



The University of Texas at San Antonio™

COEHD Data Retreat

Spring 2018

COEHD Data retreat

- Some of the data that we are looking at:
 - UG and Graduate retention, graduation, time to graduation.
 - Student outcomes (in program and placement after)
 - Program effectiveness: curriculum, alignment with state and national (disciplinary) standards, demand (job placement), etc...
 - SCH and WSCH production (College, Department, Program level).
 - Program capacity, strategic enrollment.
 - Faculty (Diversity, productivity, retention).
 - Fiscal matters.



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ISTE Crosswalk

Ilna Colemere

ISTE CROSSWALK



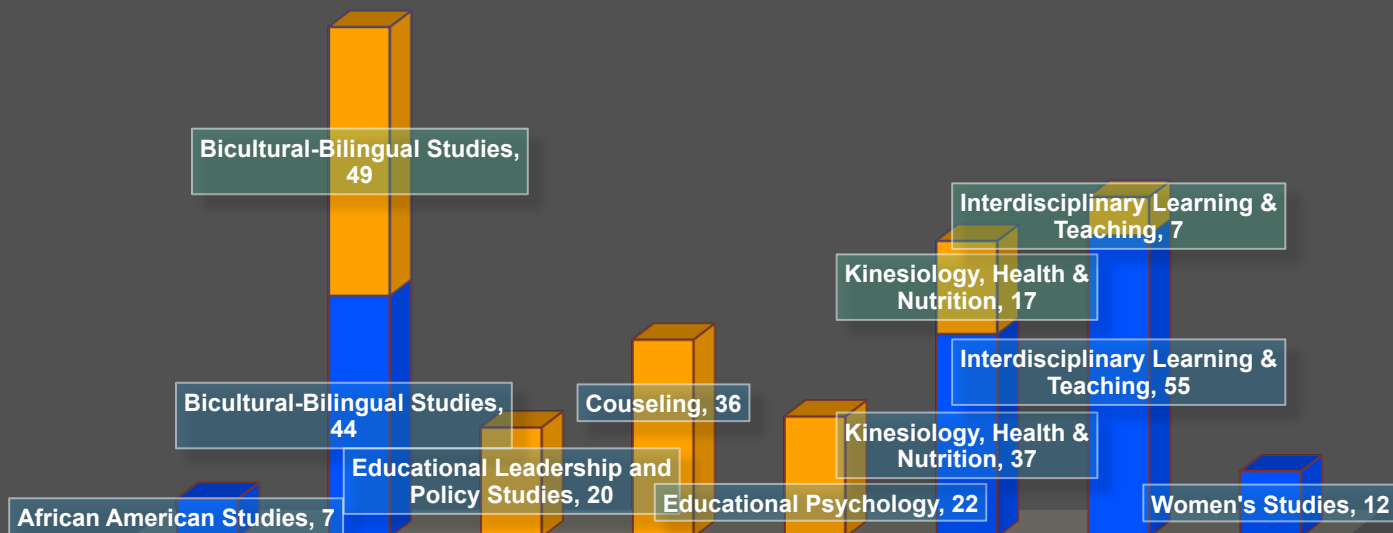
295 COEHD Course Syllabi



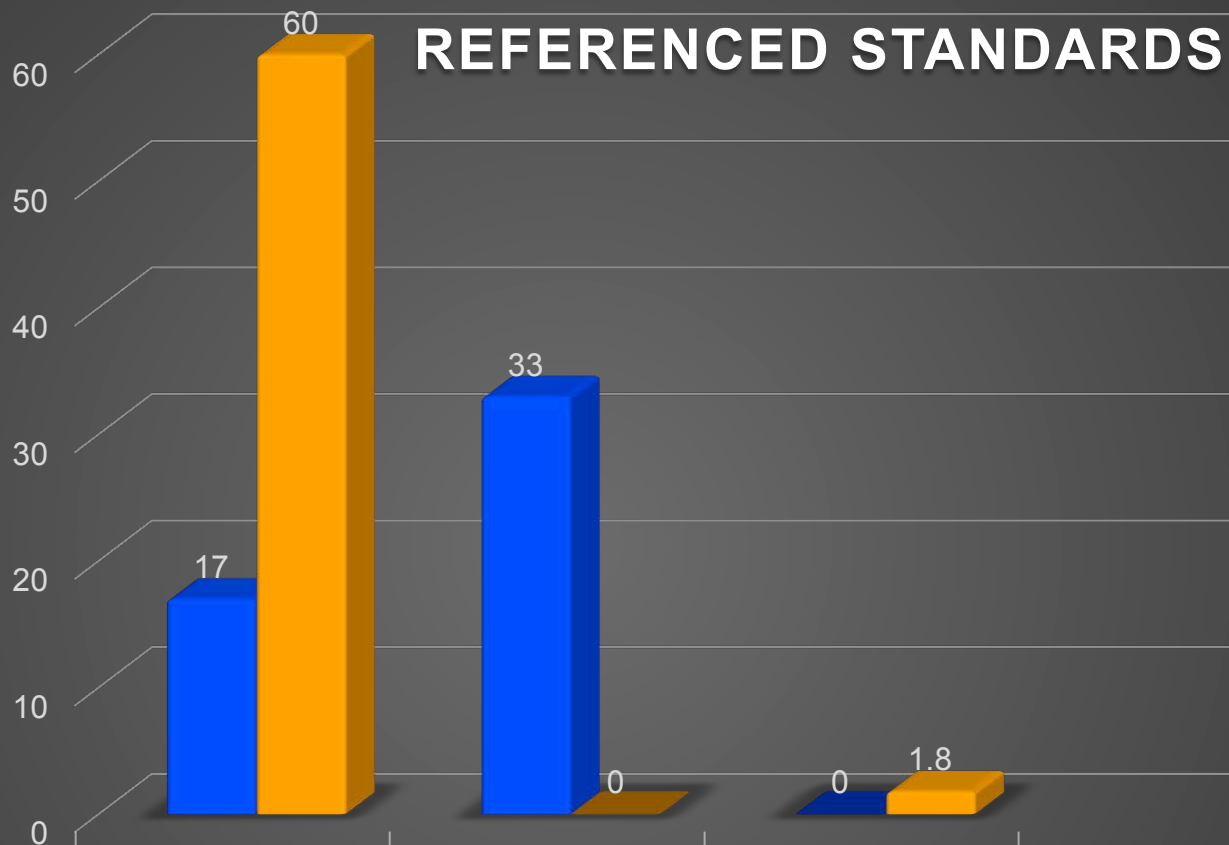
1,473 Assignments

UNDERGRADUATE AND GRADUATE COURSES

■ UNDERGRADUATE COURSES ■ GRADUATE COURSES



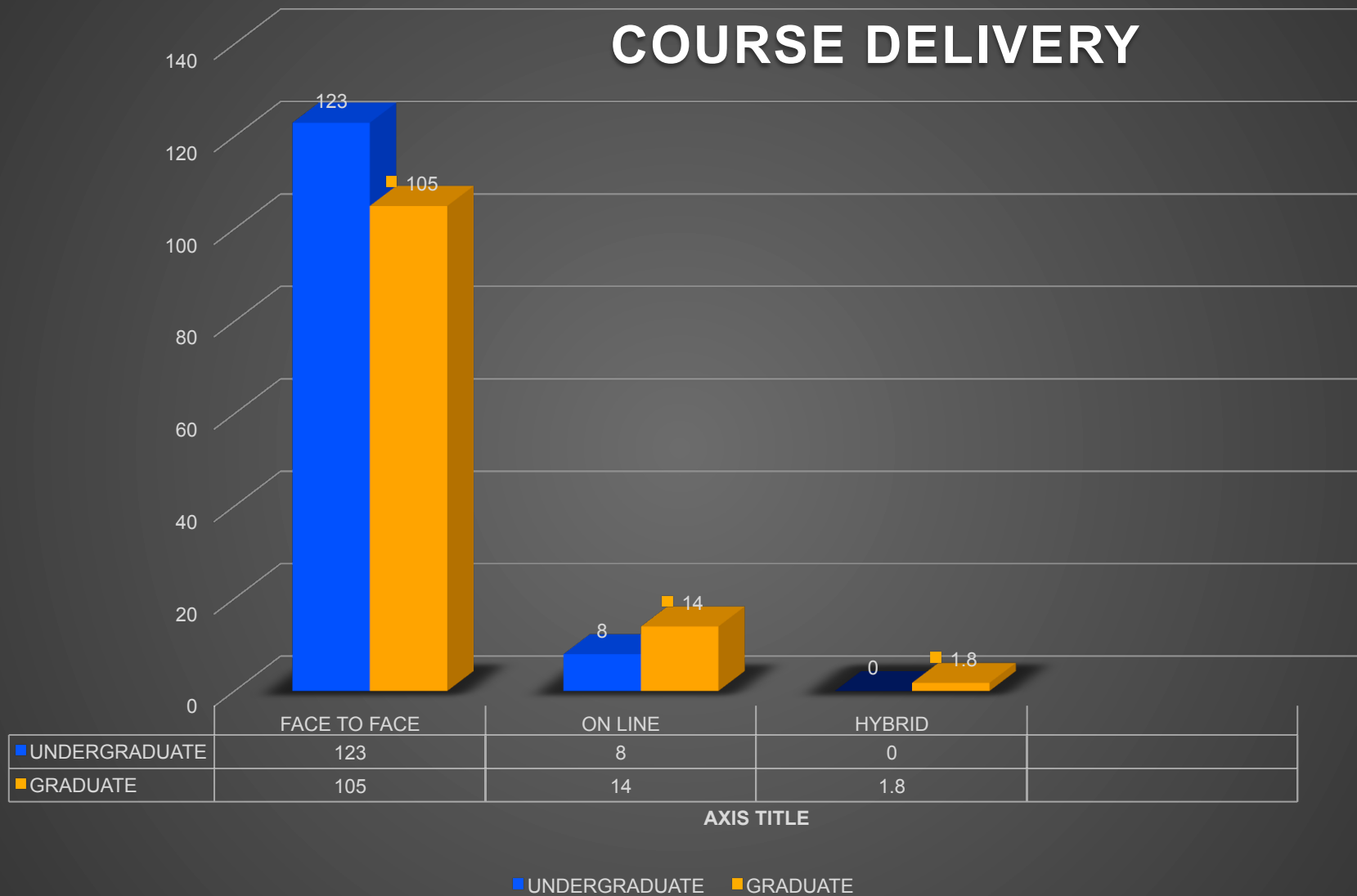
	African American Studies	Bicultural-Bilingual Studies	Educational Leadership and Policy Studies	Counseling	Educational Psychology	Kinesiology, Health & Nutrition	Interdisciplinary Learning & Teaching	Women's Studies
■ GRADUATE COURSES		49				17	7	
■ UNDERGRADUATE COURSES	7	44	20	36	22	37	55	12



