected time frame, a decrease of 11% from the previous year.

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The TExES Series is required for certification by the state of Texas (see full results in chart below). Candidates must take Lamar Proficiency Exams (State Representative Exam) prior to clinical teaching. During the 2023-2024 academic year, all candidates took these exams, and many also took the state exams as well.

- The TExES 160 exam, Pedagogy and Professional Responsibilities (PPR), was taken by 80 candidates during the 2023-2024 academic year. Of the candidates who took the state exam, 66 passed, for a 83% passage rate. This is 8% points lower than the pass rate from the 2022-2023 year, and lower than the state passing rate. This is an area that will need focus.
- The TExES 391, EC-6 core subjects exam, is taken by a majority of candidates (n=225) in the program, and 89% of candidates (n=200) passed the exam during the 2023-2024 academic year. This is lower than the prior year. However, with new testing guidelines, we anticipate test scores will improve.
- Areas with 100% passing rates on their content exams during the 2023-2024 academic year include EC-12 Theater (n=1), EC-12 Art (n=3), 6-12 Dance (n=1), 7-12 ELAR (n=2), AAFCS FACS Composite (n=4), 7-12 Mathematics (n=1), 4-8 Science (n=2), American Sign Language (n=9), Deaf and Hard of Hearing (n=1), and 7-12 History (n=3).
- The TExES content exams with a passing rate below 80% include: (a) EC-12 Music, with five of seven students passing for a 77% passing rate; (b) EC-12 Physical Education, with three of four students passing for a 75% passing rate; and (c) 4-8 ELAR, with three of four students passing for a 75% passing rate.

Ensuring students are prepared to take and pass their exams is essential to keeping students on track to enter clinical teaching and ultimately take a position as a classroom teacher. Changes in testing procedures have been put into place, and with these revisions, faculty and staff believe the passing rates across all testing areas will continue to increase.

		June 1, 2023-May 31, 2024	
Test #	Certificate Area	Pass Rate # Takers	#Passers
391	EC-6 Core	89%	225 200
240	7-12 Chemistry	N/A	0 0
211	4-8 Core Subjects	N/A	0 0
279	6-12 Dance	100%	1 1
154	English as a Second Language Su	N/A	0 0
162	Gifted and Talented Supplement	N/A	0 0
161	Special Education EC-12	N/A	0 0
256	Journalism 7-12	N/A	0 0
115	Math 4-8	N/A	0 0
231	ELAR 7-12	100%	2 2
160	PPR EC-12	84%	58 49
184	American Sign Language	100%	9 9
200	AAFCS FACS Composite	100%	4 4
201	AAFCS Hosp_Nutr_Food	N/A	0 0
178	ART EC-12	100%	3 3
181	Deaf and Hard of Hearing	100%	1 1
117	ELAR 4-8	75%	4 3
113	ELAR/Soc Studies 4-8	N/A	0 0
157	Health EC-12	N/A	0 0
233	History 7-12	100%	3 3
238	Life Science 7-12	N/A	0 0
612	LOTE-Spanish EC-12	N/A	0 0
235	Math 7-12	100%	1 1
177	Musc EC-12	71%	7 5
158	Physical Education EC-12	75%	4 3
116	Science 4-8	N/A	0 0
118	Social Studies 4-8	N/A	0 0
180	Theatre EC-12	100%	1 1
610	LOTE - French EC-12	N/A	0 0
114	Math/Sci 4-8	N/A	0 0
237	Physical Science 6-12	N/A	0 0
151	Reading Specialist	N/A	0 0
236	Science 7-12	N/A	0 0

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

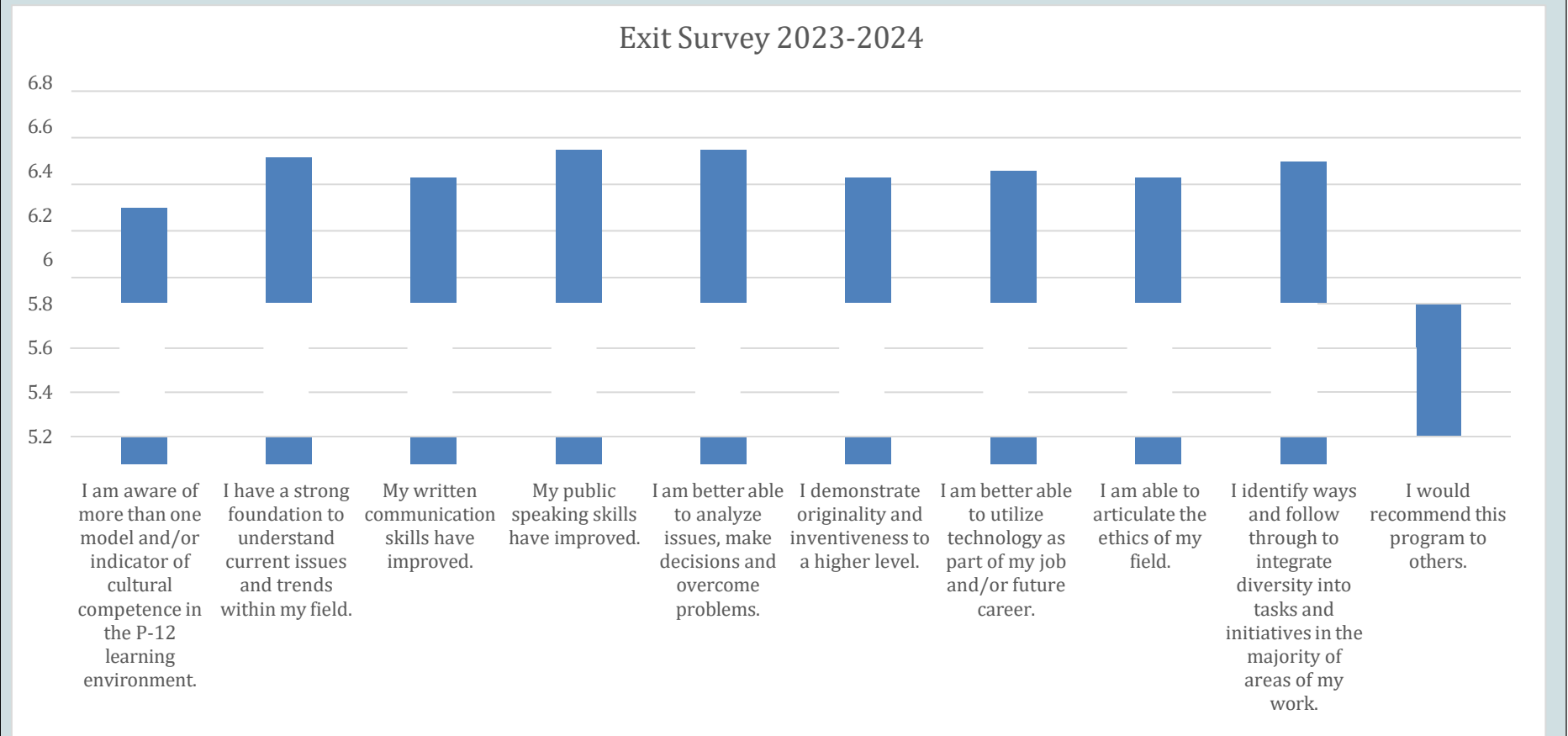
Exit surveys are collected from each candidate in the program to determine if they feel the program has prepared them for the teaching profession, allowed them to grow as communicators, collaborators, technology users, etc. Likert statements included:

1. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment.
2. I have a strong foundation to understand current issues and trends within my field.
3. My written communication skills have improved.
4. My public speaking skills have improved.
5. I am better able to analyze issues, make decisions and overcome problems.
6. I demonstrate originality and inventiveness to a higher level.
7. I am better able to utilize technology as part of my job and/or future career.
8. I am able to articulate the ethics of my field.
9. I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.
10. I would recommend this program to others.

