**AAQEP**
Association for **Advancing**
**Quality** in Educator Preparation

# Annual Summary of Program Performance and Student Achievement
## Abilene Christian University
## 2020

## 1. Overview and Context

Provide an overview of your institution and a brief explanation of the accredited educator preparation programs. Provide readers with a clear understanding of the provider, its mission, and its context. Four or so brief paragraphs should suffice.

> Abilene Christian University (ACU), a private comprehensive university, was founded in 1906. It is affiliated with the Churches of Christ and is one of the largest private universities in the Southwest. The mission of the university is to *educate students for Christian service and leadership throughout the world.*
>
> ACU is categorized as a Carnegie Large Master's College and University and includes the Abilene campus and ACU Dallas, which was established in 2015. All teacher certification programs are housed on the Abilene campus. Our students come from 49 states and territories and 46 countries. ACU is designated as an Emerging Hispanic Serving institution by the Department of Education.
>
> The Department of Teacher Education resides in the College of Education and Human Services which includes Teacher Education, Social Work, Communication Sciences and Disorders, Occupational Therapy, and Kinesiology & Nutrition.
>
> The mission of the Department of Teacher Education is *to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.* The program is administered by the Department of Teacher Education and includes all students seeking initial teacher certification, including students from three colleges and 13 academic departments. We do not currently offer any advanced certifications but do offer a 5th year M.Ed. in Teaching and Learning that includes initial teacher certification.

## 2. Program Specifics Update

In the table below, insert rows with information about all of your AAQEP-accredited programs, updated to reflect the most recent enrollment and completer data:

**Table 1. Program Specification: Enrollment and Completers for 2018-2019 (year)**

| Degree/Program Name and Level (list specific programs and levels, e.g., bachelor's, master's, | Corresponding State Certificate, License, Endorsement, or Other Credential (use a separate line | Number of Candidates (currently enrolled— | Number of Completers (most recently completed |
|---|---|---|---|

| post-baccalaureate, certificate only) | for each certificate, license, endorsement, or other program) | identify year in title line above) | academic year—identify year above) |
|---|---|---|---|
| Undergraduate Teacher Education Program | Initial teacher licensure | 291 | 34 |
| Post-baccalaureate certification | Initial teacher licensure | 14 | 14 |
| | | TOTAL 305 | TOTAL 48 |

## 3. Program Performance Indicators

The following indicators of program performance are reported annually.

**Table 2: Program Performance Indicators**

| |
|---|
| 1. **Total enrollment** in educator preparation programs for the most recently completed academic year, or annual cycle defined by you (unduplicated count--i.e., count individuals seeking more than one certificate or license only once). |
| 305 |
| 2. **Total** number of **completers** (across all programs) in most recently completed academic year, or annual cycle defined by provider (an unduplicated count, as above). |
| 48 |
| 3. **Number** of completers **recommended** for certification or licensure in most recently completed academic year, or annual cycle defined by provider. Please note numbers, if any, that are recommended for more than one certificate or license. |
| 48  total recommended for initial classroom teacher certifications<br>32 recommended for supplemental certifications -- 2 Special Education and 30 ESL |
| 4. Cohort completion rates for candidates who completed the various programs in each respective program's expected timeframe **and** in 1.5 times each respective program's expected timeframes. |
| All students completed the program within the expected time frame of 2-3 years after admission. |
| 5. Summary of State license examination results, including teacher performance assessments (you may include link to publicly available external reporting sites).  Please specify any examinations on which the pass rate (cumulative at time of reporting) were below 80%. |
| Click on the linked text to find the Title II test report for 2018/2019 and the ASEP certification summary report from TEA from the same time period. Per the TEA report based on candidates' first and second attempt only, our overall pass rate for the PPR in 2018/2019 was 97.83%. However, this pass rate does not reflect final attempts. All candidates in 2018/2019 passed the PPR as indicated in the Title II report.<br><br>Per the TEA report, the overall pass rate for Non-PPR exams (content exams) for 2018/2019 was 86.96. With the exception of one candidate seeking EC-12 LOTE Spanish certification, all candidates successfully completed their exams by their final attempt as indicated in the Title II report. |

In 2018-2019 we had two content field exams with a pass rate of less than 80% as calculated by TEA.

- Social Studies 7-12 -- 50% pass rate
  - Both students reflected in this data passed on their third attempt and are reflected as passing with Title II.

- EC-12 Spanish -- 50% pass rate with two test takers reflected.
  - One student did not pass the exam on the third attempt, but was also not a program completer.
  - The Title II report includes 3 testers in this certification because of differences in the reporting dates. Still with three testers, our pass rate in this area is 66%.

Additional specifics on tests taken in 2018/2019 are provided below in Table 4 under Standard 1.

6. Narrative explanation of evidence available from program completers, with characterization of findings. One to two paragraphs should be sufficient.