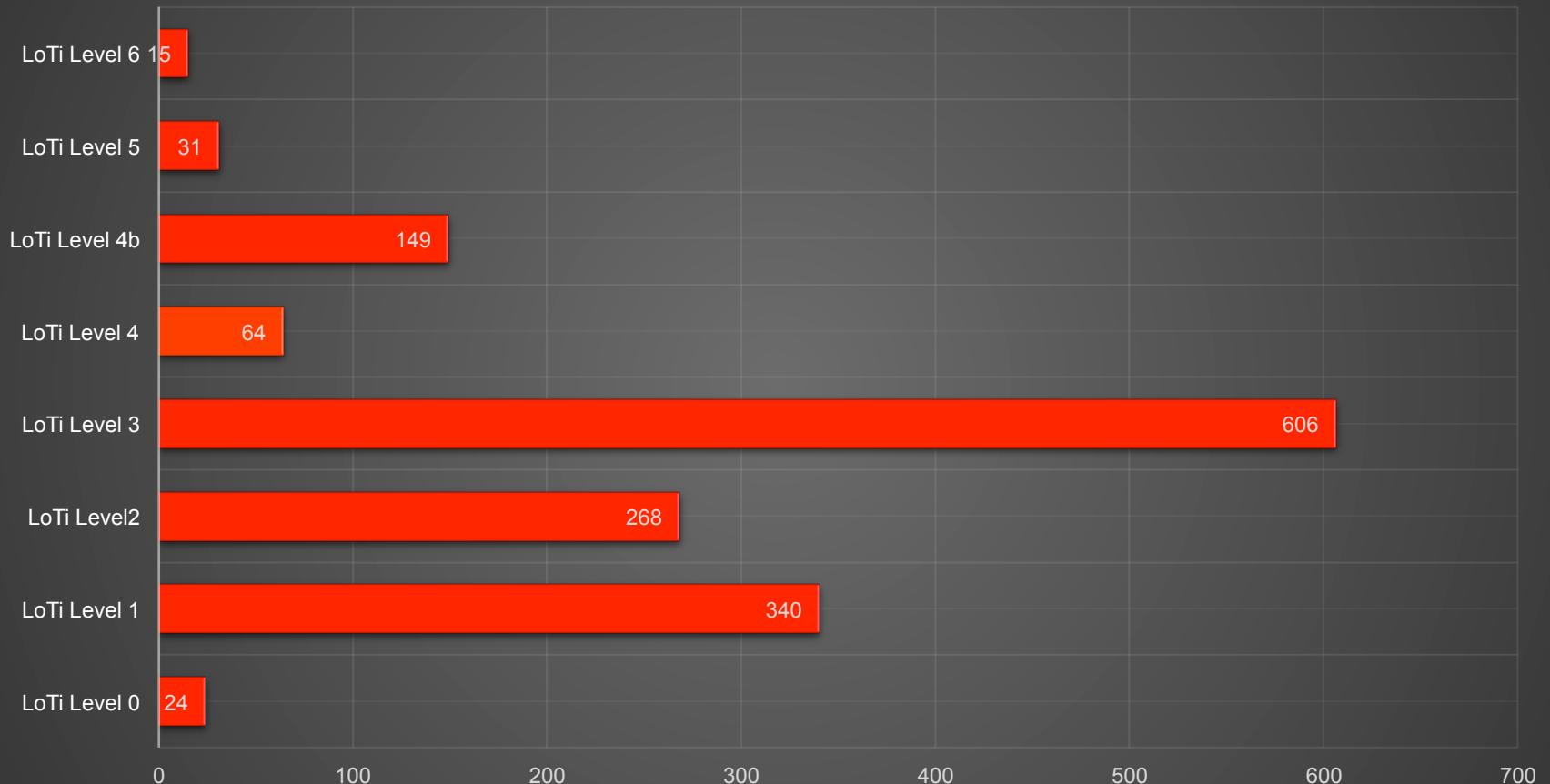
UNDERGRADUATE	17	33	0
GRADUATE	60	0	1.8

■ UNDERGRADUATE
 ■ GRADUATE

COURSE DELIVERY

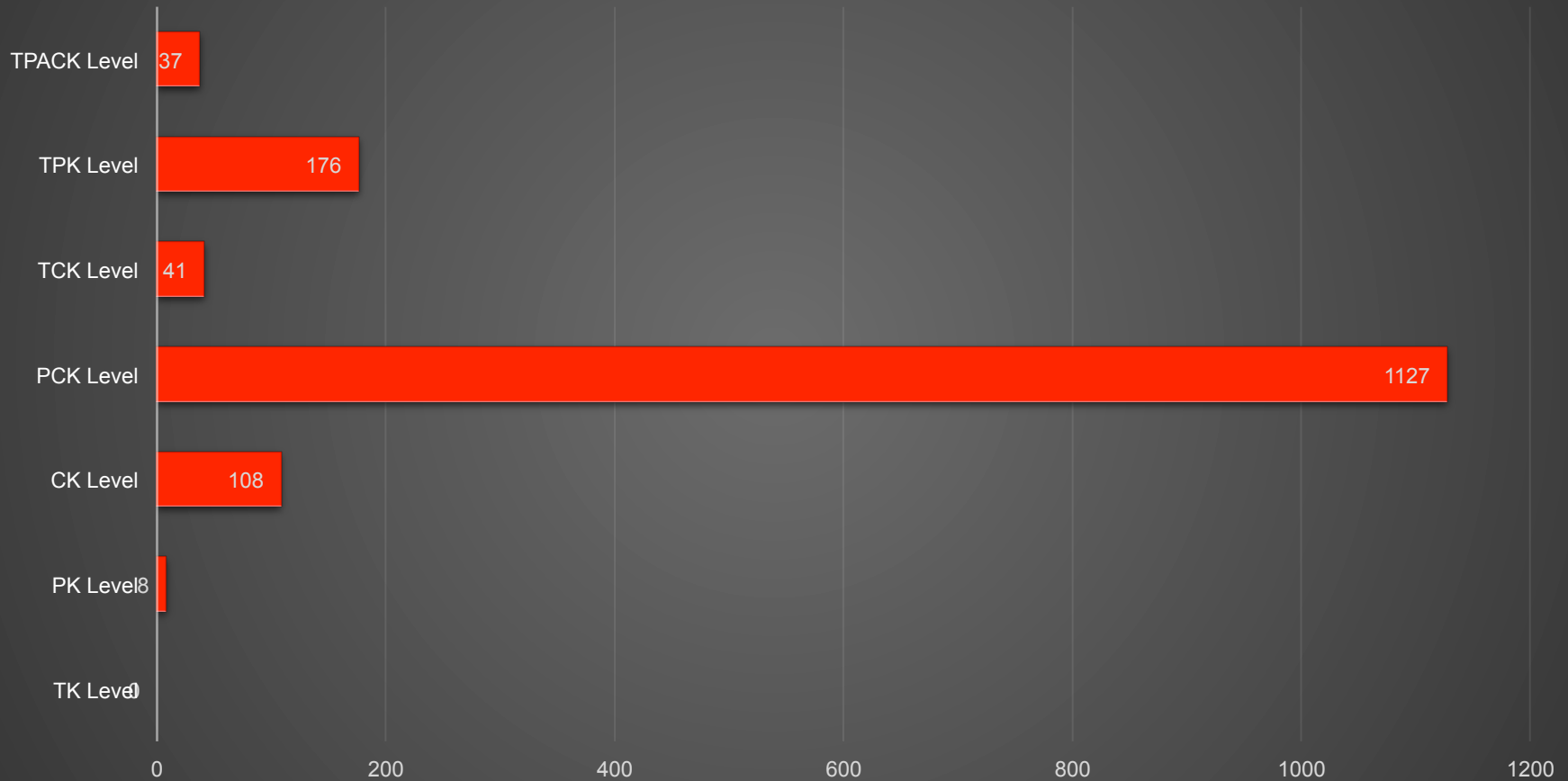


COEHD Course Syllabi LoTi Levels



	LoTi Level 0	LoTi Level 1	LoTi Level 2	LoTi Level 3	LoTi Level 4	LoTi Level 4b	LoTi Level 5	LoTi Level 6
LoTi Levels	24	340	268	606	64	149	31	15

COEHD Course Syllabi TPACK Levels

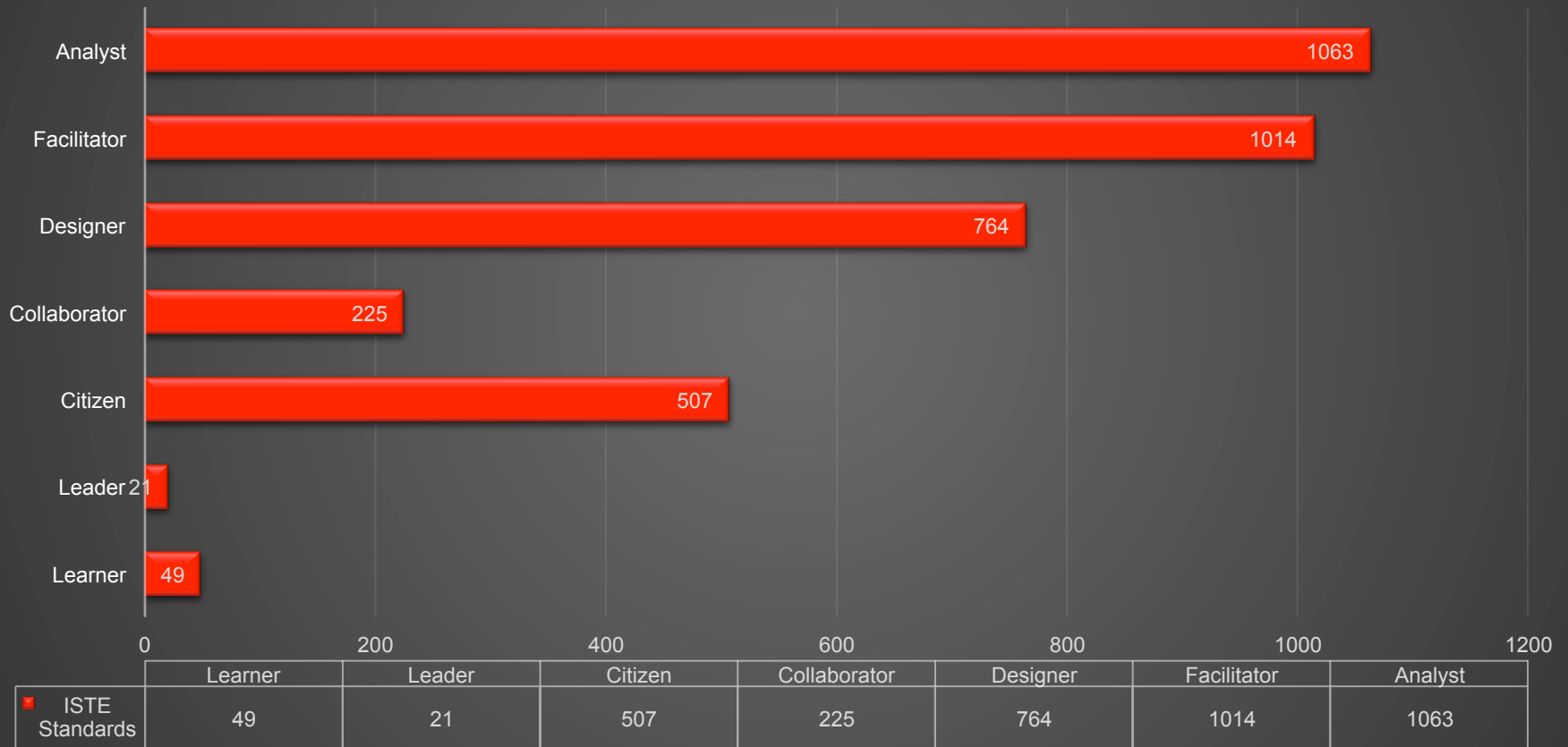


	TK Level	PK Level	CK Level	PCK Level	TCK Level	TPK Level	TPACK Level
■ TPACK Levels	0	8	108	1127	41	176	37

COEHD Course Syllabi LoTi Levels and TPACK Levels



UTSA COEHD Course Syllabi ISTE Standards



Next Steps



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Program Outcomes

Drs. Belinda Flores and Michael Vriesenga

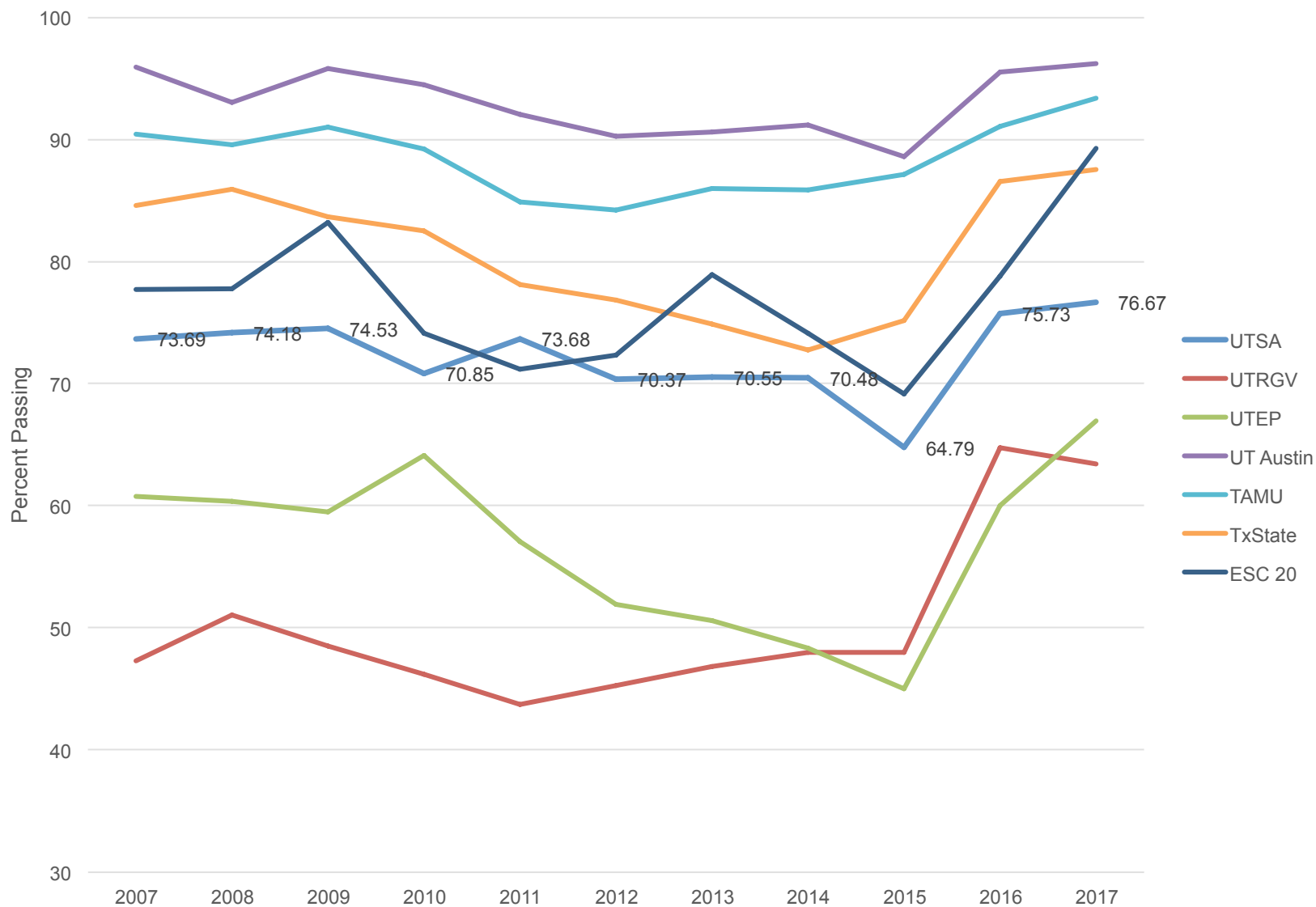
Overview

- UTSA vs. Comparable Program
 - Percent Passing Certification Tests
 - Exit Survey Ratings
 - Principal Survey Ratings
- UTSA Certification Test Results – First Attempt
 - Special Education
 - Art/Music
 - Social Studies 7-12 and PE
 - PPR