Candidates' (n=60) responses during the 2023-2024 academic year provide evidence that candidates do feel prepared for the profession. Candidates responded to questions (above) using the following Likert scale: 1=Strongly Disagree; 2=Disagree; 3=Somewhat Disagree; 4=Neither Agree or Disagree; 5=Somewhat Agree; 6=Agree; and 7=Strongly Agree. The two highest areas, with an average Likert score of 6.55, included: "My public speaking skills have improved" and "I am better able to analyze issues, make decisions and overcome problems.". These two statements align with a large part of the teaching profession, public speaking and decision making. These areas are followed closely by "I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work" (6.5) and "I have a strong foundation to understand current issues and trends within my field" (6.516). The lowest item on the survey, at 5.78 is "I would recommend this program to others". This demonstrates a significant improvement over the previous year's rating of 3.27. The average of 5.78 is closing in on an average of 6, which would mean that most candidates would agree that they would recommend the program to others. All ratings improved significantly from the prior year. However, there is still room for improvement. Specifically for program recommendation, faculty in the department would hope all students strongly agree this program to peers. (See exit survey results, below)

Exit Surveys (n=60)

Likert (Strongly Agree (7) to Strongly Disagree (1))



G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

After their first year of experience as a certified teacher, in-service teachers are rated in four areas by their principal. Principals rate in-service teachers on Planning, Instruction, Classroom environment, and Professional Practices and Responsibilities. Principals respond to statements and rate a teacher as: **Well Prepared** (Response = 3) All, Or Almost All, Of the Time the Beginning Teacher Was Able to Demonstrate a Thorough Understanding and Had the Required Knowledge and Skills.

Sufficiently Prepared (Response = 2) Most of The Time, The Beginning Teacher Was Able To Demonstrate A General Understanding And Had The Required Knowledge And Skills.

Not Sufficiently Prepared (Response = 1) The Beginning Teacher Demonstrated Limited Understanding and Had Partial Required Knowledge and Skills.

Not at All Prepared (Response = 0) The Beginning Teacher Demonstrated Little to No Understanding and Had Minimal Required Knowledge And skills.

Survey statements for each area are summarized below each narrative description of survey analysis.

1. In the area of Planning, students were rated highly by the principals, averages ranged from 2.4 to 2.48, an increase from the previous year's low of 2.22, but a drop from the highest average of 2.58. Candidates were rated highest in their ability to integrate technology, provide appropriate feedback, and create appropriate student groups. The lowest average across all students included questions 1.2, 1.3, 1.9, and 1.11. Initial teachers are overwhelmed with honing the "with-it-ness" that comes with years of teaching. However, the program will be able to collect data for next year's report that compares students who go through a traditional, semester-long clinical teaching pathway with candidates who matriculate through a year-long residency.

- 1.1 Align lessons with state standards.
- 1.2 Address diverse learner needs.
- 1.3 Instructional strategies include research-based practices.
- 1.4 Content/lessons are relevant to students.
- 1.5 Integrates technology.
- 1.6 Uses appropriate measures of assessment.
- 1.7 Uses a variety of data to plan lessons.
- 1.8 Provides appropriate feedback to all stakeholders.
- 1.9 Plans to encourage persistence.
- 1.10 Includes higher-order thinking in instruction.
- 1.11 Uses appropriate student grouping.
- 1.12 All materials/tech align to instructional purpose.

2. In the area of Instruction, candidates are sufficiently or well prepared, with averages falling between 2.37 to 2.51, compared to last years' averages of a low of 2.22 to a high of 2.52. Candidates were highly rated in their ability to use content pedagogy that aligns with state standards, effective use of instructional technology, and their ability to maintain student engagement in lessons based on behavior and responses. The areas needing attention include differentiation and collecting student progress data during instruction. These last two take time for initial teachers. Faculty are working to address differentiation in courses.

- 2.1 Use content pedagogy that aligns with state standards.
- 2.2 Explain content accurately in multiple ways.
- 2.3 Connect content across disciplines.
- 2.4 Provide for multiple ways of thinking.
- 2.5 Use technology when appropriate to the lesson.

- 2.6 Differentiate instruction.
- 2.7 Monitor participation and performance.
- 2.8 Work with diverse learners.
- 2.9 Work with diverse parent and school/community population.
- 2.10 Collect student progress data during instruction.
- 2.11 Adjust a lesson in progress based on data collected.
- 2.12 Maintain student engagement in lessons based on behavior and responses.
- 2.13 Lesson time appropriate from introduction to closure.

3. In the area of Classroom Environment, candidates' average scores ranged between 2.428 to 2.68, an increase from last year's range of 2.38 to 2.61. These averages are the second highest among the four areas. Candidates receive a lot of instruction in preparing effective learning environments to address the needs of all learners. The lowest average in classroom environment included maintain clear behavior expectations. Organizing a safe classroom had the highest average of 2.68, followed closely by organizing a learning environment accessible to all students (2.6). faculty are in the process of curriculum alignment with T-TESS ratings and hope to see increases in first year teachers' effectiveness.

- 3.1 Organize a safe classroom.
- 3.2 Organize a learning environment accessible for all learners.
- 3.3 Organize a classroom with clear and efficient procedures.
- 3.4 Establish clear behavior expectations.
- 3.5 Maintain clear behavior expectations.
- 3.6 Effectively implement campus behavior policies.
- 3.7 Provide support for students to meet behavior expectations.

4. In the area of Professional Practices and Responsibilities, candidates' average scores were between 2.485 to 2.71, a significant increase from the prior years' averages of 2.38 to 2.63. These averages are the highest among the four areas. Candidates, at the end of their first year of teaching, are seen as highly ethical (n=2.71%) and follow district expectations (n=2.71%). The lowest average in this area included 4.5 and 4.6, with both areas averaging 2.485. Faculty will continue to target these areas to ensure students' academic performance increases.

- 4.1 Follows district expectations for professional standards
- 4.2 Adheres to code of ethics for Texas educators.
- 4.3 Student advocate
- 4.4 Reflects on strengths and professional learning needs
- 4.5 Uses data sources and feedback to set goals
- 4.6 Prioritize goals to improve practice and student performance

Two additional areas were reviewed, and these two principal survey items demonstrate that students were better prepared through Lamar University's program this year over last year. Likewise, Lamar University first-year teacher's influence on student achievement also improved (Figures 5-8).

(See Figures 1-8 below for a complete analysis)

