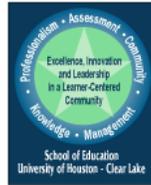




University of Houston – Clear Lake School of Education



*American Association of State Colleges and Universities
2009 Christa McAullife
Exemplary Teacher Education Program Award*

Presented by

Denise McDonald, Ed.D.

Associate Professor & Program Coordinator of Teacher Education



According to the American Association of State Colleges and Universities...

“the purpose of the award is twofold: To recognize ***excellence*** in teacher education programs and to advance the field of teacher education by identifying promising practices and critical issues related to measuring the ***impact of programs on teacher candidate knowledge*** and the impact of these teachers on ***pupil learning***.”

The three aspects of the award noted in bolded text will be highlighted in this presentation – 1) evidence of program excellence and how we demonstrate that excellence, 2) impact of program on teacher candidate knowledge, and 3) impact of those teacher candidates on promoting Pre-K student learning



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School of Education Motto

Excellence, Innovation and Leadership in a Learner-Centered Community

Additional Recognitions of Excellence

- UHCL is one of only 12 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE).
- In 2007, the NCATE Board of Examiners conducted an onsite reaccreditation visit at UHCL. Not only did the SOE meet all standards, but also received no areas for improvement.
- In 2008, the SOE received the Association of Teacher Educator Distinguished Program in Teacher Education Award.
- In 2009, UHCL received the Carnegie Community Award for Community Engagement & Outreach Partnerships.

First, with respect to Program Excellence, additional recognitions have been recently awarded



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Pillars of Excellence

- Collaborations
- Two-Semester Internship Program
- Data Collection and Use

EXCELLENCE is evident across the UHCL Teacher Education program, but three key components ensure ongoing sustainability of program effectiveness over time and they are – collaborations, two-semester Internship experience & data collection and use



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Collaborations

- UHCL Schools of
 - Education
 - Human Sciences and Humanities
 - Science and Computer Engineering
- 10 School District Partners
 - 35 Professional Development Schools
 - Professional Development Laboratory School (PDLS)
 - » *Three initiatives* – Differentiated Leadership, Professional Development & Estrellas Two Way Immersion
- Community Partners

Our collaborations are expansive in depth and breadth...



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Collaborative Units

(Program Implementation Focus)

- **Teacher Education Advisory Committee**
 - Faculty, CPDT Director, University & District Supervisors, & former Interns
- **Teacher Certification Council**
 - Faculty across Schools, Staff , (49%), & Field Partners (51%)
- **PDLS Steering Committee**
 - Faculty, PDLS Administrators & Teachers
- **Internship Team**
 - Teacher Mentors, University Supervisors & School District Supervisors

Within our program we implement Collaborative Units to address specific implementation needs...SOE faculty, faculty across schools, university supervisors, district supervisors, former interns, staff, teacher mentors, school district administrators and other community and field partners are involved. Relationships with partners have extended into professional development opportunities...for example co-presentations at state and national research conferences, publications in practitioner and research journals and co-authoring of field-based grants. Other related collaborative units include the Early Learning Clinic, the Center for Autism and Developmental Disabilities and the UHCL/CCISD Partnership



Collaborative Units

(Program Evaluation Focus)

- **Program Advisory Committees**
 - Field Partners, current and former Student Candidates & 1 non-voting Faculty
- **Program Review Committees**
 - Program Faculty & Student Candidates
- **Unit Review Committee**
 - Faculty across Schools, Field Partners & Student Candidates
- **Teacher Center Executive Board**
 - School District Partners (provide program input to Dean)
- **Educator Congress**
 - Faculty across Schools, and Field & Community Partners

We also have committees and collaborative initiatives that focus on program evaluation...these Collaborative Units also present a range of partners similar to the committees focused on program implementation...this ensures that all stakeholders provide input on program effectiveness and growth. These committees serve as “think tanks” to analyze data collected, then their findings and feedback are presented to SOE faculty, the Associate Dean or the Dean for action to be taken.



Two-Semester Internship

- Placement in PDS
 - Diverse population, cutting-edge technology, etc.
- Triad Instructional Team
 - Teacher Mentor, University Supervisor & District Supervisor
- Variety of experiences
 - Comprehensive experience with all teaching roles
- Rigorous and applied assignments
 - Critical reflections on observations and teaching, portfolio, use of school district benchmarks to assess teaching impact on Pre-K-12 learners, etc.