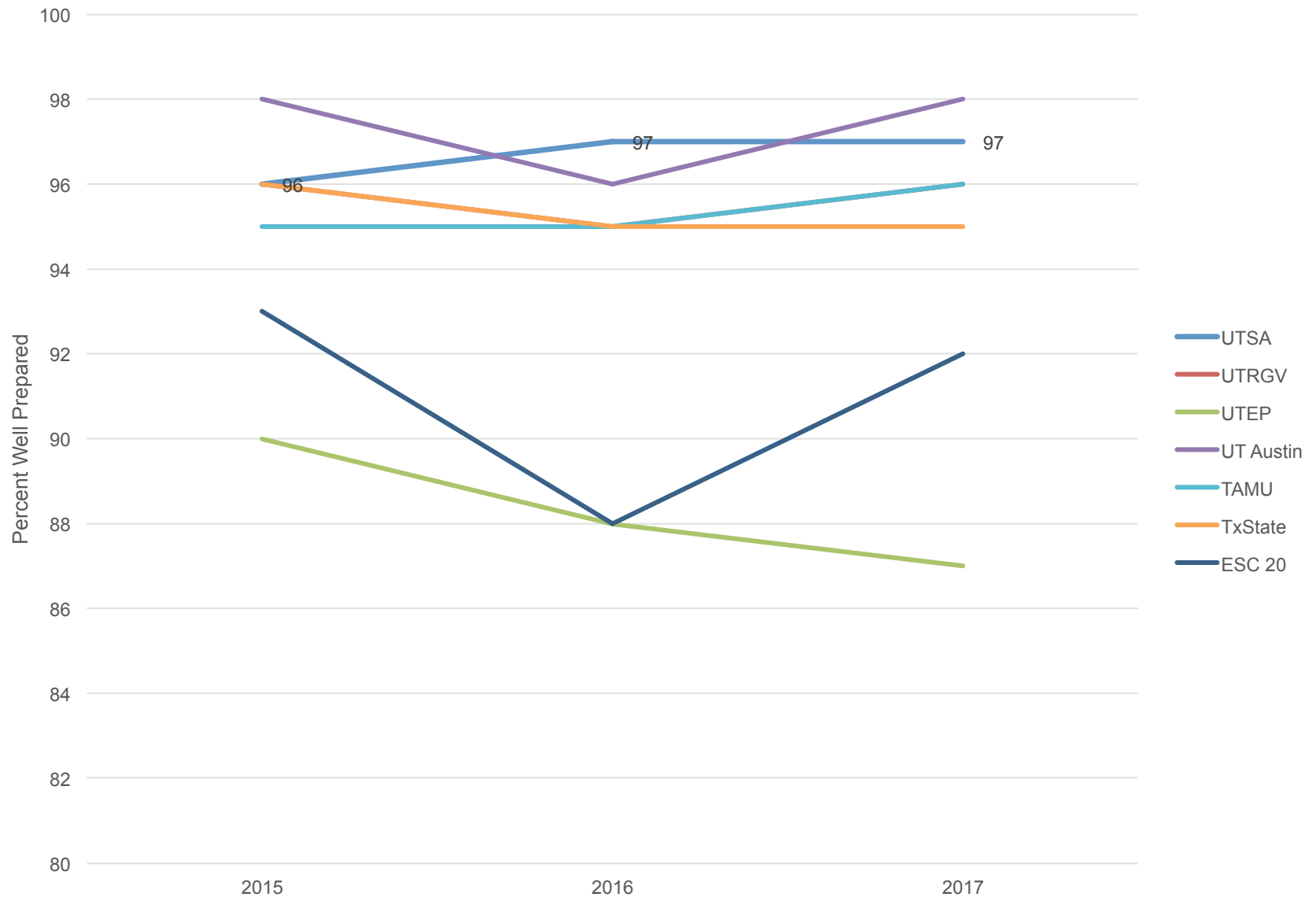
Overview

- UTSA Certification Test Results – First Attempt (continued)
 - Core Subjects
 - 4-8 Combination
 - ELAR 7-12 and Math 7-12
 - Bilingual Supplemental and BTLPT
 - Principal/Counselor/Reading Specialist
- Practice Test Results at UTSA
 - Numbers Passing Practice Tests
 - Percentage Passing Practice Tests

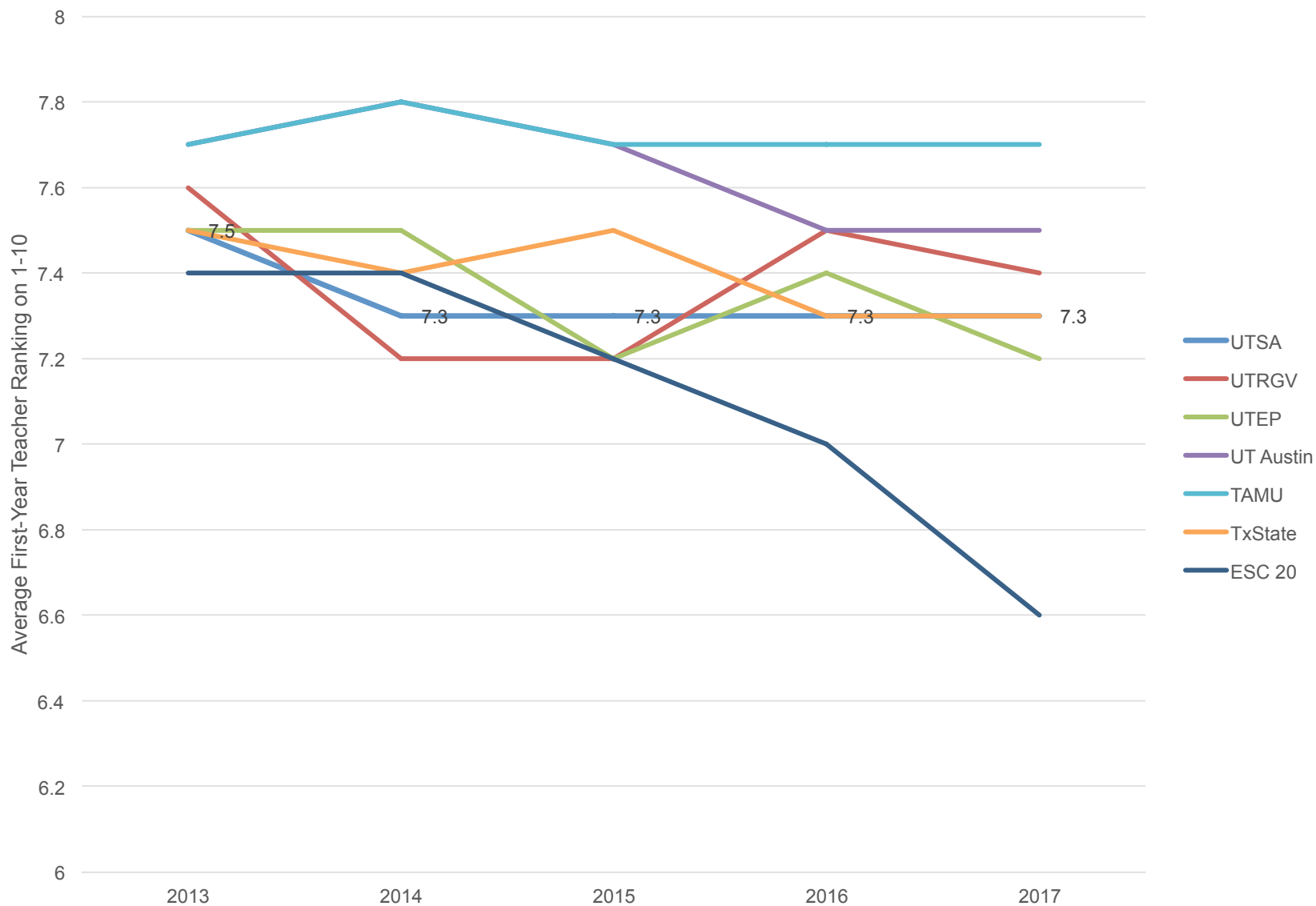
Percent Passing, All Tests, All Attempts, 2007-2017 (ETS Data)



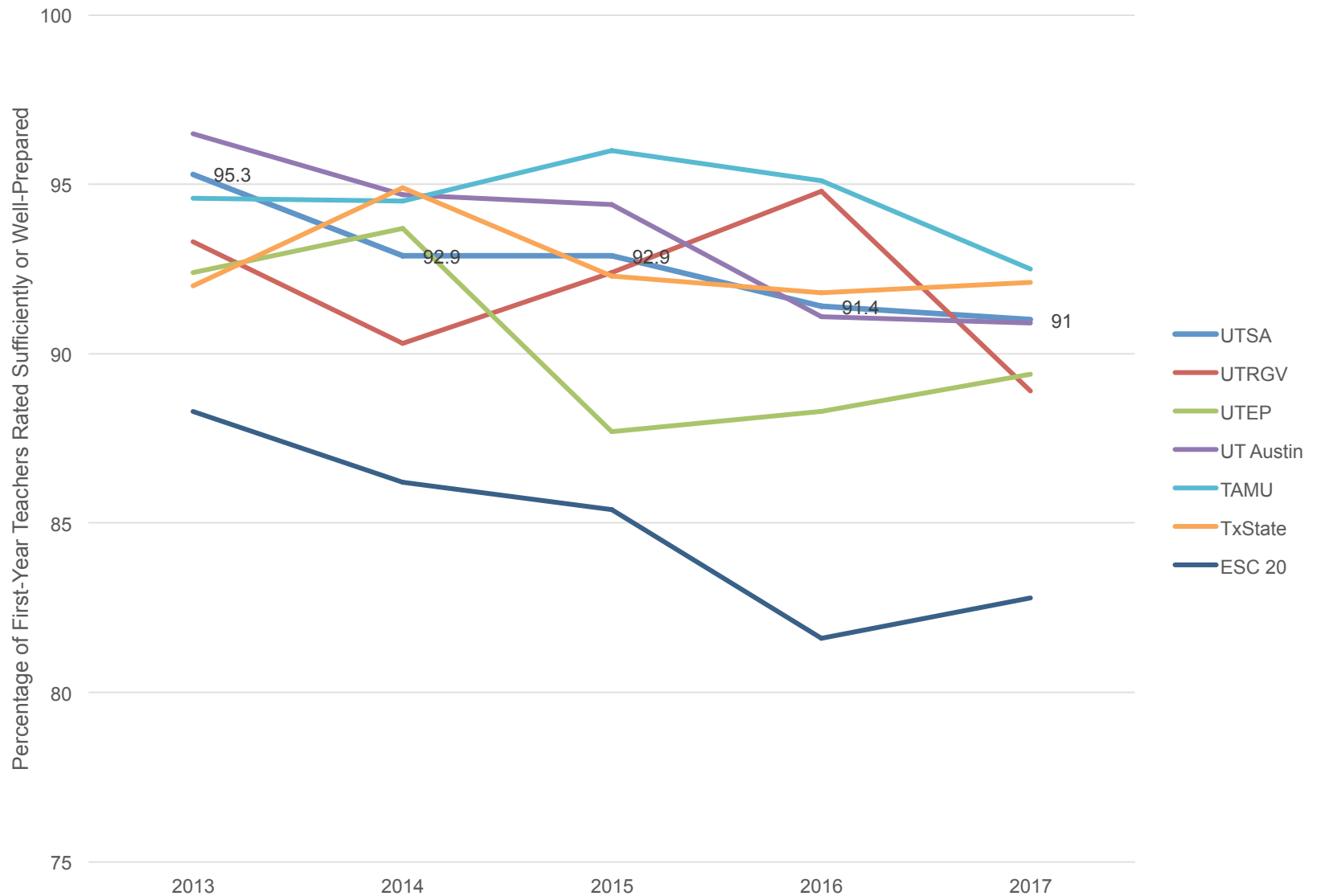
Exit Survey Data, Percent Well-Prepared, 2015-2017



How would you rate this teacher's influence on student achievement (1-10)?