Figure 1

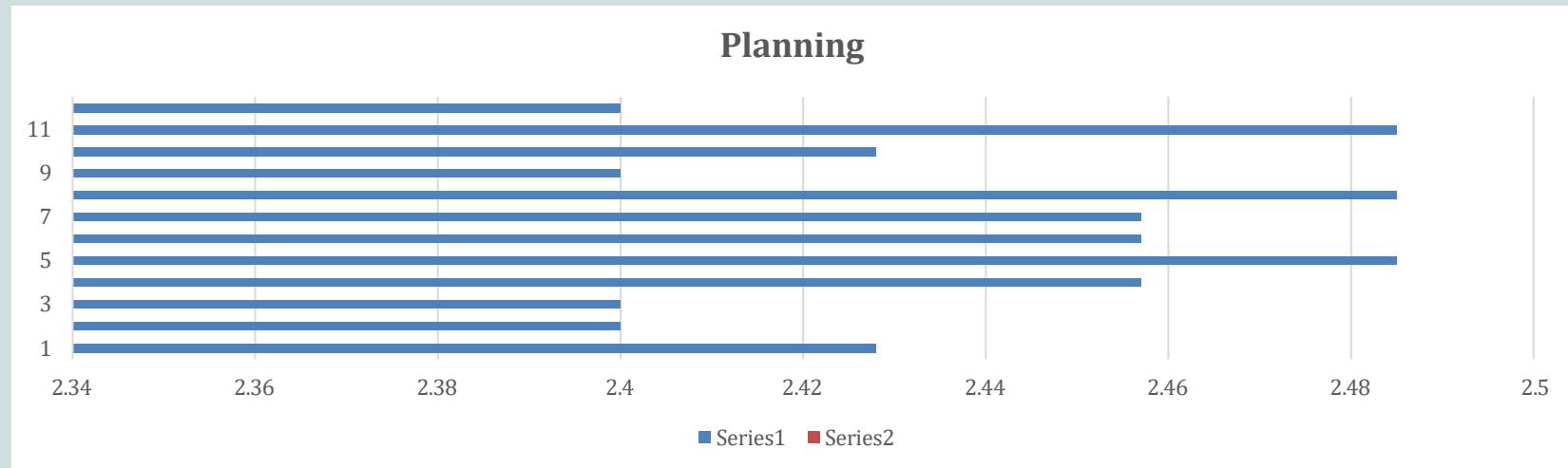


Figure 2

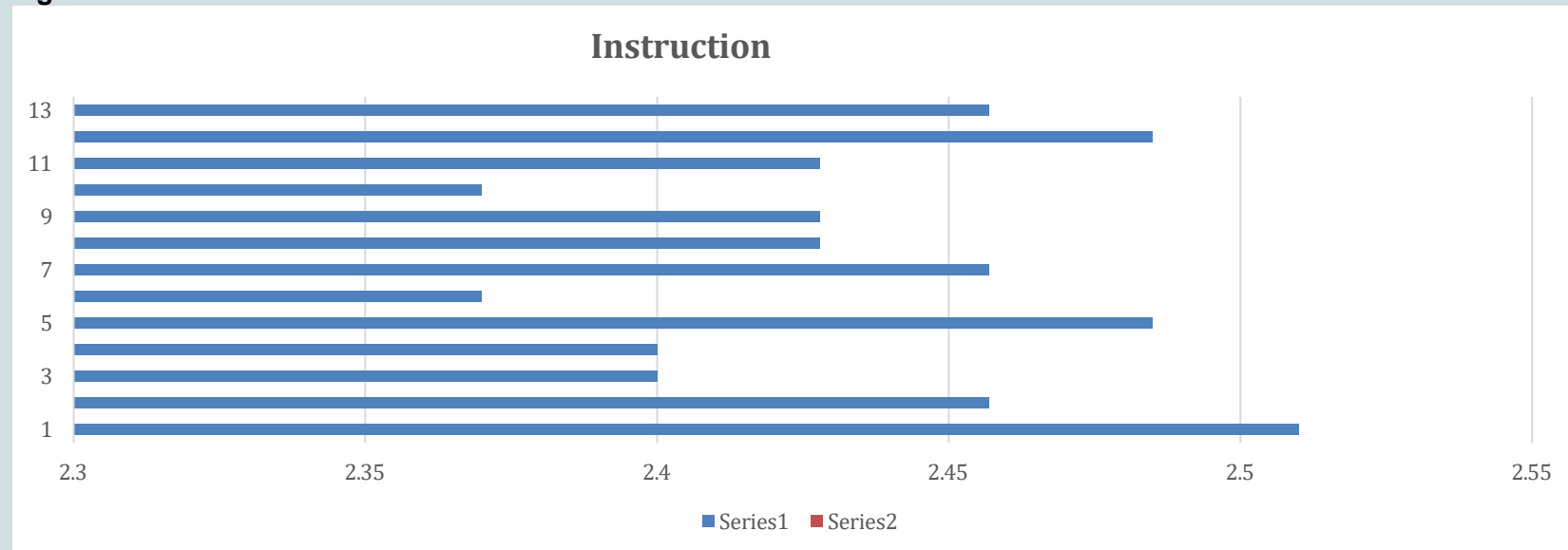


Figure 3

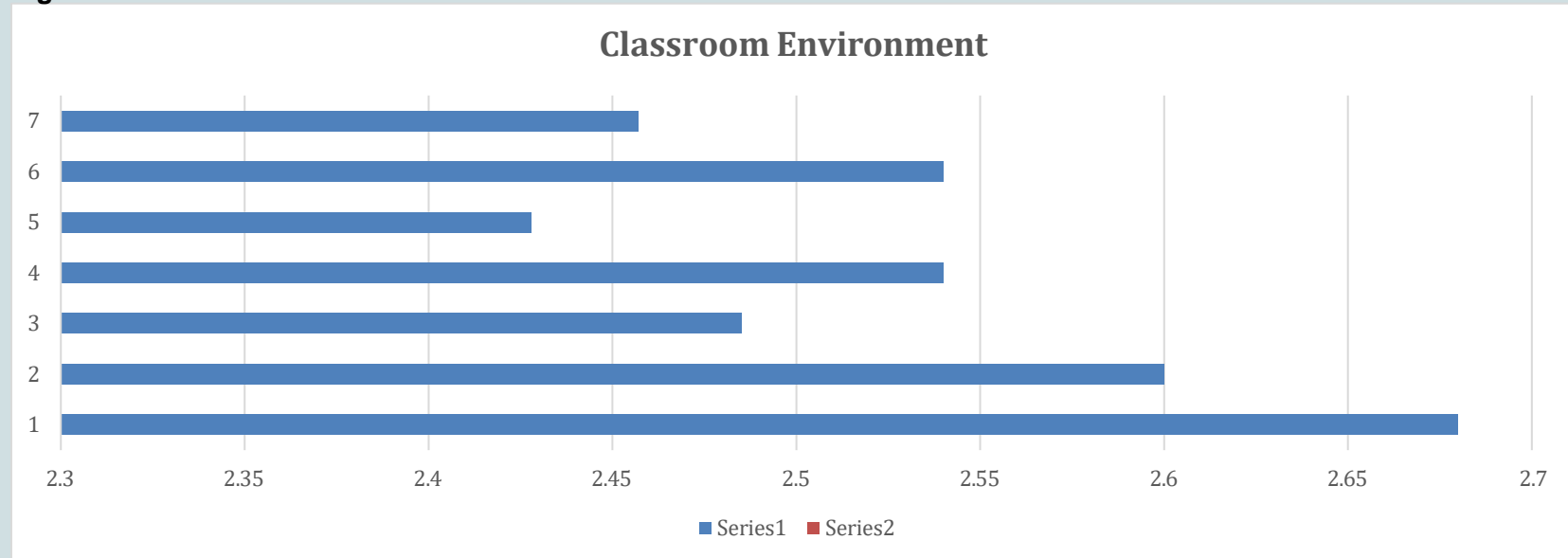


Figure 4

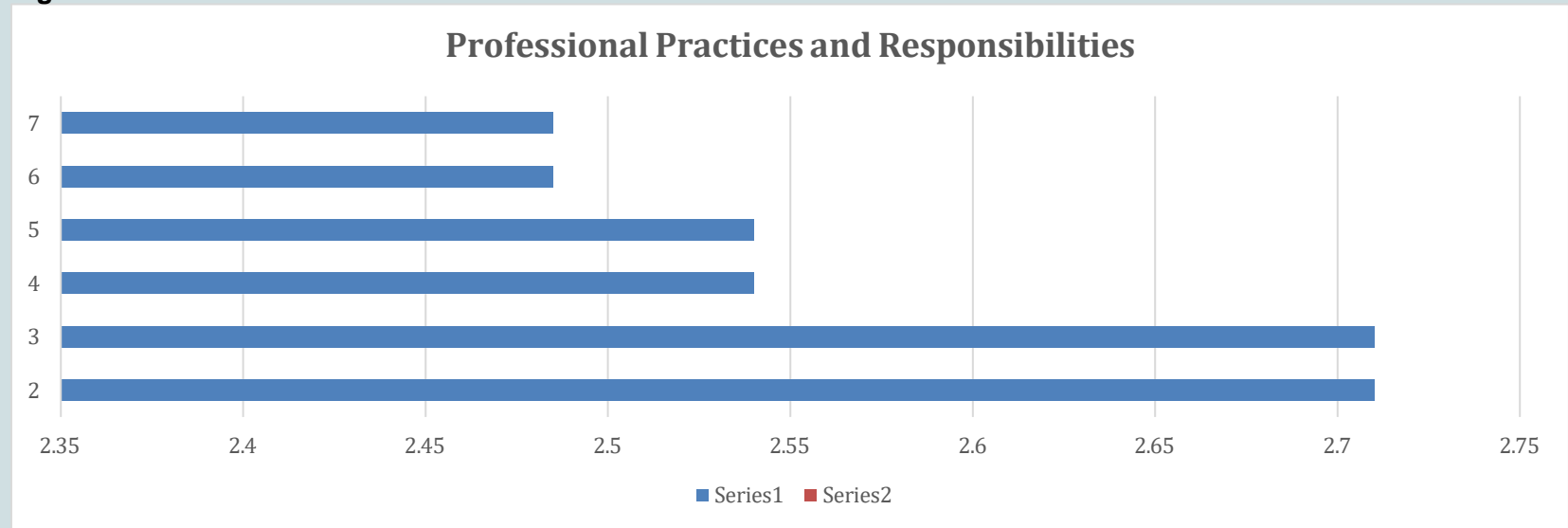


Figure 5

Year: 2022-2023

What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? (n=36)

