Institutional Report
for the
Transformation Initiative Option Review of
Texas Tech University

Submitted to the
National Council for Accreditation of
Teacher Education
(NCATE)

Onsite Review
October 27-29, 2013

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Note to reviewers of the Institutional Report: The Table of Contents hyperlinks to the various sections of the document. Click on the right-hand margin to activate the links and then use Control Click to follow the link.

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NCATE REVIEW
FALL 2013

I. Overview and Conceptual Framework

I. 1 The institution's historical context, mission and characteristics.

Texas Tech University (TTU) was created by legislative action in 1923 and is the largest (30,000 plus students) comprehensive higher education institution in the western two-thirds of the state. TTU is a public university, and is classified as a Research University Extensive by the Carnegie Foundation. It is the only institution in Texas that includes a major university, a law school, and a medical school on the same campus. The university includes a Graduate School and nine traditional colleges plus an Honors College. The focus of Texas Tech University is captured in its mission statement. "As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation, and world (Approved Board of Regents, May 14, 2010)." An overview of the university is found in TTU Fact Sheets. Also, in-depth university and college data may be accessed through the home page of the Office of Institutional Research and Information Management. Additionally, some sense of the university may be found by reviewing TTU monthly e-newsletters.

I. 2 The professional education unit.

Texas Tech University acknowledges that the preparation of quality educators is the responsibility of the entire university. This is evidenced by certification candidates being enrolled in majors throughout the university, general education courses being delivered across the campus, and educator preparation programs being housed in eight of the nine traditional colleges and the Graduate School. The *professional education unit* therefore represents all educator preparation programs no matter where they are housed. However, for the purposes of the NCATE review, the *unit* will be defined as the College of Education (COE). This designation is a practical one, conforming to administrative realities, including university organization of college-specific records and data. However, a major initiative, Toolbox, now provides more extensive certification-level, not just degree-level, data.

Originally named Texas Technological College, the institution opened in 1925 with six buildings and an enrollment of 910. By action of the Texas State Legislature, Texas Technological College formally became Texas Tech University on September 1, 1969. At that time, the School of Education, along with the Schools of Agricultural Sciences, Arts and Sciences, Business Administration, Engineering, and Home Economics became known as "colleges."

The educator preparation unit has been continuously accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1963. The university itself was first accredited by the Southern Association of Colleges and Schools (SACS) in 1928 and has been accredited continuously since that time. A history of unit certification activities is available for review.

A full listing of all TTU educator preparation programs, including administrative home colleges, and enrollments is available for review.

I. 3 Significant changes made to the conceptual framework.

A fundamental shift in developing and articulating a conceptual framework (CF) has occurred since the last NCATE review in fall 2006. The previous CF was the result of input from stakeholders analyzing and synthesizing aspects of educator preparation including mission, vision, knowledge bases, unit and program goals, accreditation standards, certification criteria, professional association guidelines, and the nature of program graduates. These factors were organized into a framework to provide "direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability" (NCATE 2008 Professional Standards). Unfortunately, the articulation of the framework did not always result in implementation or functioning as a guide for decision making.

The current conceptual framework varies considerably from the 2006 one, due to several factors. First, for the 2013 NCATE review, it was consciously decided by the Dean's Executive Council (DEC 11/4/11 meeting) to allow the framework to evolve from actual educator preparation activities of the unit. This shifts the organization of the framework to "what is happening," rather than "what should to be happening," allowing associated decision making to be more focused and expedient.

Second, the previous conceptual framework was undergirded by an assessment system based greatly on summative data and often used to make future-oriented decisions. The current CF places greater emphasis on formative assessments, allowing for immediate decisions and on time modifications of educator preparation activities.

Third, the 2006 conceptual framework focused on a description of continuous improvement against the six standards, whereas the current CF centers on major transformations of educator preparation at Texas Tech University. Since the last NCATE review, particularly the focused review of fall 2009, there has been considerable discussion about how Texas Tech University should respond to calls for reforms by the profession. These calls for change include NCATE's Blue Ribbon Panel for increasing rigorous accountability; strengthening candidate selection and placement; revamping curricula, incentives, and staffing; supporting partnerships; and expanding the knowledge base to identify what works and supports continuous improvement (NCATE, 2010).
The need for change is also supported by the Council for the Accreditation of Educator Preparation (CAEP) as noted in a 2/28/12 press release from its Commission on Standards and Performance Reporting.