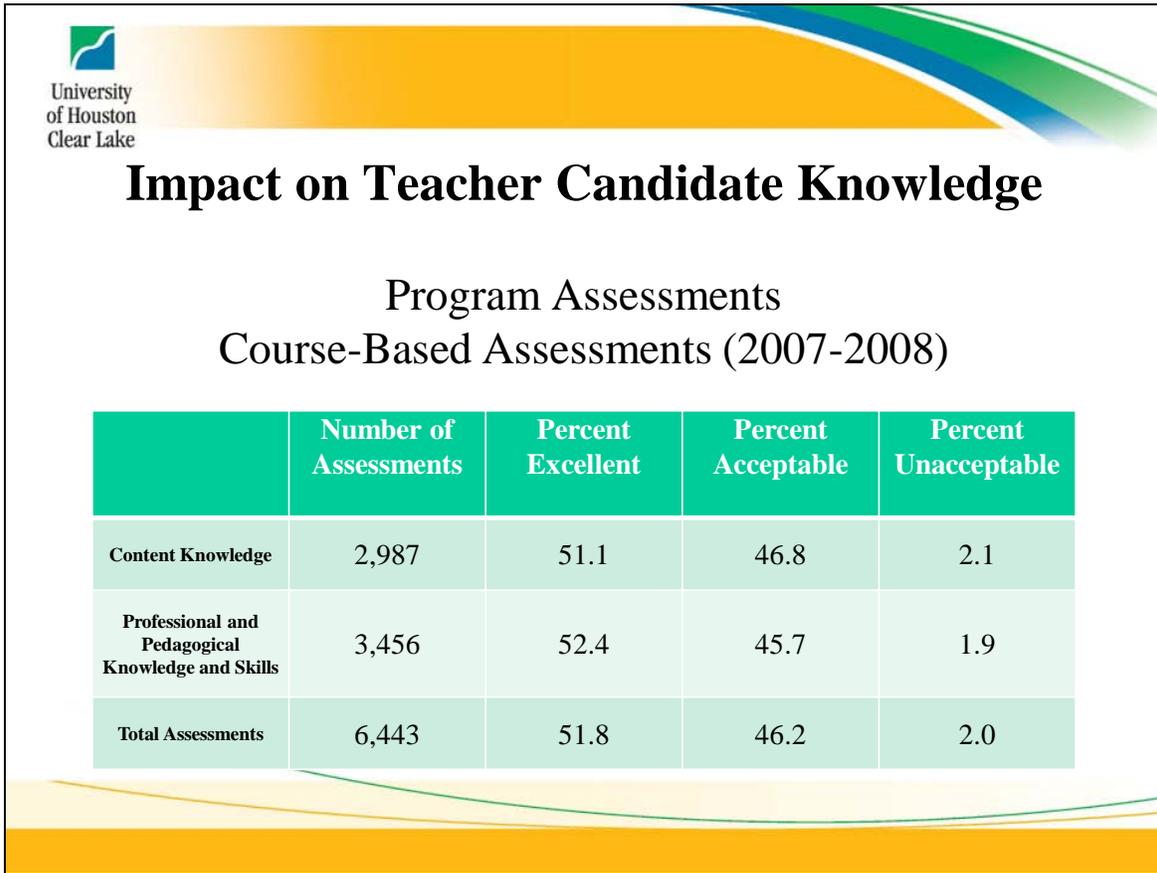
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Data Collection

(Internal source to assess program impact on candidate progress)

- **Unit Assessment System**
 - **Candidate Dispositions** (for each course of the program)
 - Rated by instructor (acceptable, needs improvement, unsatisfactory)
 - Used for **scaffolding candidate progress**
 - **Course-Based Assessments** (for each course of the program)
 - Aligned with UHCL, state and national standards
 - Evidence of content knowledge and professional and pedagogical knowledge and skills
 - Rated by instructor (excellent, acceptable, unacceptable)
 - Used for **Program Evaluation purposes**

We also collect data from alumni surveys and informally hear testimonials of students who have received awards, presented at conferences or published in journals.



Note – for 2007-2008, a total of 6,443 were rated, with 98% rated as acceptable or above



Impact on Teacher Candidate Knowledge

State Assessments TExES Content Examinations (05-08)

Year	Tests Taken	Tests Passed	Percent Passed
10/05 thru 9/06	256	256	100.0
10/06 thru 9/07	268	266	99.3
10/07 thru 9/08	280	280	100.0

We also have external sources of evidence of impact...



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Teacher Candidate Impact on Pre-K-12 Learners

- Instructors' assessments
 - observations of candidates' lessons taught
 - quality of candidates' assignments & reflections
 - 2007-2008 ratings: 81.8% Excellent, 17.6% Acceptable and .6% unacceptable
- Direct data from field experience
 - Benchmark tests

Internally, data is collected by instructor assessments of candidate proficiency of knowledge and skills and their ability to reflect on the impact their instruction has on student achievement. Externally, candidates use benchmark data from their placement site. Specifically, candidates conduct pre- and post-tests of content they have exclusively taught to students and write a reflection on their effectiveness teaching that content.



Teacher Candidate Impact on Pre-K-12 Learners

- **PDLS Data**
 - In 2002, lowest rated school
 - In 2008 reached Recognized status –
 - Curriculum-Based examinations - 4th grade average reading scores increased from 62.6 to 79.9 and mathematics scores increased from 56.4 to 77.8



Grade 3 TAKS Data UHCL Teachers & non-UHCL Teachers