4 Well prepared by the program for the first year of teaching.

3 Sufficiently prepared by the program for their first year of teaching.

2 Not sufficiently prepared by the program for the first year of teaching.

1 Not at all prepared by the program for the first year of teaching.

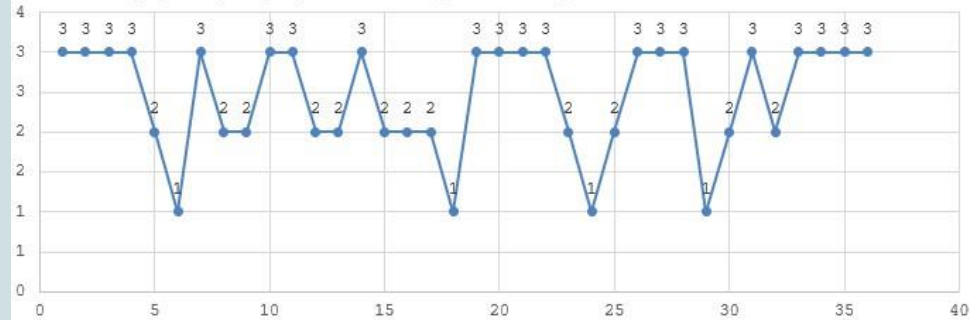


Figure 6

Year: 2023-2024

What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? (n=35)

4 Well prepared by the program for the first year of teaching.

3 Sufficiently prepared by the program for their first year of teaching.

2 Not sufficiently prepared by the program for the first year of teaching.

1 Not at all prepared by the program for the first year of teaching.

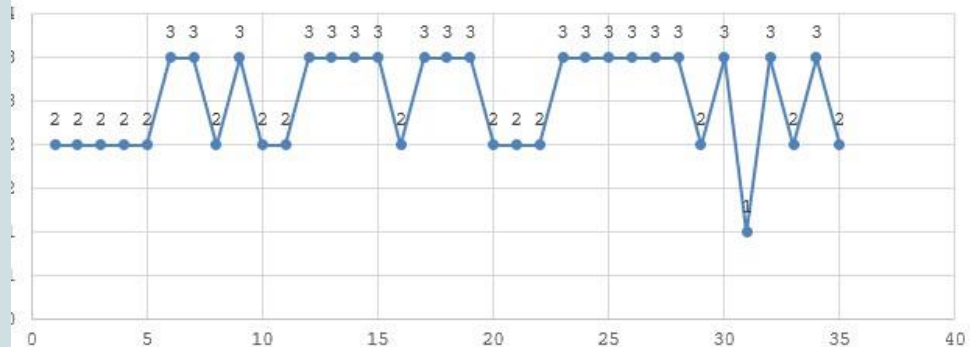


Figure 7

Year: 2022-2023

How would you rate this teacher's influence on student achievement? (n=36)

10 – The teacher is exceptional, in the top 2% of teachers I've supervised.

9 – The teacher is excellent, in the top 5% of teachers I've supervised.

8 – The teacher is very good.

7 – The teacher is good.

6 – The teacher is average.

5 – The teacher is below average but will likely improve in time.

4 – The teacher is below average but will need significant professional development to improve.

3 – The teacher is well below average.

2 – The teacher is poor.

1 – The teacher is unacceptable.

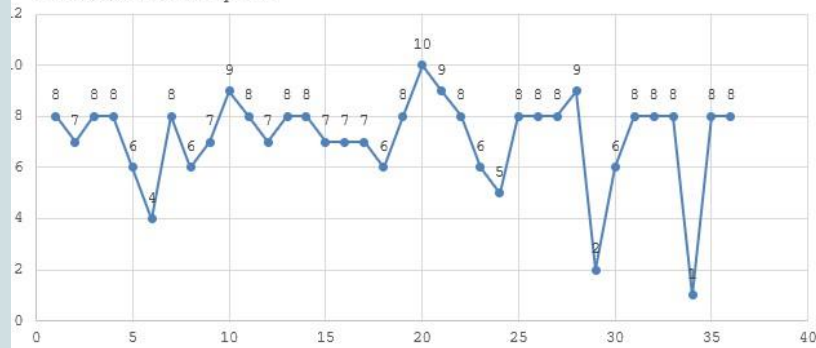


Figure 8

Year: 2023-2024

How would you rate this teacher's influence on student achievement? (n=35)

10 – The teacher is exceptional, in the top 2% of teachers I've supervised.

9 – The teacher is excellent, in the top 5% of teachers I've supervised.

8 – The teacher is very good.

7 – The teacher is good.

6 – The teacher is average.

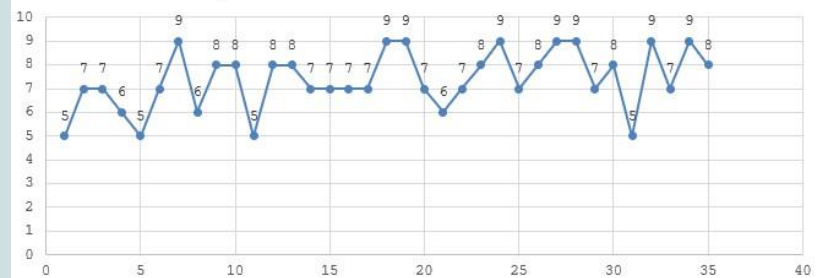
5 – The teacher is below average but will likely improve in time.

4 – The teacher is below average but will need significant professional development to improve.

3 – The teacher is well below average.

2 – The teacher is poor.

1 – The teacher is unacceptable.



H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Lamar University Candidates' email is not an effective means of communication after graduation because the email is closed approximately six months after graduation. Shortly before graduation, candidates' personal email is requested so that the program can follow up to obtain information about their career in the teaching profession (i.e., teaching position, school, grade level, retention in the field, advanced credentials, etc.). However, if candidates: (a) choose not to respond to a message sent to a Gmail/yahoo/other email account, (b) move out of the city or state, or (c) close an email account, it may be hard to track candidates post their first year of teaching.

In spring 2024, 28 candidates graduated from the program with Texas certification. Of those, nine had not secured employment at the time of graduation. However, eight secured a position after graduation, and one candidate decided not to accept a position due to personal reasons. That is a 96% employment rate for recent candidates.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Student Exit Surveys	Students graduating from the program with a BS IS with certification should feel that they were supported during their time in the program, and that they would recommend the program to others.	Candidates' (n=60) responses during the 2023-2024 academic year provide evidence that candidates do feel prepared for the profession.