The State of Texas piloted a Teacher Survey (see Teacher Survey tab in Sheets for data) in April 2019. The 2018-2019 results with this pilot indicated that all respondents felt sufficiently or well prepared in almost all areas. However, the return on this survey was quite low with only 8 of the 36 completers who began teaching in fall 2018 (Note: there were 44 completers with 8 entering graduate school or other employment settings). This was the first year that TEA administered this survey and completion of the survey was voluntary. Texas Administrative Code includes this survey as an EPP accountability measure beginning with the 2019/2020 school year. However, due to COVID-19 this will be delayed and the survey will not be required.

In addition to the TEA administered Teacher Survey, we completed a survey of our alumni who attended our 2019 Summer Institute using questions from the previously administered TEA Teacher Candidate Survey. The results of this survey can be found here.

7. Narrative explanation of evidence available from employers of program completers, with characterization of findings. One to two paragraphs should be sufficient.

In 2009/2010 TEA piloted a principal survey to evaluate the preparation of first-year teachers. Texas Administrative Code includes that the accountability based on the current principal survey would begin in 2019/2020. Data from the 2018/2019 Principal Survey were not used for accreditation purposes, but information was provided to indicate whether a program met standard or did not meet standard. Texas Administrative Code includes that this survey will serve as an EPP accountability measure beginning with the 2019/2020 school year. However, due to COVID-19 this will be delayed and the survey will not be required.

Our Principal Survey data from the 2018/2019 survey indicated that we did not meet standard with a score of 58.33% representing data for 24 of the 36 completers serving as classroom teachers. This was a significant concern and surprise as previous Principal Survey results have been significantly above the required 70% and also significantly above the state average.

2016/2017 -- ACU 83% with a state average of 73%
2017/2018 -- ACU 89% with a state average of 73%

Texas Administrative Code includes that this survey will serve as an EPP accountability measure beginning with the 2019/2020 school year. However, due to COVID-19 this will be delayed and the survey will not be required. Further discussion of our response to the 2018/2019 survey data is included in Table 5 below.

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| 8. Employment (and/or more schooling) rates for immediate prior year's completers, if known. Comment on means of accessing this information and challenges encountered in gathering this information. |
| 100% of the 44 completers in 2018/2019 were employed (36 as classroom teachers) or accepted to graduate school by fall 2019. |

## 4. Candidate Academic Performance Indicators

This section reports on your own expectations for candidate/completer performance and indicators of their success in meeting those expectations. For each of AAQEP's Candidate and Completer Performance Standards (Standards 1 and 2), please specify 3 to 5 expectations in Table 4.1 and:

- List your chosen measures of performance (these may be taken from your Quality Assurance Report)
- Indicate the performance expectations for each measure (i.e. your definition of minimally adequate performance, though you may also specify other levels of performance as well)
- Summarize candidate/completer success in relation to those expectations

**Table 3. Academic Performance Expectations and Level of Success**

| Std. | Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|---|---|---|---|
| 1 | Dispositions | Students are assessed formatively and given feedback using the Dispositions rubric multiple times throughout the program, expectations at each benchmark can be found here. | All rubrics are kept in students' permanent files. All teacher candidates met standard at for each benchmarking period. Formal data is summarized below for all Clinical Teaching Dispositions completed during 2018/2019 (N=51).<br><br>• 100% passing<br>• Scores ranging from 79-88 (out of 88)<br>• Mean Score: 83.6 |
| 1 | TExES Certification Exams | The state of Texas has set the passing score of all certification tests at a scale score of 240.<br><br>*'n' represents the number of individual students who took certification exams, exams may have been taken multiple times to meet mastery. For these reporting purposes, passing rates were calculated based on* | Data from TExES exams taken during the 2018/2019 school year are as follows:<br><br>2018-2019<br>• EC-6<br>   ○ ELAR (n=26): 100%<br>   ○ Math (n=26): 96%*<br>   ○ Science (n=28): 93%**<br>   ○ Social Studies (n=28): 96%**<br>   ○ FAHPE (n=26): 100% |

| | | | individuals passing by their second attempt. | ● Secondary<br>  ○ ELAR 4-8 (n=2): 100%<br>  ○ ELAR 7-12 (n=1): 100%<br>  ○ History 7-12 (n=1): 100%<br>  ○ SS 7-12 (n=4): 50%**<br>  ○ Math 7-12 (n=4): 100%<br>● All-Levels<br>  ○ Music (n=5): 100%<br>  ○ Art (n=3): 100%<br>  ○ Spanish (n=2): 50%****<br>● PPR (n=56): 98%***<br>● ESL (n=25): 96%<br>● SPED (n=2): 100%<br><br>*One passed on 4th attempt<br>**Two passed on their 3rd attempt<br>***One passed on 3rd attempt<br>****Individual did not pass, was not certified |
|---|---|---|---|---|
| | 1 | Teacher Work Sample | Clinical Teachers complete a Teacher Work Sample documenting a unit of study from pre assessment through planning, delivery, and post-assessment. Students are graded using a department-created ruric, which can be found here.<br><br>A score of 70 is required to meet mastery on the Teacher Work Sample. Clinical Teachers who do not meet that standard on their first submission have one resubmission to meet mastery. | Data from Teacher Work Samples collected during the 2018/2019 school year are as follows:<br><br>2018/2019 (N=51)<br>● 100% passing<br>● Average score: 91.4% |
| | 1 | Final Observation - Clinical Teaching | A 70% with no ratings below "Developing" is considered passing for the final observation in clinical teaching. | Data from final Clinical Teaching Observations collected during the 2018/2019 school year are as follows:<br><br>2018/2019 (N=51)<br>● Met 70% standard:100%<br>● Average score: 92.5% |
| | 2 | PPR - Domain 2 | Domain 2 of the PPR standards is *Creating a Positive Productive Classroom Environment.* Our goal is for Teacher Education candidates to score a 65 or better on the Domain 2 competency of their TExES PPR exam. | Data from Domain 2 of TExES PPR exams taken during the 2018/2019 school year are as follows:<br><br>2018/2019 (N=59)<br>● Met 65% standard: 95% (n=56)<br>● Average score: 84% |