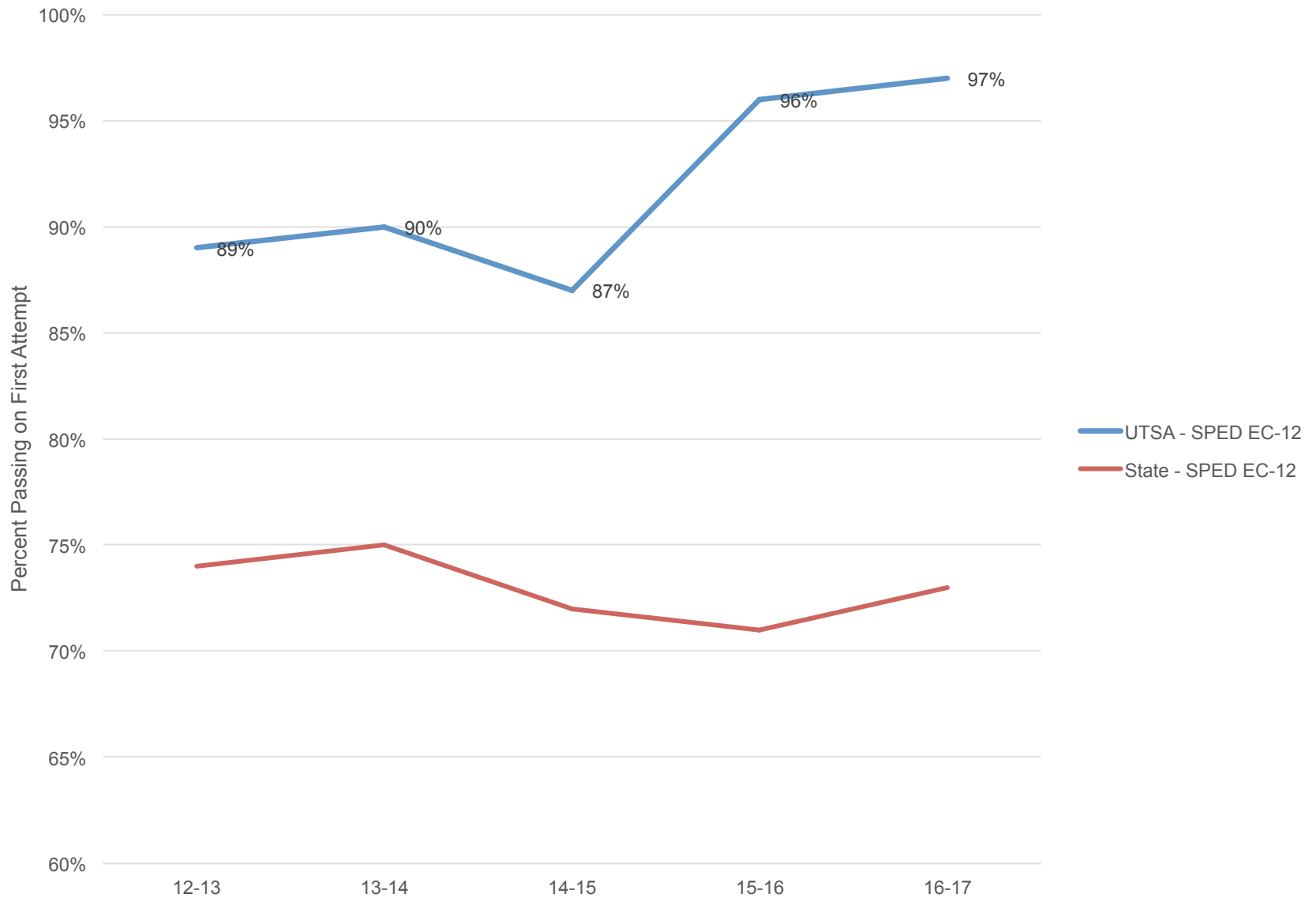


Percent of First-Year Teachers Rated Sufficiently Prepared or Higher, 2013-2017

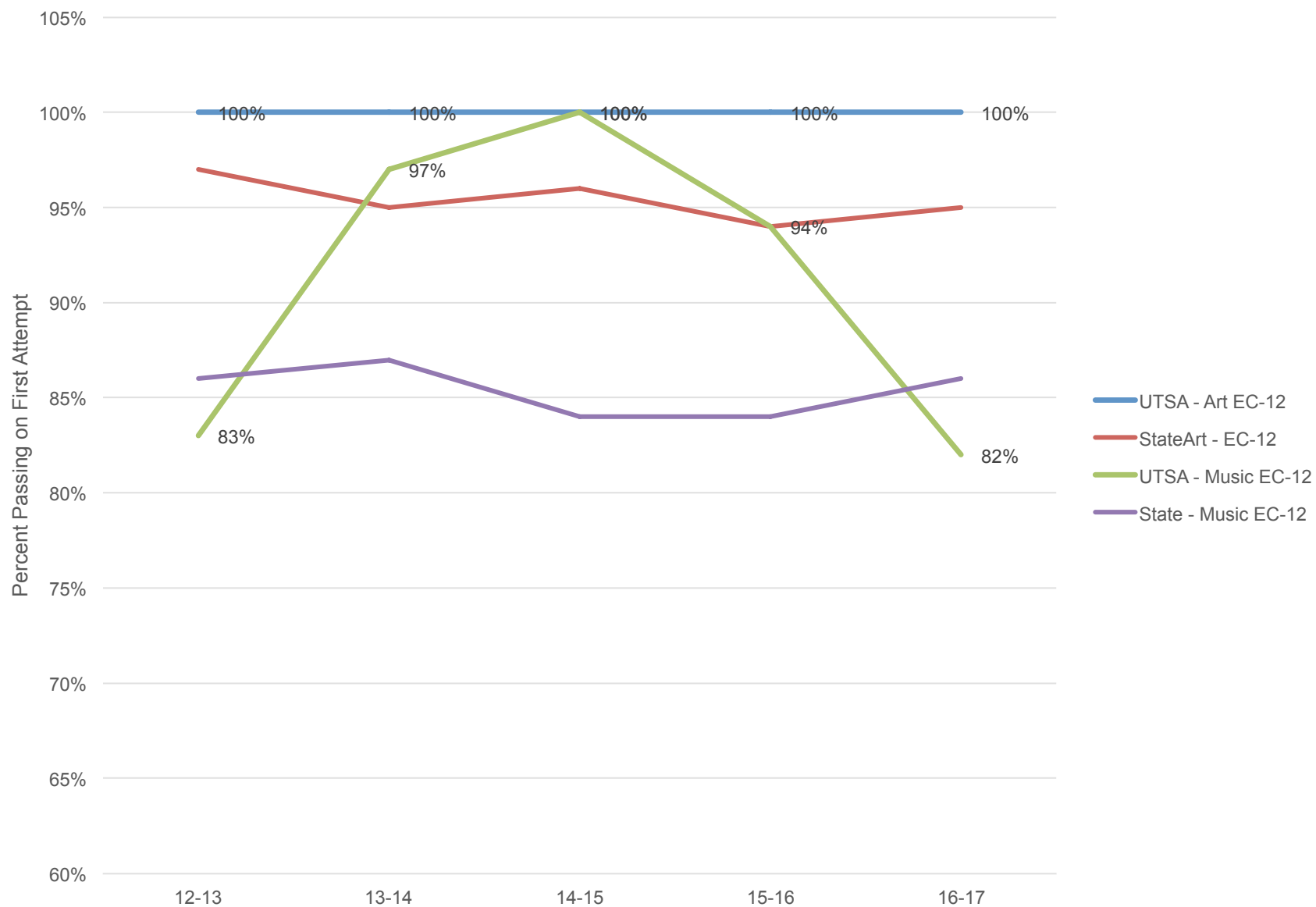


Certification Test Results – First Attempt

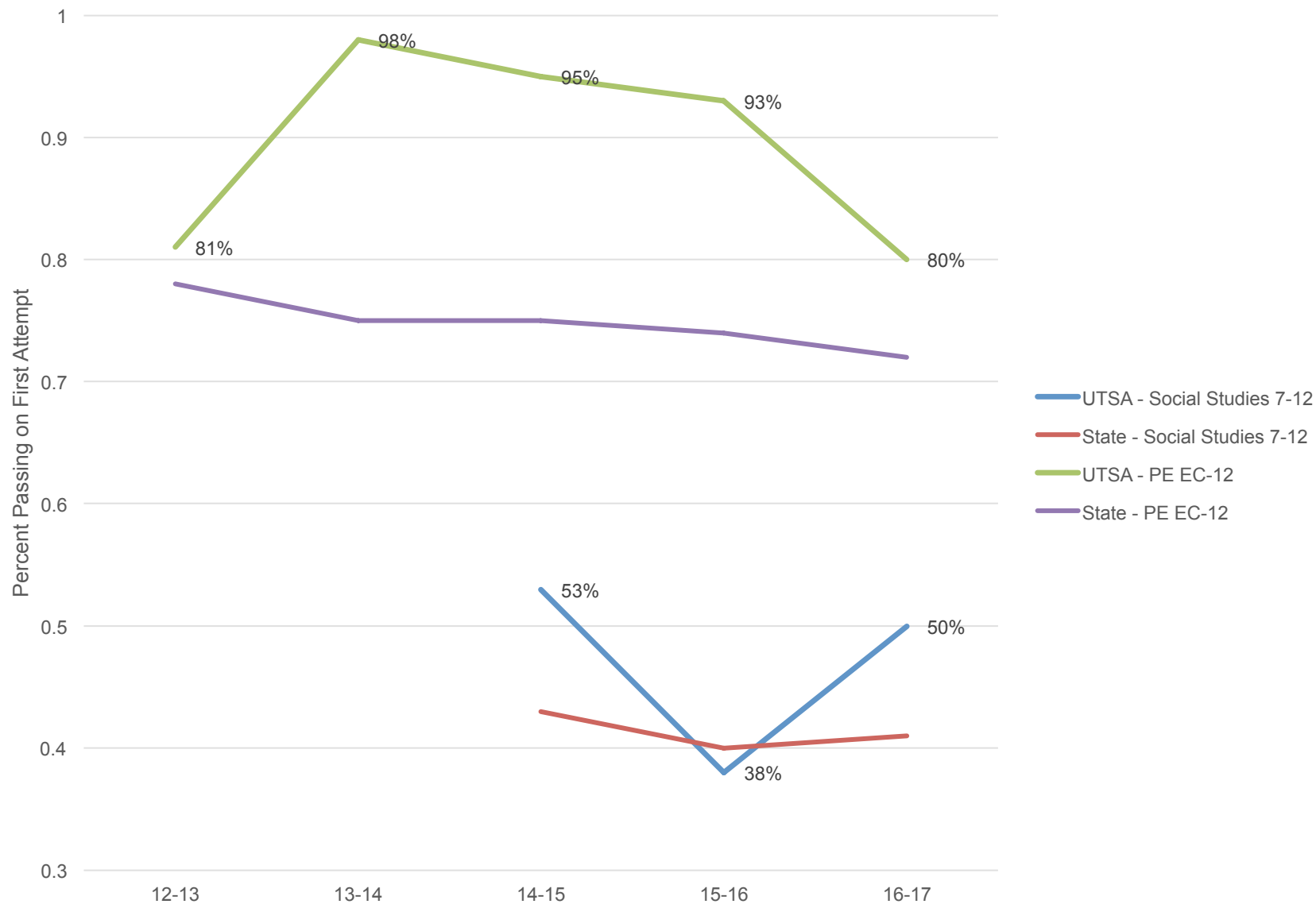
Percent Passing, First Attempt, Special Education EC-12