		<p>This survey included ten items, with candidates having the option to select: 1=Strongly Disagree; 2=Disagree; 3=Somewhat Disagree; 4=Neither Agree or Disagree; 5=Somewhat Agree; 6=Agree; and 7=Strongly Agree. For the item: “I am better able to analyze issues, make decisions, and overcome problems”, candidates’ average score was quite high at 6.55. Likewise, candidates feel “I have a strong foundation to understand current issues and trends within my field” (6.51). The lowest item on the survey shows that students would not recommend the program to others. However, that average increased significantly from last years average, moving from 3.27 last year to 5.78 this year. (See full chart in 3. F above)</p>
<p>ISTE Surveys</p> <p>***See Survey Charts Below</p>	<p>Candidates are expected to have strong self-efficacy in their ability to use educational technology as an instructional resource. During clinical teaching, internship, or residency, candidates across all majors completed the ISTE Survey (n=81) (see statements below). Candidates rated their ability on a five-item Likert Scale with Items ranging from Strongly Agree to Strongly Disagree, with an option for undecided. Candidates are expected to feel proficient in their technology use.</p>	<p>Across 34 of 35 areas, candidates agreed or strongly agreed with each statement. The highest rated items on the first 17 items related to creating a PPT presentation and sending emails. The highest rated item in items 18-35 included a candidate’s ability to send and receive text messages. The lowest rated area by candidates included their ability to create a website, a blog, or a Wiki. It is unlikely that teachers (preservice or in-service) will need to create a website, and it is unlikely that elementary students would create a blog page or Wiki for elementary students. All areas were scored above 4 on average.</p>

GPA Candidates/Completers	To be admitted to the Educator Preparation Program (EPP) at Lamar University, candidates must have a GPA of 2.75. This is higher than the state mandate of 2.5. Candidates are admitted during the second semester of their sophomore year. They are expected to maintain a GPA of 2.75 or higher as they matriculate through the program.	<p>During fall, 2023 and spring 2024, 47 candidates were placed; this included 39 clinical teachers (CTs) and 8 residents. CTs were placed in districts spanning an approximate 100-mile radius. All residents were placed in our partner district.</p> <p>As a program, GPAs are well above the required GPA to get into the Educator Preparation Program. The average GPA of all completers was 3.496. In both cohorts (fall, 2023 and spring 2024), the lowest GPA was 2.67 and the highest GPA was a 4.0. When separating out the residents, the average GPA was 3.42, with a high of 3.92 and a low of 3.04.</p>
State Certification Exams	Passing state certification exams (PPR and Content) is mandatory for certification to be granted to a candidate upon graduation, if all other requirements have been met.	<p>Passing rates on state exams were strong, as reported above. However, there is room for improvement. Lamar candidates' passing rates were above the state average in almost all areas. There were some exceptions, but a small number of candidates attempting a particular exam is a factor.</p> <p>The program would like to see passing rates on all exams at 100%.</p>
T-TESS Data	T-TESS was used across all CTs and residents during fall, 2023 and spring 2024.	This data was collected and analyzed for the 2024-2025 candidates, and residents and clinical teachers' T-TESS evaluations will be compared. (See Table 4)

ISTE Surveys taken during PEDG 4620, PEDG 5383, PEDG 3300, and PEDG 4306:

1. I expect to use technology daily in my teaching in the future.
2. I feel confident that I could send emails to a friend.
3. I feel confident that I could subscribe to a discussion list serve.
4. I feel confident that I could create a distribution list to send email to several people at once.
5. I feel confident that I could send a document as an attachment to an email message.
6. I feel confident that I could keep copies of outgoing messages that I send to others.
7. I feel confident that I could use an Internet search engine (e.g., Google)
8. I feel confident that I could search for and find the Smithsonian Institution Web
9. I feel confident that I could create my own web page.
10. I feel confident that I could keep track of Web sites I have visited so that I can return.
11. I feel confident that I could find primary sources of information on the Internet that I can use in my teaching.
12. I feel confident that I could use a spreadsheet to create a bar graph of the proportions of the different colors of M&Ms in a bag.
13. I feel confident that I could create a newsletter with graphics.
14. I feel confident that I could save documents in formats so that others can read them if they have different word processing programs (eg., saving Word, pdf, RTF, or text).
15. I feel confident that I could use the computer to create a slideshow presentation.
16. I feel confident that I could create a database of information about important authors in a subject matter field.
17. I feel confident that I could write an essay describing how I would use technology in my classroom.
18. I feel confident that I could create a lesson or unit that incorporates subject matter software as an integral part.
19. I feel confident that I could use technology to collaborate with teachers or students, who are distant from my classroom.
20. I feel confident that I could describe 5 software programs or apps that I would use in my teaching.
21. I feel confident that I could write a plan with a budget to buy technology for my classroom.
22. I feel confident that I could integrate mobile technologies into my curriculum.
23. I feel confident that I could use social media tools for instruction in the classroom. (ex. Facebook, Twitter, etc.)
24. I feel confident that I could create a wiki or blog to have my students collaborate.
25. I feel confident that I could use online tools to teach my students from a distance.
26. I feel confident that I could teach in a one-to-one environment in which the students have their own device.
27. I feel confident that I could find a way to use a smartphone in my classroom for student responses.
28. I feel confident that I could use mobile devices to connect to others for my professional development.
29. I feel confident that I could use mobile devices to have my students access learning activities.
30. I feel confident that I could download and listen to podcasts/audio books.
31. I feel confident that I could download and read e-books.
32. I feel confident that I could download and view streaming movies/video clips.

33. I feel confident that I could send and receive text messages.
 34. I feel confident that I could transfer photos or other data via a smartphone.
 35. I feel confident that I could save and retrieve files in a cloud-based environment.
- (See Figures 1 and 2 below)

