

Academic Program Assessment Form

Urban Education BAIS and Teacher Certification

	Outcome Goals	Assessment Procedure	2002-2003 Results	2003-2004 Results	2004-2005 Results	Use of Results
Goal 1	Produce graduates who have demonstrated a level of competency in the characteristics and needs of learners in multicultural settings	Students successfully complete 420 hours of field work in multicultural urban schools; Students report course satisfaction through course evaluations; Department receives feedback from the CPDT Board (an advisory board comprised of representatives from partner school districts and the community); Faculty receive feedback from mentor teachers at the field-based schools; Students successfully complete SOSE 3306 (Culture of the Urban Schools); Students volunteer for service activities	Only a few isolated cases of students did not complete program due to inability to relate to multi-cultural setting; very favorable student evaluations for SOSE 3306	Only a few isolated cases of students did not complete program due to inability to relate to multi-cultural setting; very favorable student evaluations for SOSE 3306, membership in Children's Literary Society doubled	Only a few isolated cases of students did not complete program due to inability to relate to multi-cultural setting; very favorable student evaluations for SOSE 3306; CPDT Board expressed need for more bilingual/ESL teachers	Created on-line version of SOSE 3306; Developed partnership with First Book National Organization to further support Family Literacy Night Program literacy initiatives; Added Field Work Assessment Criteria to Blocks 1 and 2 (see handbook); Professional and Academic Policy in progress; Exploring possibility of offering ESL Certification Program; doubled number of bilingual blocks

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		for urban schools such as Family Literacy Nights and tutoring, Students wish to teach in urban, multicultural schools after program completion				
Goal 2	Produce graduates who have demonstrated a level of competency in effective teaching practices that enhance student achievement factors related to the development of effective teaching environments in urban classrooms	Students successfully complete 5 methods courses in blocks 1 and 2; Students report course satisfaction through course evaluations; Students teach practice lessons in blocks 1 and 2 and succeed in student teaching semester (block 3); mentors evaluate students in their field work; supervisors evaluate students in their field work; graduates are successful in attaining teaching positions after program completion	Only a few isolated cases of students who did not complete program due to inability to exhibit effective teaching practices; Excellent course evaluations for block classes; Districts eager to	Only a few isolated cases of students who did not complete program due to inability to exhibit effective teaching practices; excellent course evaluations for block classes; Districts eager to hire our graduates; Some graduates serve as mentor	Only a few isolated cases of students who did not complete program due to inability to exhibit effective teaching practices; Excellent course evaluations for block classes; Districts eager to hire our graduates; Some graduates	Added team of adjunct supervisors to observe students in blocks 1 and 2; Revised lesson plan template (see handbook); Restructured READ 3305 and READ 3306; Trained faculty and supervisors in new TEXBESS protocol; Implemented paired placements in some blocks so students could use peer observations and feedback on teaching; Created two new courses (PED 3303 and PED 3302) for middle school science and math methods;

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			hire our graduates ; Some graduates serve as mentor teachers	teachers	serve as mentor teachers	
Goal 3	Produce graduates who have demonstrated a level of competency in academic content areas of language arts, social studies, mathematics, or the natural sciences	Students meet program admission requirements that include completion of content courses Students succeed in methods classes contingent on content knowledge; students succeed on block tests (that simulate state content tests) in order to continue in program; Students exhibit successful practice teaching of content	Only a few isolated cases of students who did not complete program due to lack of content knowledge	Only a few isolated cases of students who did not complete program due to lack of content knowledge	Only a few isolated cases of students who did not complete program due to lack of content knowledge	Increased dialogues with faculty in other departments to review content curriculum; restructured remediation procedures for content block exams; created diagnostic content tests administered to block students at beginning of semesters used to develop individual study plans based on results; Education coordinator locates content resources to help students prepare for state content certification exams
Goal 4	Produce graduates who have demonstrated a level of competency in computer/technology	Students successfully complete ETC 3301; Students incorporate technology in their	Students successfully complete	Students successfully complete technology	Students successfully complete technology	Faculty participate in professional development to increase technology

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	proficiency.	practice teaching; students complete electronic portfolios	technology requirements; Students report course satisfaction for ETC 3301 through course evaluations; Students incorporate technology in their practice teaching	requirements; Students report course satisfaction for ETC 3301 through course evaluations; Students incorporate technology in their practice teaching	requirements; Students report course satisfaction for ETC 3301 through course evaluations; Students incorporate technology in their practice teaching	skills (WebCT, etc.) to model effective use of technology for our students; incorporated electronic portfolios as a block requirement, got access to laptops and mobile projectors to facilitate students' use of technology in teaching their lessons in field based schools.
Goal 5	Produce graduates who demonstrate competency on the state TExES exams and are eligible for certification to teach in Texas.	Faculty regularly monitor student performance in course work and practice exams. Students receive intervention conferences and	21 Students demonstrated competency on the state TExES	57 Students demonstrated competency on the state TExES exams and are eligible for Texas	84 Students demonstrated competency on the state TExES exams and are eligible	Results are used to monitor and fine-tune the department's instructional program as well as to monitor state accreditation status. The position of Teacher

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		individual student study plans with teacher education coordinator and faculty.	exams and are eligible for Texas certification out of a total of 21 Graduates. (100%)	certification out of a total of 57 Graduates. (100%)	for Texas certification out of a total of 94 Graduates. (89%)	Education Coordinator was added in Fall 2004 to better serve students needing remediation and individual study plans. Department developed plan with Continuing Education to offer TExES reviews at UHD campus.
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