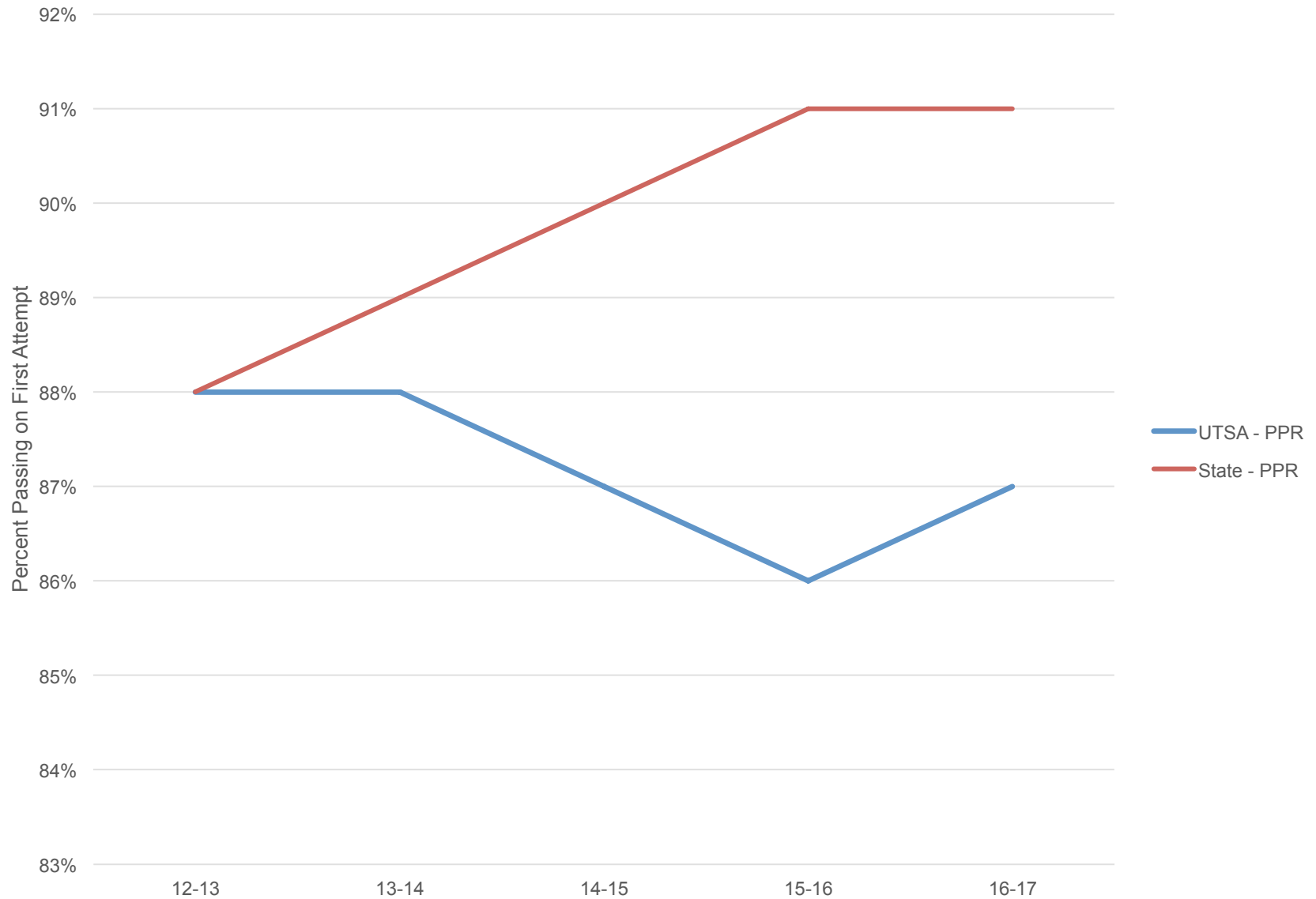
Percent Passing, First Attempt, Art EC-12 and Music EC-12



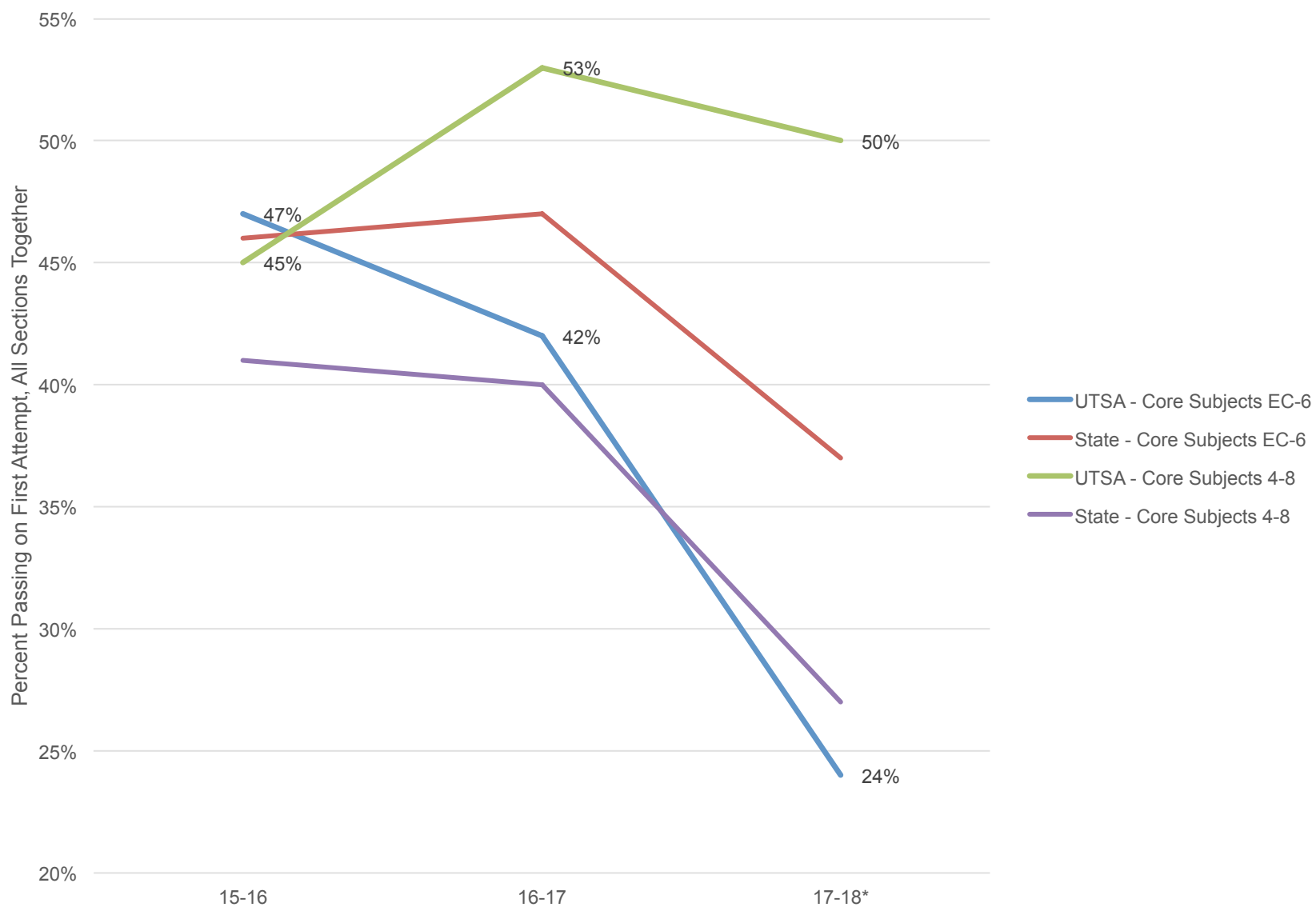
Percent Passing, First Attempt, Social Studies 7-12 and PE EC-12



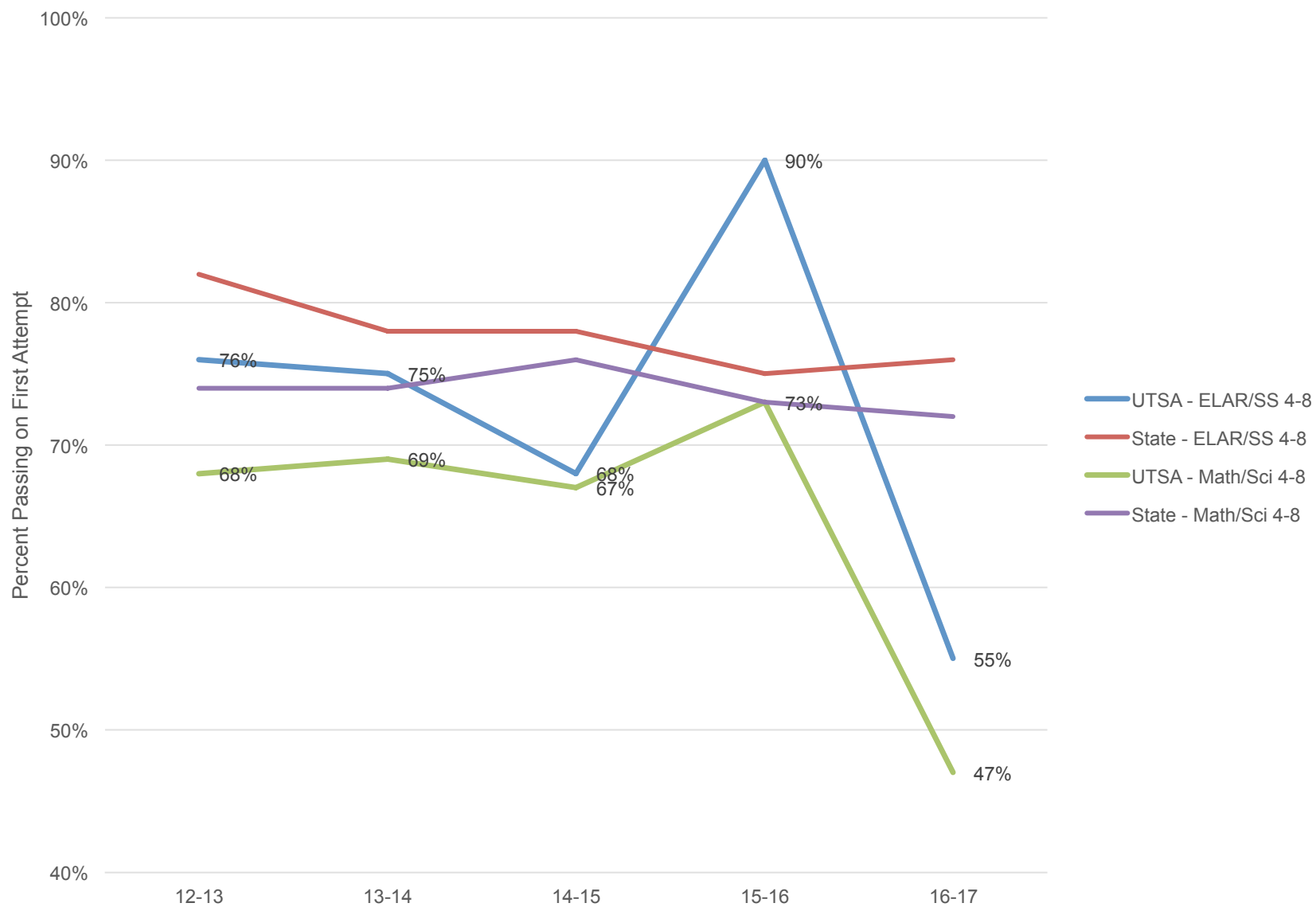
Pass Rate on Pedagogy and Professional Responsibilities, First Attempt, by Year