Figure 1

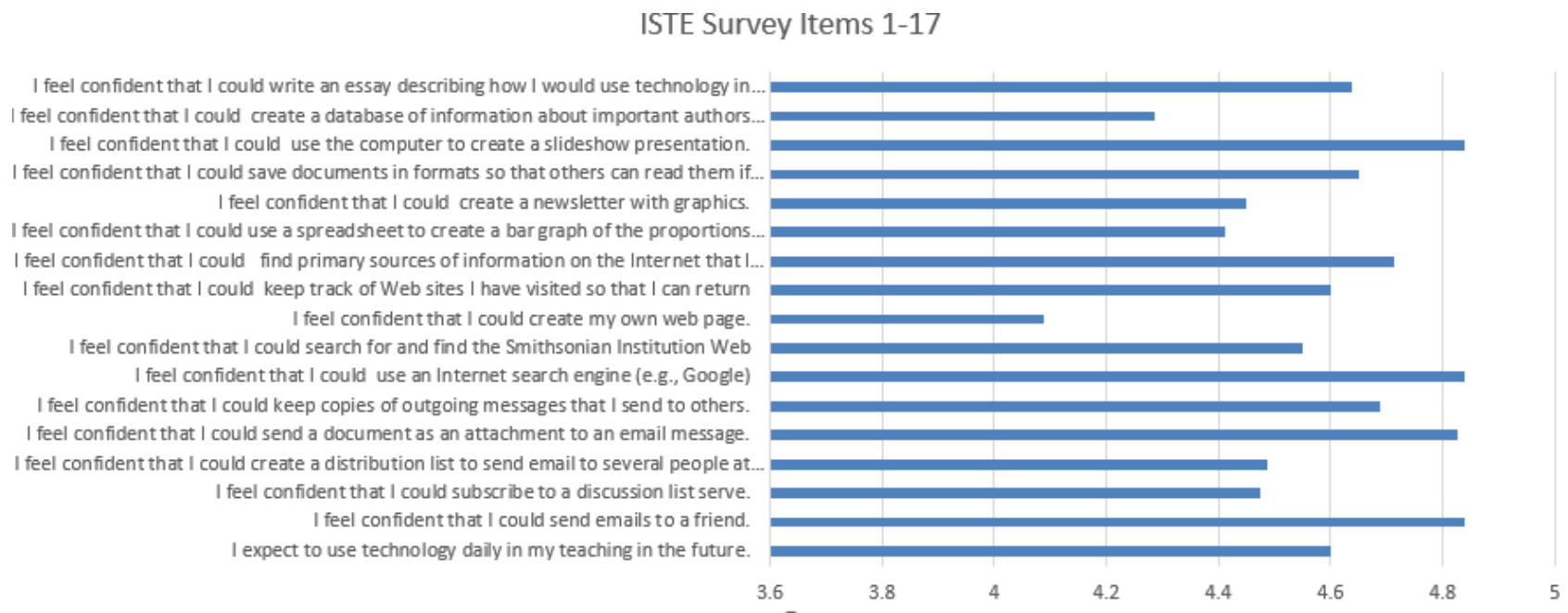


Figure 2

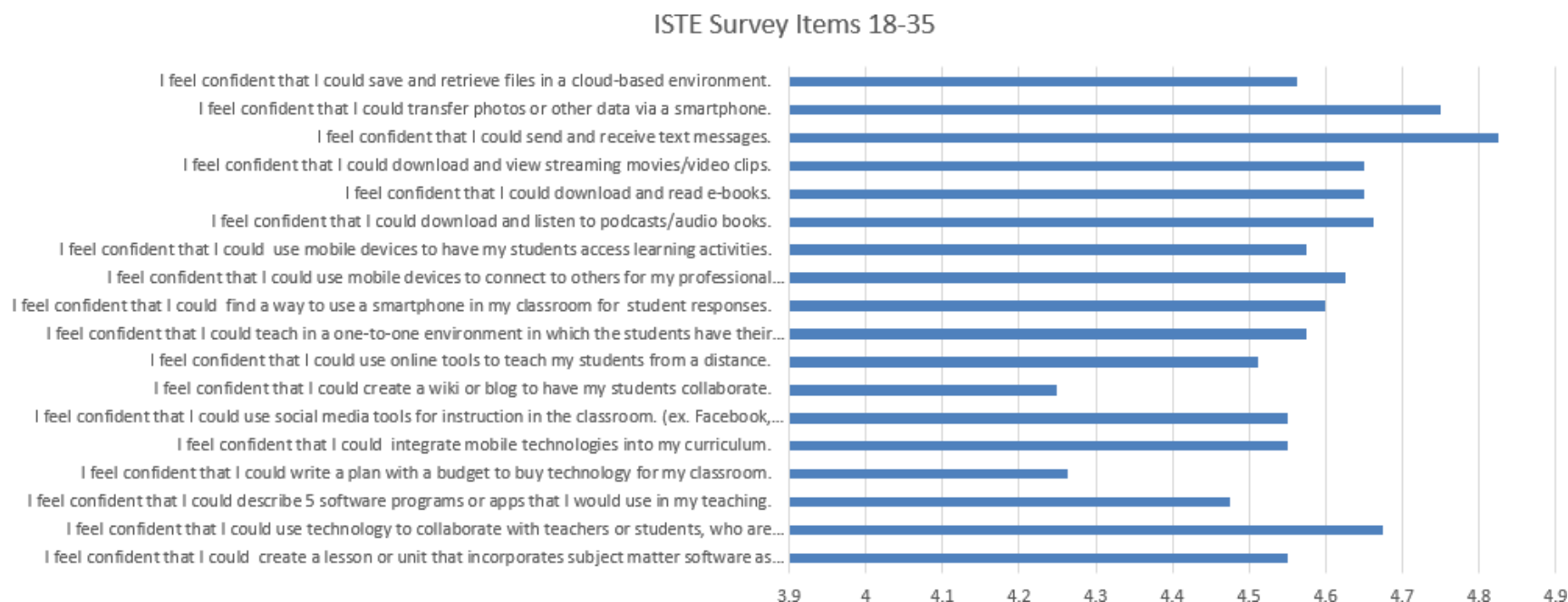


Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

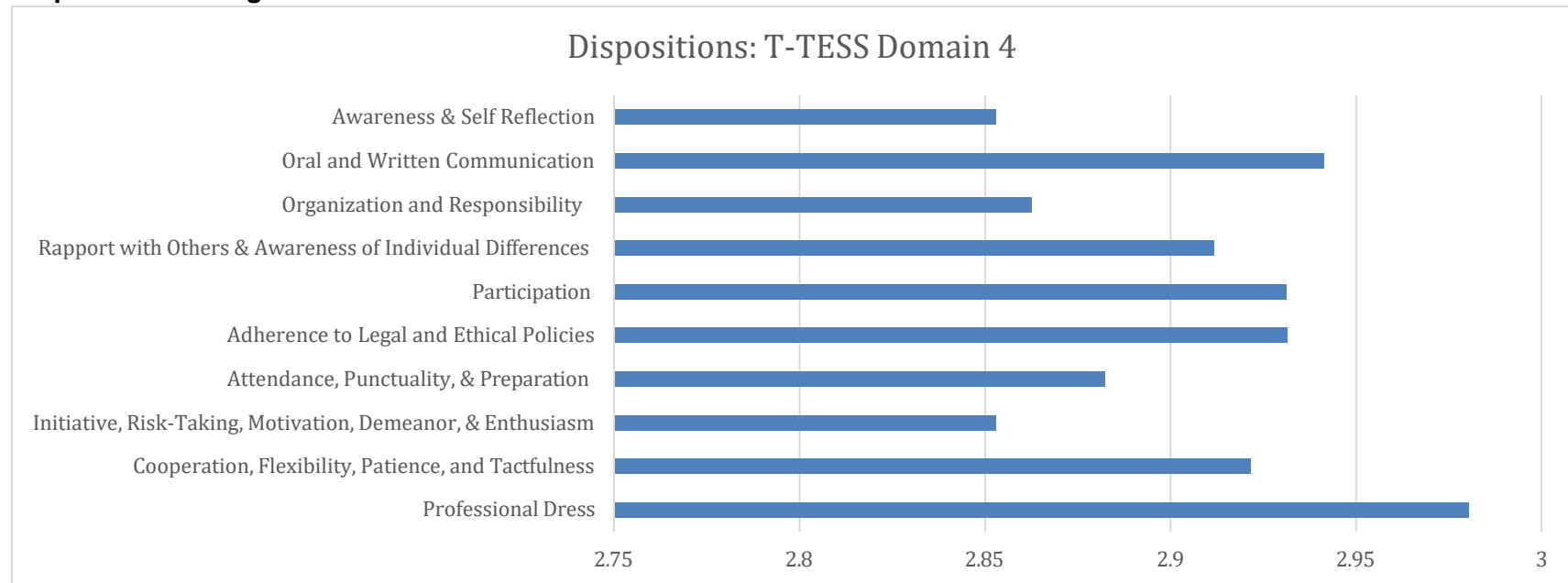
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
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Principal Survey	<p>Principals rate each candidates' level of preparation after their first year of teaching. This provides input to the program to make changes based on results. Faculty in the program would like for all students to receive scores of 3 (well-prepared) in each category on the principal survey. However, a score of 2 (sufficiently prepared) demonstrates that candidates can effectively manage a classroom and instruct students, with some room for improvement.</p> <p>Candidates who have graduated from the program and have completed their first year as a teacher of record should be viewed as well prepared. However, sufficiently prepared is acceptable.</p>	<p>An average of candidates' scores from the 2024 principal survey across five areas ranged from a low of 2.37 to a high of 2.71. A score of 2 is sufficiently prepared and a score of 3 is well prepared. On average, our candidates are sufficiently prepared to handle a classroom, with room for improvement.</p> <p>There are areas that can be addressed, and these will be identified in the goal statements.</p>
Dispositions Assessment ***See Charts 1 and 2 Below	<p>Candidates who are in clinical teaching and residency are expected to be on target across 10 dispositions ratings. For this academic year, the dispositions ratings were change to tie to Domain 4 of the T-TESS rubric. Cooperating teachers rated clinical teachers as: Proficient (3), Developing (2), and Needs Improvement (1). For the 2023 – 2024 year, a total of 1130 scores were provided for 113 candidates in field placements, clinical teaching, and residency.</p> <p>Mentor and Host teachers also provided reinforcements and refinements for candidates to reinforce and improve instructional practices. (See charts below)</p>	<p>Lamar University placed 113 candidates in K-12 schools in surrounding districts during fall, 2023 spring 2024 during clinical teaching (CT), residency, or field experience. Combined averages from all preservice teacher candidates across all 10 disposition areas tied to T-TESS Domain 4 ranged from 2.849 to 2.982. CTs, residents, and preservice teacher candidates were scored by their cooperating teacher (field experience), mentor teacher (CTs), or host teacher (residents), using a scale of Proficient (3), Developing (2), or Needs Improvements (1). Overall, the majority of candidates are Proficient. Of the 113 candidates, 1130 scores were provided across the 10 dispositions. Of those scores, candidates received the highest average in scores in Professional Dress and the lowest average scores in Organization and</p>