> "The Commission will ensure increased accountability through a focus on outcome data and key program characteristic data." "CAEP will expect accredited preparation

> providers to take bold steps to recruit, prepare, and help develop effective teachers who can contribute their expertise to improving student performance in all schools.

Texas Tech University has responded to the need for reform by developing twelve initiatives for changing educator preparation at the university. (A literature review supporting these initiatives is being developed.) The current Texas Tech University conceptual framework captures the essence of these twelve initiatives as well as the demands for change.

Last, a major change has occurred in the implementation of the conceptual framework. In the past there was often more discussion than execution. Now a process of "focused accountability" was established to implement specific initiatives associated with the framework. A major driving force in this process is the Dean's Executive Council (DEC), which meets weekly. (The DEC met weekly throughout 2011-12 but now convenes on as needed. Such work has now shifted to other groups, such as program and site coordinators.) The council has 18 standing members of faculty, staff, and administrators, with other individuals and groups represented as warranted. Specific "homework" was assigned each week with identified lead individuals and due dates. Progress was monitored at each subsequent DEC meeting. This focused accountability became a major factor in the implementation of the conceptual framework.

These reform efforts, with subsequent changes in the conceptual framework, have been particularly influenced by the arrival of Dean Scott Ridley. Dean Ridley, while at Arizona State University, had extensive involvement with school district-based educator preparation programs and comprehensive school reform initiatives. Such professional focus and extensive experiences were major reasons for him being offered the dean's position at TTU, and a prime factor in current transformation activities. Throughout 2011-12, the Dean's Executive Council met weekly developing strategies to advance the college's mission and to implement goals and priorities. The resulting plans were presented to faculty and staff at an August 22, 2011 meeting. The faculty and staff expressed support for the resulting twelve initiatives, which in turn provide the basis for the Texas Tech University Educator Preparation Conceptual Framework.

I.4 Exhibits

I.4.a	Conceptual Framework
I.4.a (1)	Conceptual framework
I.4.a (2)	Big 12 Reform Initiatives
I.4.a (3)	Big 12 Literature Review

TI. Summary of the Transformation Initiative

TI.1 An overview of the TI.

The fall 2013 review of Texas Tech University (TTU) educator preparation programs will be conducted under the Transformation Initiative (TI) Option, focusing on "Tech Teach," the reformed teacher education program. However, it needs to be emphasized that Tech Teach and the entire TI review must be viewed in the context of greater reforms occurring in the College of Education (COE). Beginning in May 2011, initiatives were proposed to transform the college in achieving its potential as an institution attuned to 21st century educational needs. These reforms known as the Big Twelve Initiatives, are undertaken with numerous educational partners; are intended to impact candidate/client success and school/agency improvements; and become a means to implement the college's strategic priorities and to meet NCATE standards. (A literature review supporting the initiatives is also being developed.)

Tech Teach is founded in these twelve initiatives and is the focus of the TI review, with other aspects of these reforms incorporated into the Institutional Report demonstrating the college's continuous improvement toward meeting NCATE standards.

An Overview of Tech Teach, the TI Focus:

In fall 2011, the College of Education entered into an important new chapter of teacher preparation at Texas Tech University with a program called Tech Teach. This is a clinically intensive, competency-based program aimed at improving P-12 student achievement, increasing teacher candidates' qualifications upon entry into their careers, and fostering within candidates the dispositions important to remain and thrive in the teaching profession. This transformational reform has been prompted by a vision for teacher preparation in the College that is responsive to needs of teacher candidates, needs of the P-12 students, needs of district partners, and accountability demands of governmental agencies.

Tech Teach marks a radical departure from traditional programs by engaging candidates in activities aimed at developing superior instructional competency and professionalism. Transformed coursework focuses on helping candidates learn and apply the skills necessary for fostering P-12 student achievement. Clinical experiences, including extended placements throughout the program and a full year of student teaching, focus on supporting candidate growth and transition into careers. Through the use of video-capture technology, candidates receive unprecedented feedback about instructional competency; and through the use of a co-teaching model, gain experience that will develop the qualifications and skills equal or above that of a 2nd-year teacher.