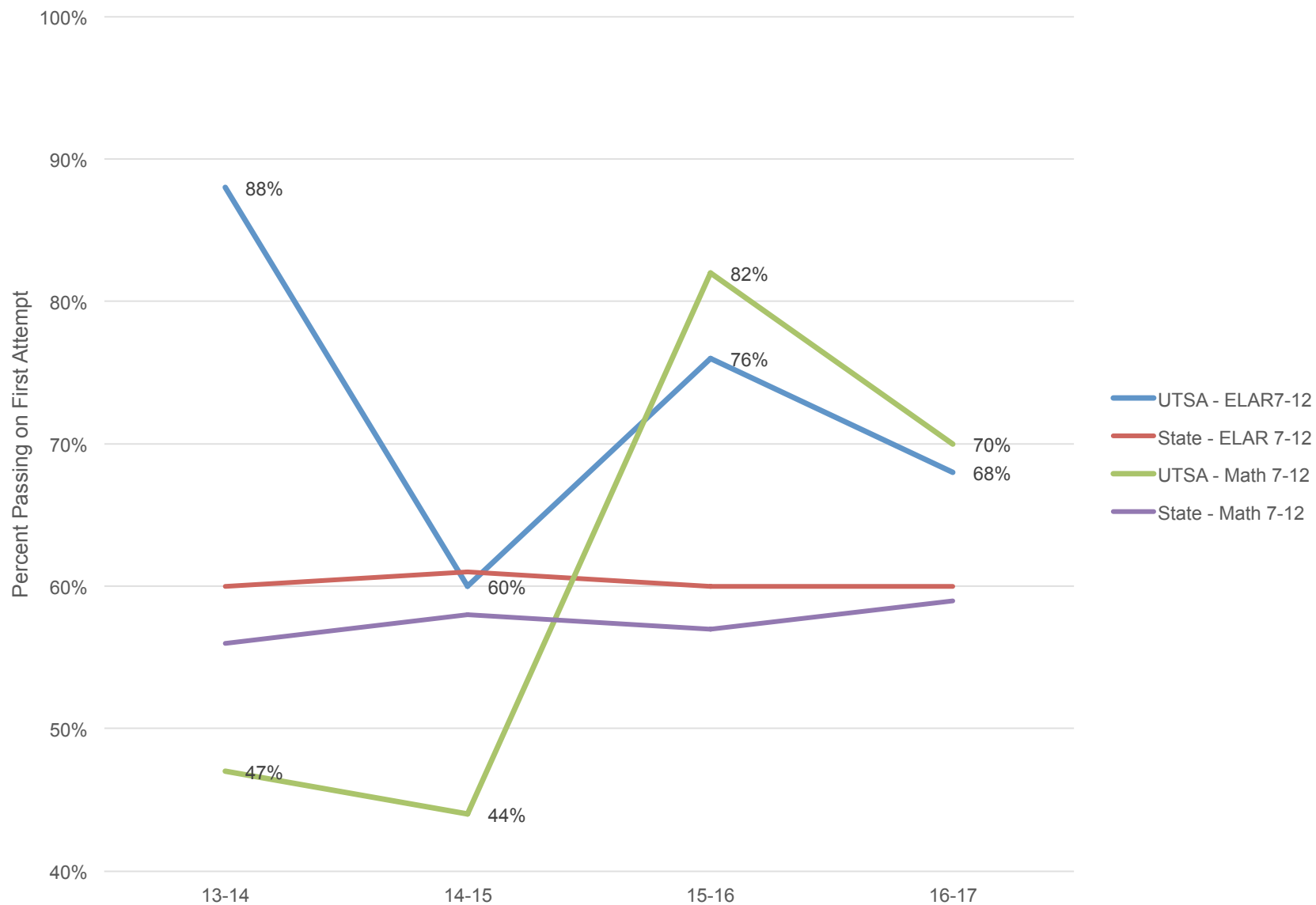
Pass Rate on Core Subjects Tests, First Attempt, All Sections Together



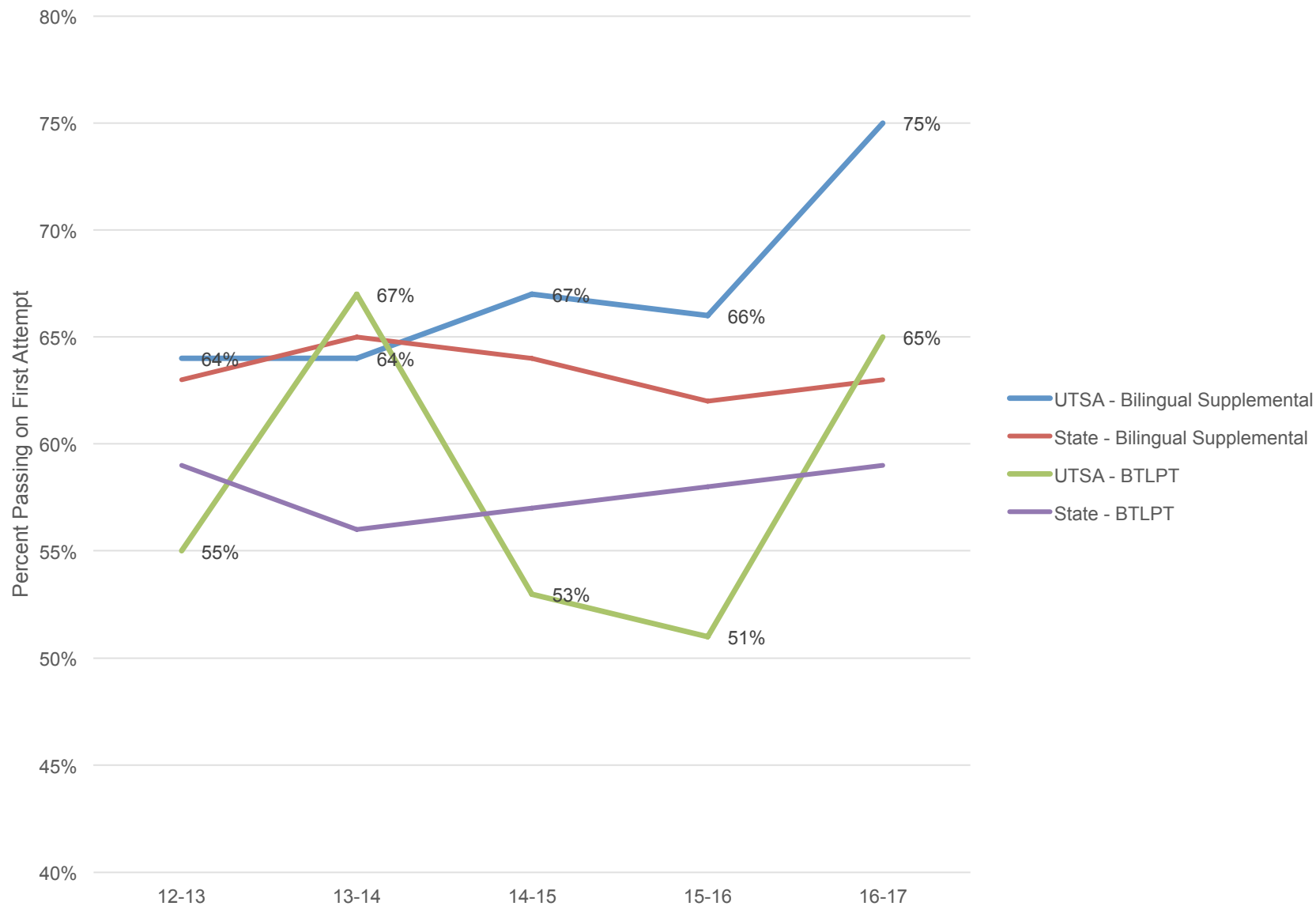
Percent Passing, First Attempt, Math/Science and ELAR/SS 4-8

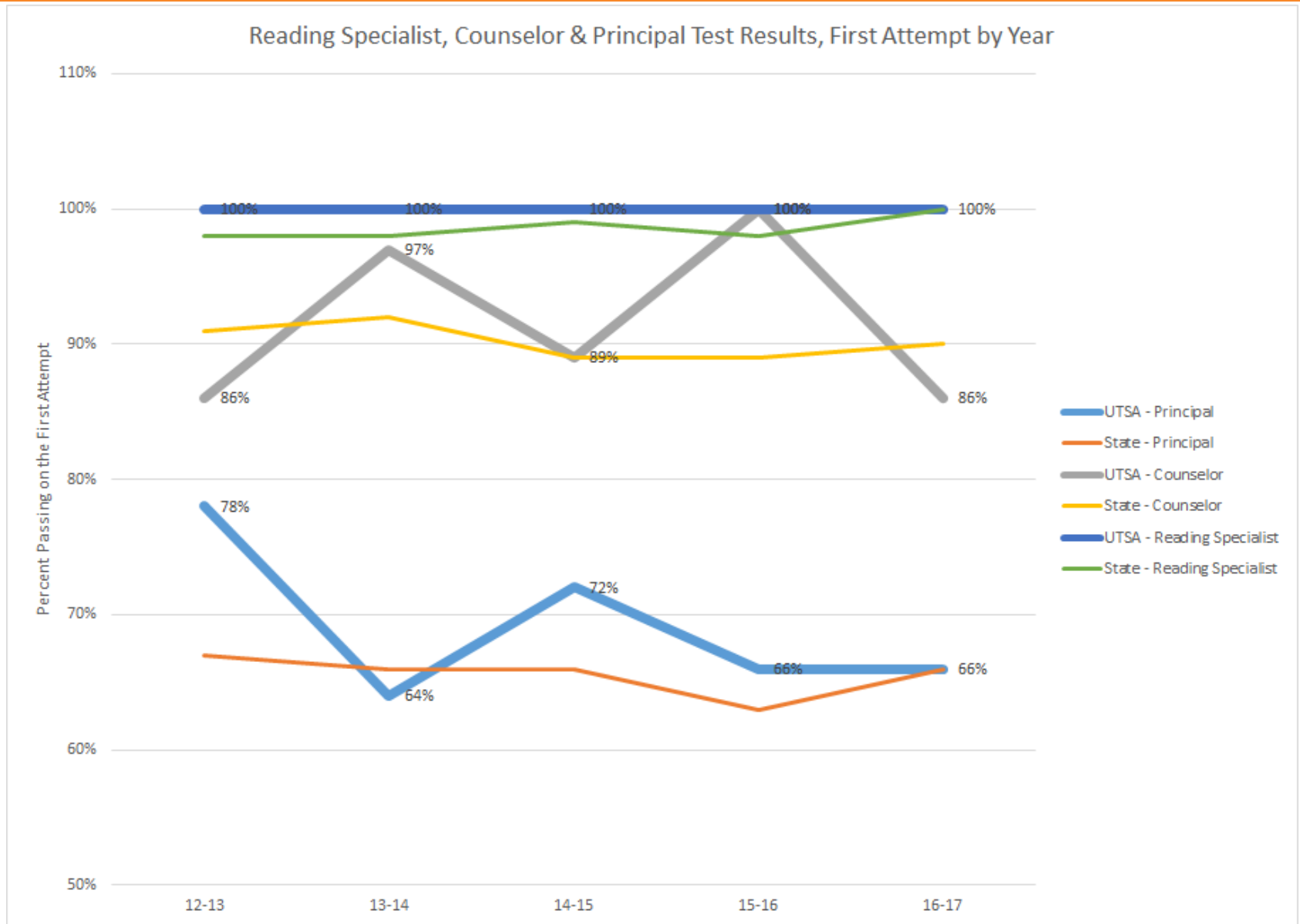


Pass Rate, First Attempt, ELAR 7-12 and Math 7-12



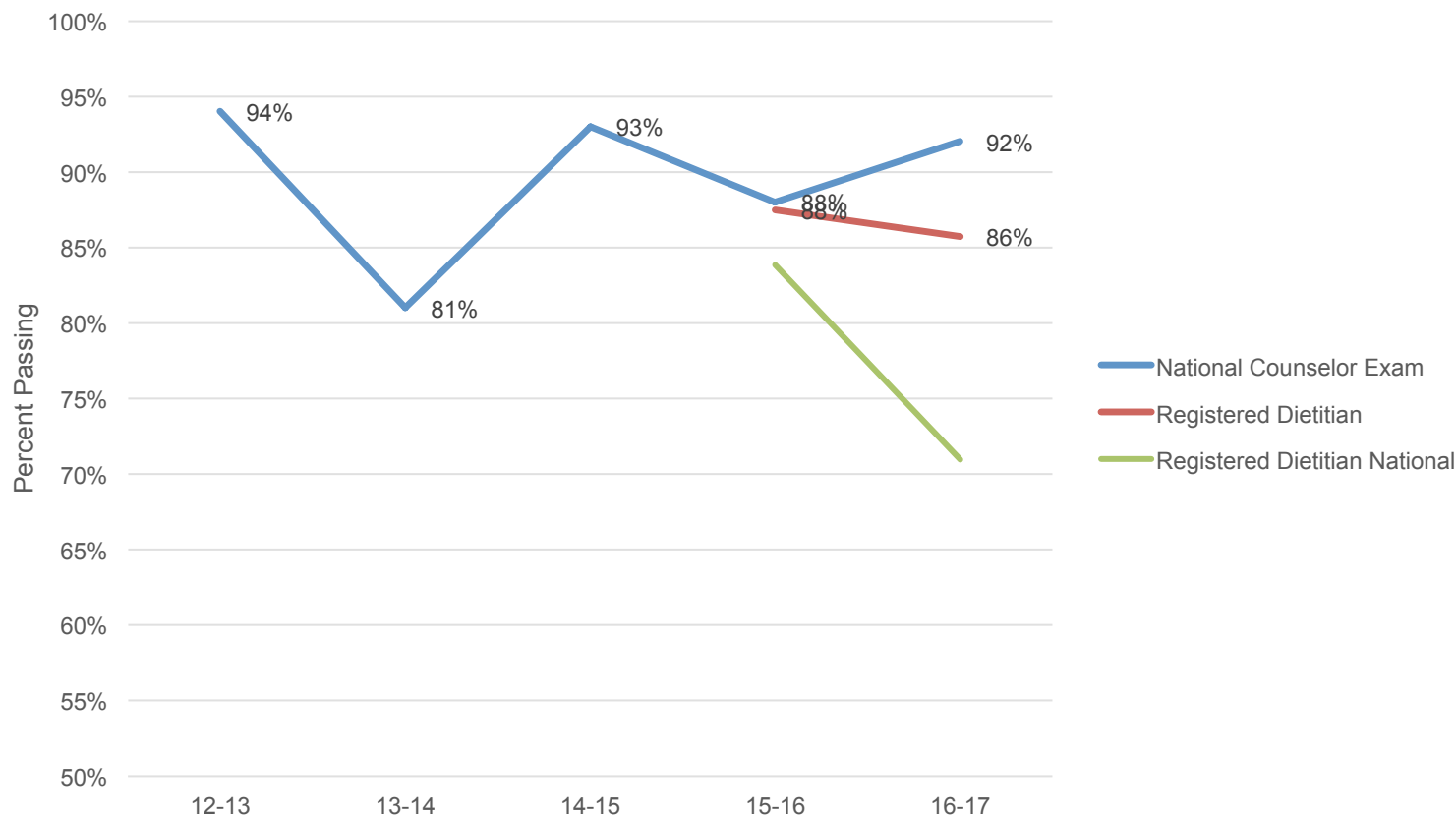
Percent Passing, First Attempt, Bilingual Supplemental and BTLPT