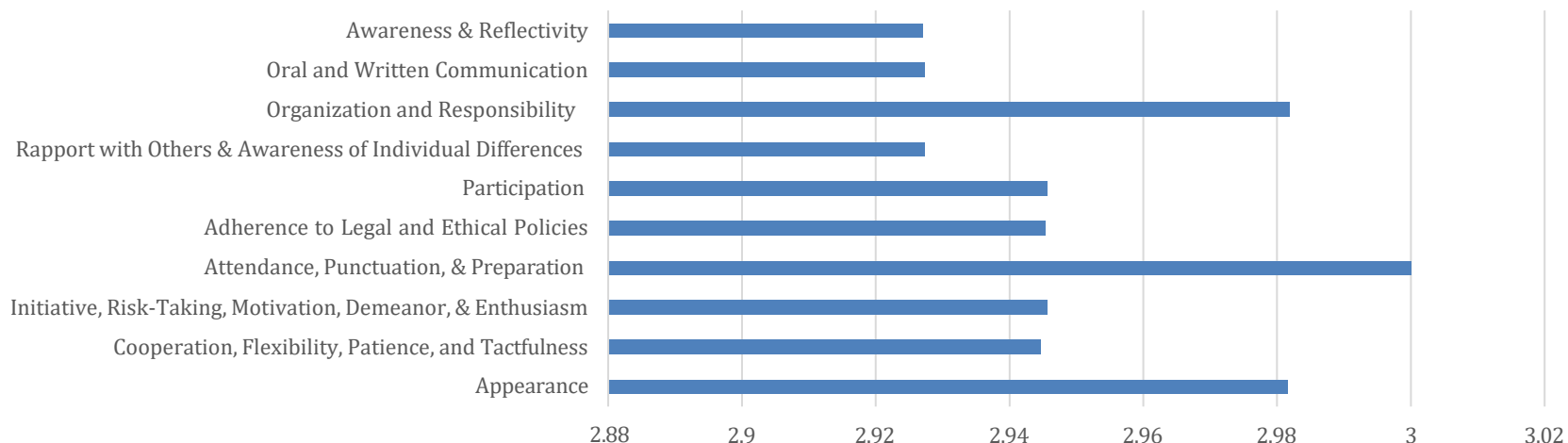
		<p>Responsibility. This lowest score is not surprising because of the many tasks that must be completed every day across multiple content areas and the sheer volume of planning and assessment that is required of teachers.</p> <p>Of the 113 placements, there were 69 CTs or residents who graduated. Their scores ranged from 2.927 to a high of 3, which is expected. Candidates in field placements are still honing their skills.</p> <p>During the 2023-2024, the Disposition ratings were tied to the T-TESS Dimension 4, and included the following categories:</p> <ol style="list-style-type: none"> 1. Professional Dress 2. Cooperation, Flexibility, Patience, and Tactfulness 3. Initiative, Risk-Taking, Motivation, Demeanor, & Enthusiasm 4. Attendance, Punctuality, & Preparation 5. Adherence to Legal and Ethical Policies 6. Participation 7. Rapport with Others & Awareness of Individual Differences 8. Organization and Responsibility 9. Oral and Written Communication 10. Awareness & Self Reflection <p>(See chart below)</p>
Full-time Teaching Position upon graduation	The program expects that all candidates will have a job offer at graduation.	<p>During the 2023-2024 academic year, 85 candidates graduated from the program across the state. At the time a survey was sent out to determine whether candidates had secured a teaching position, 81 candidates responded. Of those, 41 responded yes, they had a</p>

		teaching position. The other 40 candidates responded no, they had not secured a teaching position. However, they may have secured a position since that time. Following up with candidates is an area of development for this program. Likewise, graduates receiving emails may opt not to respond or an email may have been cancelled/kicked back due to an error.

Dispositions Ratings:



Dispositions Based On T-TESS Dimension 4 - CTs and Residents only



Sample of Reinforcements and Refinements Provided to Candidates in T-TESS Domain 4 provided by Mentor/Host Teachers (the two columns are unrelated as far as students receiving the feedback)

Reinforcements	Refinements
Maintains professional communication with students while remaining approachable.	Reflection before exit ticket.
She is skilled in the content & is very eager to do a great job. She is student focused.	An area to improve is time management.
Student is ready for her own classroom!	Provide more practice opportunities for students by incorporating hands-on activities in your lessons.
Her rapport with students and staff is always positive.	Clinical Teacher needs to improve on keeping all students engage during lessons or activities. He is improving slowly, and does a great job, but sometimes needs to be reminded to keep an eye on all students if they are participating or not.
Gave clear instructions, students understood what to do.	To handle students' behavior without me.
He is consistently professional in his dress and behavior.	Talk more clearly and loudly.
She will be an asset to whatever district she works for.	Be more involved in discussion with the algebra 1 teams discussions.
Highly skilled in content & making connections with students. Gives good information, talks clearly, shows up to work on time.	Smooth transitions during the lesson.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Prior year goals:

1. Increase passing rates to $\geq 95\%$ on state certification exams in all areas.

Although progress was made on testing procedures, there is still work to do. Some certification areas saw increased passing rates, while other certification areas saw a decline. This goal will remain in place to ensure that in the future, all candidates will take and pass all state exams prior to entering clinical teaching or residency.

2. Candidates graduating from the BS IS program will be effective collaborators in the professional community.

For this goal, we tracked principal survey data in the area of professional practices and responsibilities. Survey results increased from the 2022-2023 to the 2023-2024 principal survey data.

3. Candidates graduating from the BS IS program will demonstrate effective planning, instruction, and classroom management strategies with diverse learners.

For this goal, we tracked the first three areas of the principal survey data: Planning, Instruction, and Classroom Environment. Survey results increased across all areas from the 2022-2023 to the 2023-2024 principal survey data.

4. Candidates graduating from the BS IS program will effectively use technology to enhance instructional practices and increase student learning.

For this goal, we tracked ISTE survey data. Based on results across the principal survey data, candidates were scored lower over last years data. years, students have higher self-efficacy in their use of technology. The goal: “Students will receive an average score > 2.6 (average) on principal surveys in the area of technology” was not achieved. Furthermore, students were scored lower by principals in the area of technology for the 2023-2024 report. This goal will be continued.

Efforts:

The current challenge in our program continues to be implementing EPP and state testing procedures in specific courses. In the past, students were getting caught in a cycle where they face multiple tests at the end of their coursework just prior to advancing to clinical teaching. We continue to make changes to ensure a more seamless advancement occurs, with time built in between the various state certification exams. Students will take tests across a three-year period, rather than a semester long period. This should alleviate test anxiety and promote a seamless matriculation process.

Innovation:

A program request was put into the curriculum course management to move from a BS in Interdisciplinary Studies to a BS in Education. Faculty are still working to make these changes, while also keeping in mind that the TExES 491 will include the EC-6 with SPED exam. The program will move towards this certification areas, adding special education coursework to the program to prepare students for the exam, but more importantly, to support the needs of students with exceptionalities. With the program redesign, more reading classes will also be added to the

program to ensure all candidates needing to take the Science of Teaching Reading (STR) certification exam have opportunities to assess struggling readers, develop an intervention plan, and report on all procedures. Likewise, ensuring all candidates cover all five pillars of reading across two semesters, with explicit instruction in research-based reading strategies, will ensure candidates are effective reading teachers. This plan is still in the works.