| 2 | Teacher Work Sample - Contextual Factors | The Contextual Factors section of the Teacher Work Sample requires clinical teachers to collect and analyze data at the community, district, campus, classroom, and student levels in order to identify instructional implications that will impact their teaching. Candidates must score an eight (8) or higher (ten point maximum) on the Contextual Factors section of the Teacher Work Sample to meet department expectations for that section. | Data from the Contextual Factor indicator of Teacher Work Samples collected during the 2018/2019 school year are as follows:<br><br>2018/2019 (N=51)<br>● Met requirement: 100%<br>● Average rating: 9.5 |
|---|---|---|---|

## 5. Notes on Progress, Accomplishment, and Innovation

Describe recent program accomplishments, efforts to address challenges, priorities in your current agenda, and innovations that are on the horizon.  Please limit comments to no more than two pages.

Due to the increasing diversity of student populations, it is imperative that teacher education programs prepare their teacher candidates to teach diverse student populations. In doing so, however, teacher preparation programs must implement culturally sustaining pedagogies in their own instruction for their teacher candidates in order to demonstrate excellent practice.

ACU teacher education began the task of evaluating the program for culturally sustaining practices a few years ago due to a comment made by an African American senior teacher candidate. When asked what the department could do to better prepare teacher candidates of color, she stated, "I've never been taught by a person that looks like me." We knew we didn't have any faculty of color despite our recruiting efforts, but this statement challenged us to discover what we could do to better serve our student population.

This initiated an in-depth research study of current literature in culturally sustaining teaching practices. Along with this literature review, faculty members attended conferences both online and in person to inform their practice.

Faculty implemented a "Teachers of Color Forum" that invited all teacher candidates of color to attend a session with two teachers of color from the local school district. This was an amazing success as reported by the 21 students who attended. The next semester this program was extended to include all teacher candidates no matter their race and was called "Culturally Responsive Teaching Forum." The attendance to this forum was double that of the first with three teachers of color sharing their experiences in the classroom. This practice continues each semester inviting different teachers of color to speak to our teacher candidates.

The faculty evaluated the presence/effectiveness of all courses in the professional education sequence in addressing and modeling culturally sustaining practices. A Google Document was created for each faculty member to post the culturally sustaining elements of each of their courses. After evaluating this document, the faculty met to determine their next steps of moving from information to implementation.

The following was suggested as a guide for the implementation of culturally sustaining practices:

Sophomore Courses Focus on IDENTITY
- · Who am I?
- · How do I interact within my community?
- · How does the environment affect me?
- · Focus on the beauty of all cultures—art, music, literature, et.

Junior Courses Focus on SYSTEMS
- · How are systems created and defined?
- · How do these systems shape the world?
- · What is the role/responsibility of the individual in systems?

Senior Courses Focus on CHANGE
- · What causes systemic and individual change?
- · What is the role of the individual in creating and sustaining change?
- · What is the relationship between the self and the changing world?

Taking these suggestions as a guideline, the faculty determined the sophomore course curriculum/instruction were doing an excellent job of "identity" in culturally sustaining practices. It was also decided that more work needed to be done to accomplish what was needed at the junior and senior levels.

The faculty member who has led the research in this area recommended text additions to provide the needed support in culturally sustaining practices.

**Sophomore—possible text**
    For 211 Intro to Ed
        Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

**Junior—possible text**
    For READ 322 and EDUC 331
        Minor, C. (2018). *We got this.: Equity, access, and the quest to be who our students need us to be*. Heinemann.

**Senior—possible texts**
    For ESL
        Sauer, J. S., & Rossetti, Z. (2019). *Affirming disability: Strengths-based portraits of culturally diverse families*. Teachers College Press.
    For EACH 466/451 Early Childhood Block
        Mayfield, V. (2020). *Cultural competence now: 56 exercises to help educators understand and challenge bias, racism, and privilege*. ASCD.
    EDUC 411/431 Elementary Block and EDUC 412/432 Secondary Block
        Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students* (2014-55978-000). Corwin Press.

**Graduate —possible text**
        Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3 edition). Teachers College Press.

More research and evaluation will continue to improve the culturally sustaining practices of the ACU Teacher Education Program. In addition, the department will identify a pre and post assessment to utilize to determine the effectiveness of the curriculum revisions. Due to COVID-19 the curriculum revision process and the identification of an assessment has been delayed.