Expected Outcomes of the Transformation Initiative

- Pre-student teaching field-based candidates and student teachers will contribute measurably to P-12 student learning gains.
- After two years of teaching, Tech Teach graduates will perform above school districts' average for P-12 student gains.

- Teacher candidates and student teachers will be a desired asset to campus administrators and mentor teachers, enhancing the academic success of P-12 students on those campuses.

TI Research Questions

- What is the relation between teacher candidates' teaching competency and their perceived readiness to teach?
- What is the relation between teacher candidates' teaching competency and P-12 students' perception of classroom climate?
- What is the relation between teacher candidates' teaching competency and P-12 student learning gains?
- In what ways do teacher candidates' teaching competencies change over time?

TI Participants

The participants will consist of approximately 1000 teacher candidates from elementary, middle, and secondary education programs.

TI.2 Status and progress of TI implementation.

The initial timeline for the implementation of Tech Teach, as articulated in the TI proposal, remains mostly intact; with the exception that beginning full implementation of all programs has been advanced to spring 2013.

- Fall 2011: relevant professional development in co-teaching and utilizing the System for Teacher and Student Advancement (TAP) rubric; program curriculum revised to reflect "competency" emphasis; *middle-level* pilot implementation.
- Spring 2012: *Elementary* pilot implementation; *middle-level* continue pilot implementation; *secondary* phase-in.
- Fall 2012: Elementary & middle-level begin full implementation; secondary, phase in.
- ~~Fall~~ Spring 2013: Begin full implementation in all programs.

A range of implementation activities have occurred within this schedule: training and professional development activities occurred; clinical sites selected; site coordinators recruited and trained; pilot programs concluded; mentor teachers designated; and candidates enrolled and trained with the TAP rubric and video-capture technology.

Specific implementation activities have occurred.

- The Dean's Executive Council (DEC) met weekly in 2011-2012, with "homework" assignments given to the 18 members, who in turn worked with program coordinators and faculty to advance the transformation initiatives. Meeting minutes may be reviewed online.
- Shared governance between university and P-12 school personnel has increased drastically. This is also true of strengthened in-house governance activities, particularly with a shift from the DEC to program coordinators and faculty. Several types of meetings occur regularly and will be described in more detail in the Standard 6, Governance and Resource, section of this report.

- Program reforms incorporated input from employers of future graduates. An example of this is from the Counselor Education Program, which has utilized input from an Advisory Group over several years.
- Course syllabi and templates were revised.
- TTU personnel visited Arizona State University (ASU) to consider aspects of the ITeachAZ teacher preparation program to be incorporated into Tech Teach. Two ASU faculty members serve as consultants to Tech Teach.
- Several activities focused on identifying signature technology for each program: a calendar for technology activities was established, a technology committee report was presented, and Bloom's Digital Taxonomy was suggested as a possible tool to accomplish this goal.
- A "Toolbox" was developed to support college assessment and management activities.
- A variety of documents, including extensive handbooks, were developed to guide Tech Teach participants, such as the Teacher Candidate Handbook, Site Coordinator Handbook, and Mentor Teacher Handbook.
- A Tech Teach Newsletter was initiated.
- Doug Hamman, COE Director of Teacher Education Programs, met monthly with Lubbock ISD leadership personnel, including: Kathy Rollo, Executive Director, Leadership and Professional Development; Kelly Trlica, Chief Academic Officer; Lisa Leach, Assistant Superintendent for Curriculum & Instruction; and Denise Mattson, Executive Director School Support Services. Meeting agendas are available for review.
- A Tech Teach Leadership Team met weekly, including Scott Ridley, Dean; Peggy Johnson, Vice Dean; Doug Hamman, Director of Teacher Education Programs; Peggie Price, Chairperson of the Department of Curriculum and Instruction; Kathy Rollo, LISD Executive Director, Leadership and Professional Development; Lisa Leach, LISD Assistant Superintendent for Curriculum & Instruction; Dora Salazar, Professional Development Facilitator (PDF); and Katie Button, PDF.
- Hansel Burley, Associate Dean, met regularly with program coordinators and other involved individuals to discuss reforms with a particular focus on graduate degree and advanced certification programs. Agendas are available for review.
- Dr. Burley also led a faculty meeting focused on "Assessment for Reform."
- TEP faculty met with school district (ISD) personnel to determine which performance outcomes were important to ISDs.
- A variety of training activities occurred focused on using the TAP Rubrics, using TeachScape, and understanding the site coordinator role.
- Of primary importance was the 2011-2012 rigorous review and revision of all 13 initial and advanced programs in the college, which are discussed in detail under Standard 1.1.