Accomplishments:

On a bright spot, we are half-way through our second cohort of year-long residents, and the semester has again been productive, with a lot of positive feedback from all stakeholders. The EPP formed another partnership with a nearby district, with opportunities for eight more year-long residents getting paid 20,000 per academic year. This pathway leads to better preparation and retention in the field. Additionally, Lamar University was one of six institutions selected by the state to have clinical residents take part in the Reading Academy. This will assist candidates tremendously as they will have completed this training prior to graduation. Additionally, a new spring cohort of residents will start the year in January across two partner districts.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	Increase passing rates to $\geq 95\%$ on state certification exams in all areas. This is a continuation of last year's goal. Faculty in the program would like all candidates passing all required state exams prior to entering clinical teaching or residency.
Actions	At the present time, students are taking the representative exam once. In spring, 2024, a new testing policy was put in place to support candidates moving through the program in a timely fashion. We will continue to collect data on the representative and TExES exam pass rates. However, there will an emphasis on test prep and study sessions after the representative exams, with all faculty signing up to deliver study sessions in preparation for state certification exams. Once students have completed a study session, post representative exam results, students will be given permission to take the state TExES exam for certification.
Expected outcomes	Faculty anticipate that this will result in reduced test anxiety, increased passing rates, and higher self-efficacy. Likewise, students will move through the program in a timelier manner. In addition to the testing changes, there has been an emphasis on the testing schedule, with candidates taking the content test in sophomore/junior year, STR in junior year as needed, and PPR during the first half of senior year.
Reflections or comments	When data is analyzed from summer 2024 to spring 2025, there should be a clearer picture of how the new testing procedure is supporting candidates in meeting benchmarks.
	Standard 2

Goals for the 2024-25 year	Faculty would like to see more candidates who are moving through the program to opt for the residency pathway over the semester-long clinical teaching (CT) pathway.
Actions	<p>The project lead for US Prep will continue to provide information to candidates about the two pathways, providing students with a realistic picture of both pathways and the similarities and key differences. Every opportunity to engage current CTs and residents will be made so that preservice teachers in the program are able to speak directly to their peers for unvarnished feedback and answers to their questions.</p> <p>The goal is that in the 2025-2026 academic year, 30 candidates opt for the residency pathway, with 20 students selecting one district partner and 10 selecting the other district partner. Likewise, we hope to have a third district partner, or small groups or rural districts forming one partnership.</p>
Expected outcomes	The residency pathway provides a more robust preparation. Residents will have the resiliency to remain in the profession. By following graduates from both pathways, faculty can compare retention rates between the two pathways.
Reflections or comments	The new state rule allows residents to complete this program without taking the PPR. This may be an additional incentive for candidates in the program.
	Standard 3
Goals for the 2024-25 year	Candidates graduating from the BS IS program will demonstrate effective planning, instruction, and classroom management strategies with diverse learners. This goal is a continuation of last year's goal. This is an important goal, and the actions are taking longer than anticipated. We will continue to add more T-TESS data and compare to principal survey data. These two data sets are always one year behind each other.
Actions	<p>Clinical teachers are observed by field supervisors and assessed formally four times during their semester-long or year-long residency. Prior to fall, 2022, use of T-TESS was not an option during clinical teaching. Field supervisors began using the T-TESS in fall, 2022, and we are making changes in how that data is collected.</p> <p>This instrument provides candidates with continuous, timely, and formative feedback about their instructional planning and classroom management. There was a change in the 2023-2024 academic year to move from the old scoring system of: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed to three ratings: Proficient, Developing, and Improvement Needed. During clinical teaching or year-long residency, candidates are expected to move from improvement needed</p>

	<p>or developing to proficient in all areas. Domain 4 (above) provided some information about candidates through their mentor/host teacher; and candidates were doing well.</p> <p>After their first year of experience as a certified teacher, in-service teachers are rated in four areas by their principal. Principals rate in-service teachers on Planning, Instruction, Classroom environment, and Professional Practices and Responsibilities. Principals respond to statements and rate a teacher as: Well Prepared (Response = 3) All, Or Almost All, Of the Time the Beginning Teacher Was Able to Demonstrate a Thorough Understanding and Had the Required Knowledge and Skills. Sufficiently Prepared (Response = 2) Most of The Time, The Beginning Teacher Was Able To Demonstrate A General Understanding And Had The Required Knowledge And Skills. Not Sufficiently Prepared (Response = 1) The Beginning Teacher Demonstrated Limited Understanding and Had Partial Required Knowledge and Skills. Not at All Prepared (Response = 0) The Beginning Teacher Demonstrated Little to No Understanding and Had Minimal Required Knowledge And skills.</p> <p>Analysis of Principals Survey demonstrate that Lamar candidates struggle in these four areas:</p> <p>Planning: Address diverse learner needs. Instructional strategies include research-based practices. Plans to encourage persistence. All materials/tech align to instructional purpose.</p> <p>Instruction: Differentiate instruction (***repeat area of weakness from prior year). Collect student progress data during instruction (***repeat area of weakness from prior year).</p> <p>Management: Maintain clear behavior expectations (***repeat area of weakness from prior year).</p> <p>It is concerning that three areas are still low based on principal feedback. To address these areas, the following actions will be taken in spring, 2025:</p> <p>PEDG 3330, PEDG 4355, and PEDG 2342: Review all components of all three courses and revamp assignments to address candidates' weaknesses are addressed.</p>
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	PEDG 4340/4380 -Review assignments related to classroom management. Last year, faculty were not able to have collaborative discussions about ongoing and more severe behavioral difficulties candidates may/will face in the classroom as a professional educator. This will be addressed during the spring, 2025.
Expected outcomes	We expect to see improvement in these areas in future principal surveys.
Reflections or comments	We look forward to assessing candidates' progress in their first year of teachers as more candidates opt to complete a residency pathway.
	Standard 4
Goals for the 2024-25 year	Candidates graduating from the BS IS program will effectively use technology to enhance instructional practices and increase student learning. This goal is a continuation of last year's goal. This is an important goal and the actions are taking longer than anticipated.
Actions	<p>At this time, principals are scoring candidates relatively high in the areas of technology integration into classroom instruction. Both averages were 2.485, which is slightly lower than the previous year's principal surveys. However, with the advent of AI, it is important to prepare teachers. The following goal was not completed during the 2023-2024 year, but faculty will work towards completion of this goal during the 2024-2025 academic year:</p> <p>PEDG 3332: Technology in Education</p> <p>Students will have an assignment that addresses the intricacies of AI in K-12 education.</p> <p>Students will complete an ISTE survey and reflect on their identified areas of development needed during enrollment in educational technology.</p> <p>Students will receive an average score > 2.6 (average) on principal surveys in the area of technology.</p>
Expected outcomes	Students will have additional opportunities to increase their self-efficacy in educational technology, demonstrated by an increase in principal survey data.
Reflections or comments	We are revising the ISTE survey. We were not able to complete this last year.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Improvements: Recruitment efforts over the past year have increased students entered the program. We will continue to recruit and retain students. As more undergraduate students seek out online programs, this will impact our program. However, we will continue to grow and scale the residency program. This pathway provides a solid foundation for preservice teachers wanting to enter the profession.

Innovations: The program was recommended for Enhanced Residency Pathway, and this will draw more students into the residency. Ensuring candidates can meet the demands of the residency, while completing all the program coursework, will be important.

Challenge: The Department of Teacher Education is anticipating more districts being able to support candidates in paid, year-long residencies. However, getting candidates to buy-in to this model has been posing some difficulties. We will continue to highlight the benefits of the year-long residency model in terms of monetary support and preparation for the profession.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

TEExES 491-EC-6 with special education. Faculty are revising the program to ensure candidates entering the program in the next two years are prepared for the new exam.

TEA has mandated 50 hours of field experience, and faculty have identified coursework where all students will complete their 50 hours (PEDG 3300-50hrs and PEDG 4340/4380-20 hrs).

The department will monitor regulatory changes that will impact the program and make changes to be in compliance with state guidelines.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Jon Gray, Associate Dean for Educator Preparation, College of Education & Human Development	Dr. Johnny O'Connor, Dean, College of Education & Human Development

Date sent to AAQEP:	12/16/2024
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