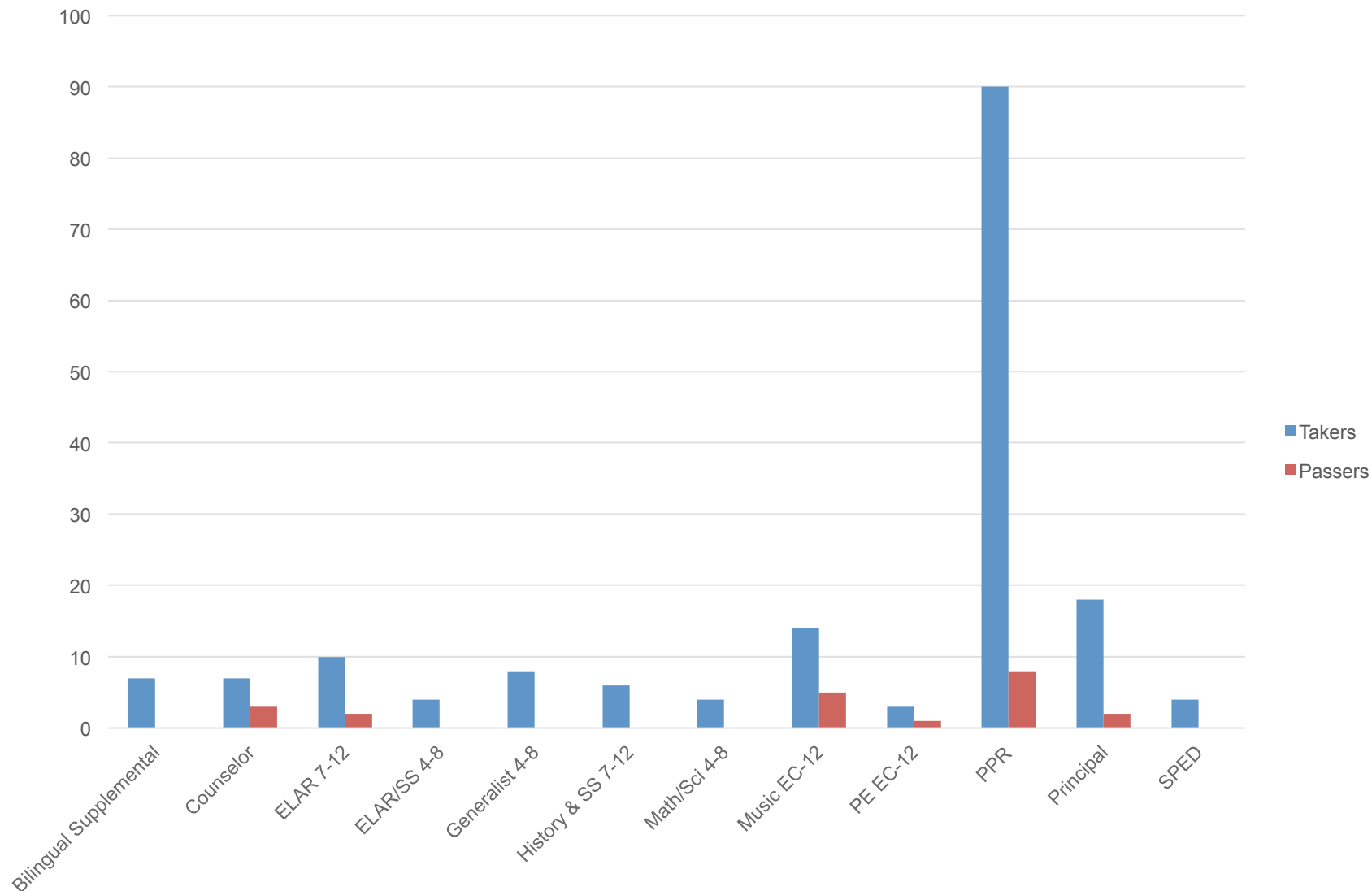
National Counselor and Dietitian Exams

UTSA National Counselor and Registered Dietitian Exams



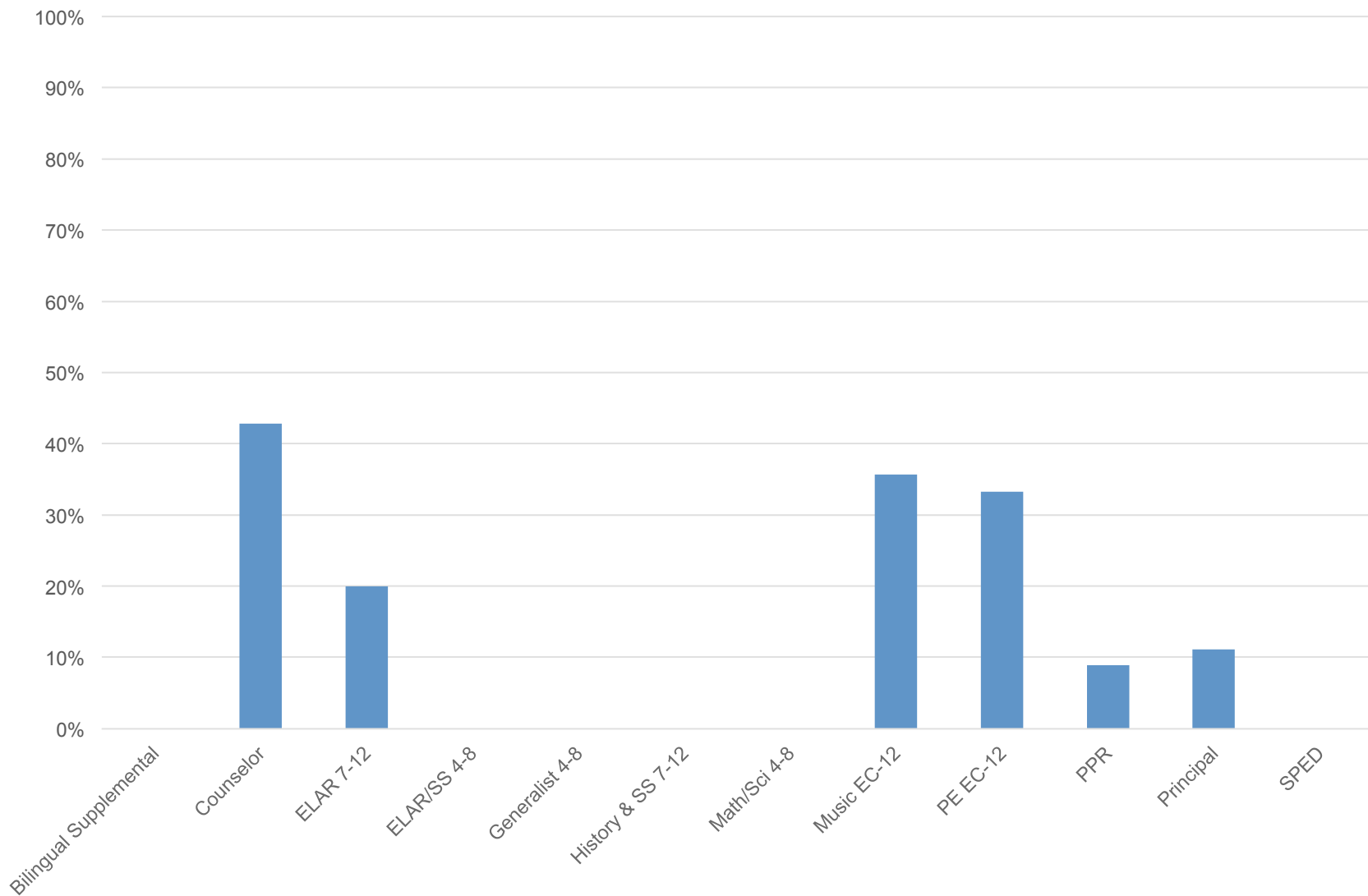
Practice Test Results – Spring 2018

Practice Test Results - Spring 2018 Numbers of Takers and Passers, by Test



Practice Test Results - Spring 2018

Percent Passing by Test - No Bar Shows 0% Passing



Conclusion

- Action Step 1
 - Deadline
- Action Step 2
 - Deadline
- Action Step 3
 - Deadline



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Program Zone of Impact

Janet Scott, Director of Clinical Teaching

Clinical Teaching Numbers by Certification: Fall 2017 and Spring 2018

Fall 2017:

EC-6 Core Subjects = 76
EC-6 Core + Bilingual = 16
EC-6 Core + ESL = 4

4-8 Core Subjects = 5
4-8 Core + Bilingual = 1
4-8 ELAR/Soc. St. = 1
4-8 Math/Science = 6

7-12 ELAR = 14
7-12 History/Soc. St. = 7
7-12 Science = 9
7-12 Math = 5

EC-12 Art = 2
EC-12 French = 1
EC-12 PE = 21
EC-12 Music = 11
EC-12 Special Ed = 15

Total = 195

Spring 2018

EC-6 Core Subjects = 57
EC-6 Core + Bilingual = 16
EC-6 Core + ESL = 8

4-8 Core Subjects = 10
4-8 Core + Bilingual = 1
4-8 ELAR/Soc. St. = 2
4-8 Math/Science = 5
4-8 Core + ESL = 1