TI.3 Significant changes in the TI implementation.

There are two major changes in the Transformation Initiative Implementation.

First, there has been difficulty in analyzing data related to these questions, as well as the examination of data gathered for other purposes. Analysis originally planned with in-house developed programs did not prove feasible. The college is now contracting for commercial

software, which will allow the sophisticated level of data analysis required for the Transformation Initiative.

Second, as is often the case, there were numerous changes resulting from day to day operations: recruiting of students, faculty, and supervisory personnel; clarification of roles and responsibilities; training to use the TAP rubric, TeachScape, and a variety of other technology and processes; and finding funding resources.

There have been no further significant changes with the implementation of the Transformation Initiative since the initial proposal, other than a response to NCATE reviewers' questions concerning the proposal. (An executive summary of the TI proposal is also available for review.) However, there has been a great deal of activity, as noted in Section TI.2 above, but most implementation is consistent with the original proposal.

TI.4 Exhibits

TI.4.a	Evidence of TI progress
TI.4.a (1)	DEC Meeting Minutes
TI.4.a (2)	Counselor Education Advisory Group Input
TI.4.a (3)	Syllabi and Templates Revision Overview
TI.4.a (4)	Calendar for Technology Activities
TI.4.a (5)	Technology Committee Report
TI.4.a (6)	Bloom's Digital Taxonomy
TI.4.a (7)	Toolbox for Assessment and Management
TI.4.a (8)	Teacher Candidate Handbook
TI.4.a (9)	Site Coordinator Handbook
TI.4.a (10)	Mentor Teacher Handbook
TI.4.a (11)	Tech Teach Newsletter
TI.4.a (12)	Lubbock ISD Leadership Meeting Agendas
TI.4.a (13)	Program Coordinator Meeting Agendas
TI.4.a (14)	Initial TI Proposal
TI.4.a (15)	Response to the NCATE Reviewers' TI Questions
TI.4.a (16)	TI Proposal Executive Summary
TI.4.a (17)	Program Coordinator Contract
TI.4.b	Rationale for and evidence of changes in implementation Rational and evidence are discussed within the document. There are no additional exhibits.

II. Unit Standards

1 Standard 1. ***Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.***

1.1 Significant changes in candidate assessment data.

There are several major factors when considering significant changes in candidate assessment data. The College of Education since spring 2011 has been engaged in 12 initiatives of reform, several of which impact candidate assessment. In particular, the following:

- Initiative #1: Every College of Education program has been comprehensively reviewed by faculty with the charge of targeting higher-order outcomes. Potential employers will partner with faculty to determine valued competencies.
- Initiative #2: Functional and easily accessed databases will be available with a focus on using candidate progress data formatively to modify and adjust instruction and programmatic experiences.
- Initiative #3: A technology committee has begun work that will ensure that technologies used for program delivery foster candidates' skill/product competency.
- Initiative #5: Teacher Education Programs has been reformed to include immersion in clinical and competency-based preparation.
- Initiative #10: Graduate program reforms, with attention to graduate student survey results and input from employers, have included careful monitoring of student progress.

Usual summative data are available and remain relatively unchanged from previous reporting. However, significant changes in assessments have occurred within the several reform initiatives noted above, particularly Initiative #5. The reformed teacher education program, Tech Teach, is the focus of the unit's Transformation Initiative (TI). The TI began full implementation for all candidates entering teacher education in all programs as of spring 2013. Although data have been collected from the beginning, a full round of assessments have not been completed. The planned development of an overall software program allowing on-going analysis of data in all program areas is occurring spring 2013. Existing data systems have been used by faculty to review preliminary data.

Subject-area competency of candidates seeking initial teaching certification is assessed.

- Admission to Program: Candidates must pass the appropriate subject-area state certification practice exam(s) for admission to an educator preparation program.
- Advancement to Student Teaching: Candidates must pass the appropriate subject-area state certification exam before entering the year-long student teaching or internship.