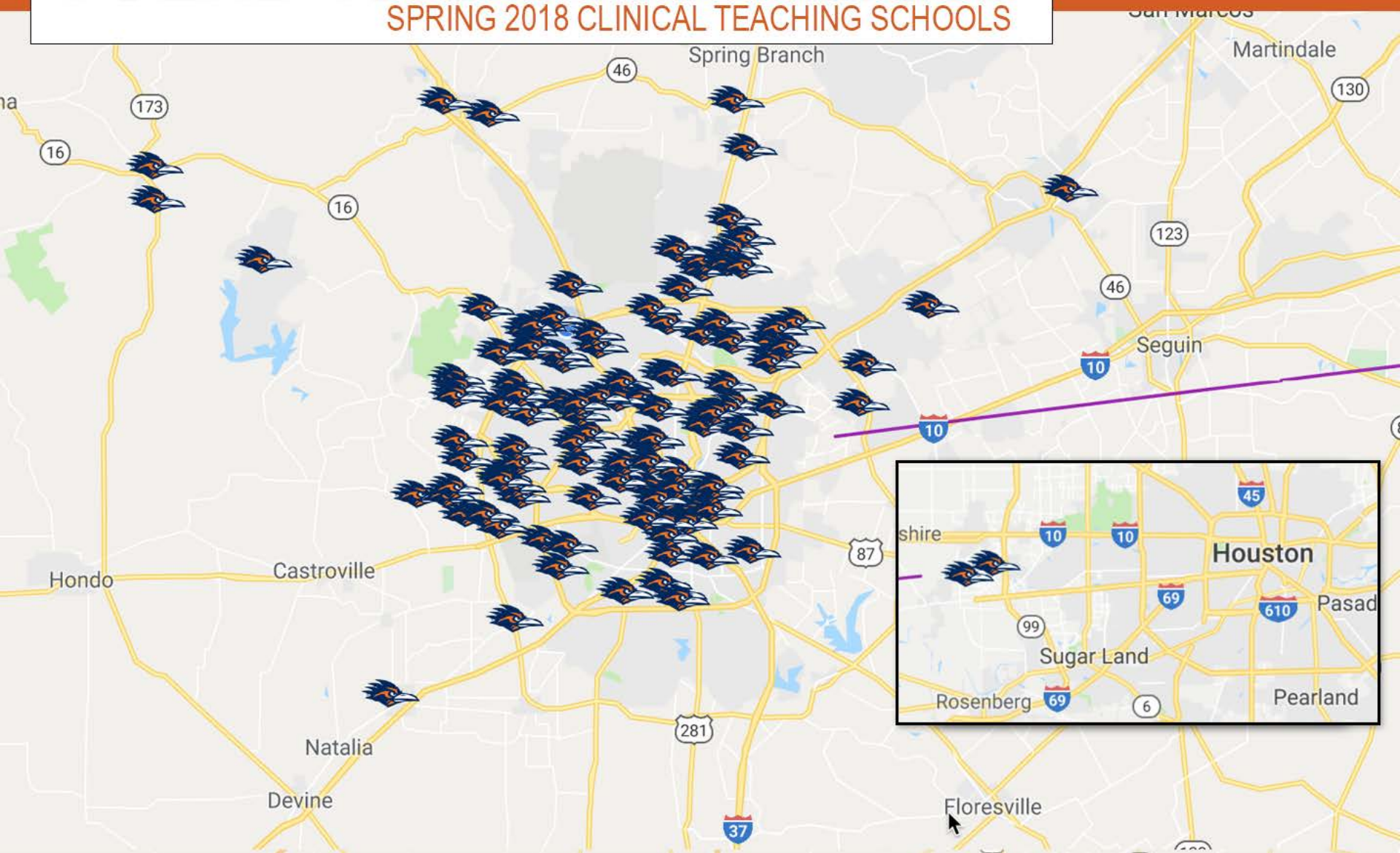
7-12 ELAR = 7
7-12 History/Soc. St. = 14
7-12 Science = 8
7-12 Math = 5
7-12 Speech = 1

EC-12 Art = 3
EC-12 Spanish = 2
EC-12 PE = 13
EC-12 Music = 7
EC-12 Special Ed = 16

Total = 176

COEHD Teacher Certification

SPRING 2018 CLINICAL TEACHING SCHOOLS



Clinical Teacher Count

Fall 2004	276
Spring 2005	351
Total	627

Fall 2005	275
Spring 2006	355
Total	630

Fall 2006	247
Spring 2007	343
Total	590

Fall 2007	239
Spring 2008	270
Total	509

Fall 2008	222
Spring 2009	250
Total	471

Fall 2009	219
Spring 2010	249
Total	468

Fall 2010	269
Spring 2011	286
Total	555

Fall 2011	257
Spring 2012	244
Total	501

Fall 2012	272
Spring 2013	240
Total	512

Fall 2013	246
Spring 2014	206
Total	452

Fall 2014	202
Spring 2015	214
Total	416

Fall 2015	190
Spring 2016	183
Total	373

Fall 2016	185
Spring 2017	194
Total	379

Fall 2017	195
Spring 2018	176
Total	371

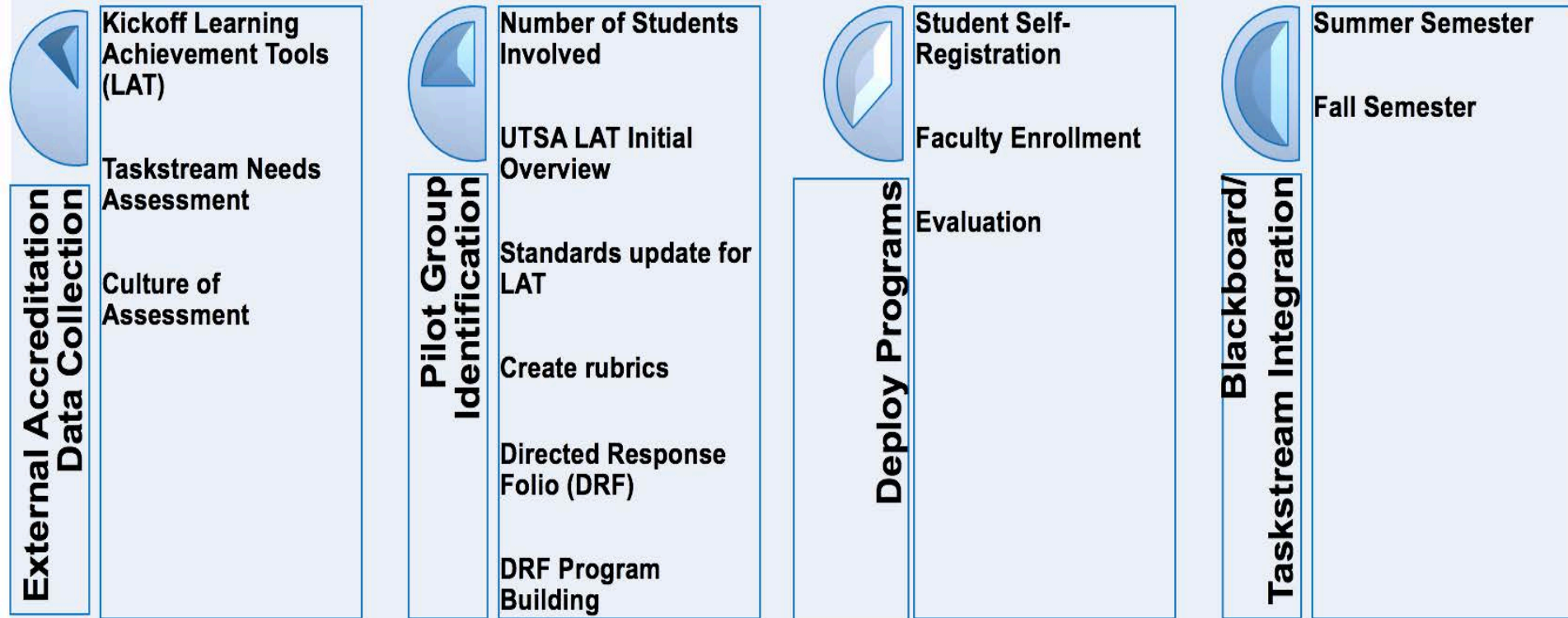


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Watermark Pilot

Ilna Colemere

Watermark Timeline 2018



Taskstream Pilot Group

Accreditation Program	UG Graduates	Grad Students	Doctorial Students	Liaison
NAEYC	0	0	0	Iliana Alanis
ABA Ed. Psychology Cert. Only	0	18	0	Lesley Neely
ABA Ed. Psychology - SDS	0	78	0	Leslie Neely
NASP (School Psy)	0	73	0	Felicia Castro-Villarreal
CACREP (Counseling)	0	5	29	Jessica Lloyd-Hazlett
4-8 th .	11	357	0	Elizabeth Pate
Dietetic Program	26	12	0	<u>Liset Leal- Vasquez</u>

Rubric: ECE 3603 Flannel board

	Poor 0	Fair 1	Good 2	Exceptional 3
Analysis of Activity: 5 paragraphs describing events that occurred when you presented board to child. This analysis should include connections to the 5 aspects of language: phonetic, semantic, syntactic, morphemic, pragmatic, PK guidelines or K TEKS,	Limited analysis; Little to no examples or connections.	Some connections but they are sporadic and/or unclear.	Thoughtful analysis with explanation of how the activity helps children learn language.	Strong & clear connections. Conclusions relate to 5 aspects of language.
Standards USA- NAEYC (Nat. Association for the Education of Young Children): Standards For Early Childhood Professional Preparation (prior to 2009) Level: Baccalaureate or Initial (Undergraduate) Licensure Level (October 2001) Standard 1: Promoting Child Development and Learning Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. Key Element: 1a. Knowing and understanding young children's characteristics and needs Key Element: 1b. Knowing and understanding the multiple influences on development and learning Key Element: 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments				

Directed Response Folio(DRF)

OVERVIEW:

Add directions and select the type(s) of content the author can add to fulfill this requirement.

Select content types: Choose what types of content the authors should be allowed to add to this area

- ☒ Text & Image 
☒ Attachments 
☐ Slideshow 
☐ Embed Media 
- ☒ Video 
☐ Web Links 
☐ Standards 

In addition, you may choose to include a form that authors will be required to complete

☐ Custom Form 

Add directions to help guide authors:

ADD/EDIT DIRECTIONS

Directions

- Submit a 4 to 5-page pictorial description of this activity.
- You will use pictures to sequence the activity with captions. Include a few pictures describing the process of creating the flannel board. The rest of the pictures should summarize what happened when you presented it to the child(ren). Use pictures along with quotes to show how the children responded for full credit.
- Include 3-4 pictures of your completed flannel board and the book you selected.
- In your description, write a 8-10 paragraph analysis of the activity using your 5 aspects of language. Connect to the English/Language Arts Standards listed on this syllabus. Explain why this activity helps children learn the sounds of language, new vocabulary, concepts about print, emergent literacy, etc.
- Finally, discuss your role as an educator and the purpose of this assignment to promote language and literacy for young children.
- Include PreK Guidelines that correspond to this activity (this will be in Language Arts).

DRF PROGRAM

DRF Program Management

Early Childhood Education

[All Programs](#)
[1 Setup](#)
[2 DRF Template](#)
[3 Enrollment](#)
[4 Grouping](#)
[5 Resources](#)
[6 Status](#)

Directions : Review the setup below. If all the information is correct, click 'Enrollment' to start adding participants.

[Help on this Page](#)

General Information

[Edit General Information](#)

Title :	Early Childhood Education
Program Description :	Early Childhood Education
Program Icon :	DRF

Program Options and Permissions

[Edit Program Options](#)

Reviewers :	This program does not have reviewers assigned to respond to requests for comments.
Your Program Roles :	Manager (Program Manager , Evaluation Manager , Report Manager)
Evaluation Permissions :	Evaluator(s) can release evaluations. Evaluator(s) can send work back for revision to authors. Only Evaluation Managers can view other evaluators' results. Only Evaluation Managers can edit/cancel other evaluators' results. Evaluator(s) can evaluate one author's work submission multiple times. File upload enabled
Author Anonymity :	Anonymity NOT required (Evaluators CAN see Authors' names).
Versioning of Author Work :	Versioning of author work is Disabled for this program.

Other Information

Program Type :	DRF Program Offers formal requirement tracking, evaluation, and reporting via the Directed Response Folio (DRF)-a folio with preset requirements. Site Coordinator assigns participant roles as authors, reviewers, or evaluators. Note: this type of program requires the creation of a DRF template.
Program Creator :	School of Education Manager
Date Created :	04/13/2018
Managers :	School of Education Manager (Evaluation Manager , Report Manager)

DRF Program Management

🔑 DRF Program Management

Early Childhood Education

All Programs

1 Setup

2 DRF Template

3 Enrollment

4 Grouping

5 Resources

6 Status

Directions : Enroll Authors, Reviewers, Evaluators and Evaluation managers into your DRF program with the use of the appropriate Enroll button. Click Unenroll to remove participants from your DRF Template. Click on role icons to select or deselect roles for a particular participant name. Click on email notification links to manage email notices to Evaluators when work is submitted by Authors. Click on DRF Visibility links to view Author and Evaluator category or requirement access rights.

[Help on this Page](#)

Select How You Would Like to Add Program Participants

[View Enrollment History](#)

[Failed Enrollment Report](#)

Allow Authors to Self Enroll : **ON** (Self Enrollment Code : ECE) [Change](#)

Enroll Individual Participants :

A Authors

E Evaluators

M Managers

Unenroll

Current Participants (2)

[Print View](#)

Filter by Role :

All Enrolled Participants

☐ Include Inactive

[Update View](#)

Search by Name :

[Search](#)

Legend : 🗨️ = author names will be displayed to evaluator ✉️ = evaluator will be notified by email when authors submit work

Participant Name	Roles Click icons to change	Email Notification	DRF Visibility	
		Evaluator ✉️ 🚫 What's This?	Author 🗨️ What's This?	Evaluator 🗨️ What's This?
Iliana Alanis	A E	🚫 Disabled		All Areas
School of Education Manager	A E M			All Areas (as all-access evaluator)

Watermark Training

Summer Watermark Training Opportunities

Friday	May 25	2 p.m. – 3:30 p.m.
Friday	June 8	2 p.m. – 3:30 p.m.
Friday	July 6	2 p.m. – 3:30 p.m.
Friday	August 17	2 p.m. - 3:30 p.m.

Location: MB 3.448

Contact: ilna.colemere@utsa.edu

Additional Watermark Training will be offered Fall 2018.

Next Steps



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Meeting Wrap Up

Dr. Margo DelliCarpini, Dean