Passing scores on the practice test were analyzed and indicated an ability to predict passing the actual state exam. All graduate degree and advanced certification programs have been, or are being revised to enable candidates to have a positive impact on the clients (e.g., schools, agencies, community colleges) that they serve. To this end, programs have been organized into three phases. Phase one (P1) courses emphasize the foundational knowledge and skills required in the discipline. Phase two (P2) courses focus on the application of knowledge and skills, such as through the use of case studies. In phase three (P3) candidates address issues that impact real world settings. Assessments and appropriate rubrics have been created for each phase of each program. Results will be entered into a database enabling faculty to monitor candidate progress and to evaluate program quality.

All aspects of program improvement have been influenced by a change in how employer and after-graduation data are considered. In the past, there has been limited success in surveying employers and alumni, usually with a low rate of return. As part of COE reform activities, it was decided to seek such information in a more focused manner with boarder response possibilities. All programs undergoing review (Big 12 Initiative #1) included the directive, "Potential employers will partner with faculty to determine valued competencies." Every review presentation made to the Dean's Executive Council included this market-needs analysis. As an example, Counselor Education's long-time established Advisory Board provided such data, which was extensively analyzed. Also, as detailed in Standard 6, there is a significant increase in shared governance, including with ISD personnel who are future employers of our candidates. An excerpt from Standard 6, illustrating such shared governance is available for review.

A similar decision was made to proactively seek input from graduate students, not as alumni but as individuals currently in programs. A return rate of about 50% is hoped for, providing several hundred pieces of basic data to support program improvement. This decision is consistent with Reform Initiative #10, "Graduate program reforms, with attention to graduate student survey results and input from employers, have included careful monitoring of student progress." The Graduate Survey will be administered in May, 2013.

Three aspects of candidate assessment are important, although they do not represent a recent significant change as such. First, the candidates' most recent scores on the TExES state licensure examination was a 95% passing rate for 2011-12. This is an increase over previous years.

Second, The University continues to improve the TracDat platform as a means to capture how programs, department, centers, and colleges advance university and college strategic priorities. Program assessment plans are particularly important as they include program purposes, student learning outcomes, associated assessments, results, and actions for improvement. An example from the Educational Leadership's principal certificate is available for review.

Third, none of the unit's programs have been nationally reviewed by Specialized Professional Associations (SPA). Texas Tech University (TTU) requested and received a waiver from SPA review. This was done for several reasons as follows:

- All programs passed a Texas Education Agency (TEA) audit in 2009 with no reservations.
- For the last several years all degree and certification programs have prepared Program Assessment Plans (PAPs), which include program purposes, student learning outcomes, results, and modifications based on results. These PAPs have now undergone an intensive review by the Dean's Executive Council in 2011-2012 and by the Program Faculty and the Administrative Team in 2012-2013, as described in Initiative #1. "Every College of Education program has been comprehensively reviewed by faculty with the charge of targeting higher-order outcomes." Most of the programs considered SPA standards within the program reforms that were reviewed.
- A major focus of the SPA reports is the impact of candidates on K-12 student learning. This in turn is a major focus of the college's Initiative #2, "Functional and easily

accessed databases will be available with a focus on using candidate progress data formatively to modify and adjust instruction and programmatic experiences."

- Finally, the substitution of a TTU program review process, rather than SPA reports, seems to be consistent with the intent of the Transformation Initiative Option, and consistent with the flexibility indicated as NCATE and TEAC merged into CAEP.

1.2 Areas for improvement.

The AIF cited in last report: The unit does not systematically collect, analyze, and report data on the skills and dispositions of candidates across all advanced programs. The unit believes this AIF has now been corrected.

Acceptance of the unit's 2009 Standard 2 Focused Review was recommended by the Board of Examiners (BOE) and approved by the Unit Accreditation Board (UAB). Although the review was not focused per se on the Standard 1 AIF, such concerns were covered in the review of Standard 2.

Annually, all programs, including advanced ones, are required by the university to update Program Assessment Plans. This includes review of purposes, student learning outcomes, assessments, results, and actions for improvement; all of which involve skills and dispositions.

Of prime importance in eliminating the AIF, is the 2011-12 rigorous and comprehensive internal review of all programs, culminating in evaluation by the Dean's Executive Council (DEC). The work has continued in 2012-13 led by the Program Coordinators and the Administrative Team focusing on the following:

- identifying the instruction that enables candidates to gain trademark outcome competencies;
- sequencing courses as P1 (foundational knowledge and skills), P2 (application of knowledge and skills) and P3 (candidates address issues that impact real world settings)
- creating an assessment plan that monitors candidate progress as they progress through the three phases;
- aligning the P3 assessment rubric with trademark outcomes;
- identifying the sequencing and revision of courses within the program and providing a model P1, P2, and P3 syllabus;
- providing a description of the data points and architecture of the program's database system; and
- identifying partner institutions where P3 work will take place.

The review resulted in a variety of outputs from all programs, including curriculum reform/skill and product reports; T-Charts of skills, products, and assessments; assessment plans; syllabi; and assessment rubrics. Such documents are available for review and demonstrate that the AIF has been reduced and/or eliminated.

Examples of these review products are found from Counselor Education program.

- Dean's Executive Council Presentation
- Implementing Curricular Reform

- T-Chart
- Assessment Plan
- Syllabi
  - EPCE 5355
  - EPCE 5354
  - EPCE 5094
- Rubrics
  - Communication Skills Rubric
  - Therapeutic Skills Rubric

The program coordinators' contract provides a description of the work carried out on the program level with the support of the Administrative Team in 2012-13. Each graduate program has two administrators working with it to accomplish the reform work.

1.3 Transformation Initiative.

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI.
- Discuss plans for sustaining and enhancing progress on the TI in this area.

Several sets of data have affected candidate assessment and relate to the transformation initiative/Tech Teach.

The Center for Research, Evaluation and Advancement of Teacher Education (CREATE), a consortium of several university systems in Texas, provides an annual Performance Analysis for Colleges of Education (PACE) Report. One portion of the 2012 report (based on 2010-11 data), considered information about school districts within a 75 mile radius of Texas Tech, which is called the Proximal Zone of Professional Influence (PZPI).

The majority of teachers within the PZPI are graduates from Texas Tech, with a large number of individuals being hired annually. (In 2010-11, 39% of the new teachers hired were from Tech.) Therefore, TTU certified teachers have a major impact on the schools within the PZPI. The college's concern is that P-12 student test scores on the Texas Assessment of Knowledge and Skills (TAKS) exams in the PZPI were below state averages. Of the 80,822 students in the zone, 69% had a passing rate in math and 88% in English, Language Arts, and Reading, both of which are below state averages. PACE data also indicted a lower retention rate for first year TTU teachers than is acceptable.

Additionally, results from the Texas Education Agency (TEA) Principal Survey were also disturbing. The State of Texas' Accountability System for Educator Preparation (ASEP) requires principals who supervise first year teachers to complete a survey, focusing on: (a) classroom environment and instruction, (b) working with diverse learners, (c) technology integration, and (d) overall effectiveness. The following concerns were reported in the 2012 Report from the Project on Educator Effectiveness and Quality (PEEQ).

- Approximately 22% of Texas Tech University (TTU) beginning teachers were in lowest decile of principals' ratings.
- TTU was statistically indistinguishable from other local teacher education programs (TEP).

- TTU was statistically indistinguishable from "similar" TEP university-based programs in Texas.
- TTU candidates were rated lower than candidates from comparable universities (e.g., Baylor University, UT-Austin, Texas A&M) on all factors and overall program effectiveness.

The State's Candidate Exit Survey from 2011-2012 indicted that our graduates also rated their program with scores indistinguishable from the state average.

Such data have caused major changes in candidate assessment processes; Tech Teach/TI assessment measures are as follows:

Instructional competency during pre-student teaching experiences is measured through Apply and Evaluate (A&E) Activities.

- Candidates learn knowledge and skills in courses, apply them to field settings, and then evaluate the success of those applications.
- A&Es focus on an aspect of class work, such as questioning strategies, and are then applied to a P-12 small or large group. The lesson is based on one of the elements of the TAP rubric.
- Students capture the lesson by using video and then upload to the TeachScape website.
- Teacher candidates bring the video clip back to class and evaluate it with a group of peers using the TAP Rubric. The candidate then develops a reflection of his/her teaching in the P-12 classroom.
- The assignment is evaluated by the instructor who reviews the video clip and the reflection from the TEP candidate.
- The instructor enters the results into a database.
- A database of A&E scores provides a record of teacher candidate performance prior to student teaching, and is also used by faculty to discuss program improvement.
- One or two A&Es are included in each education course.
- Program faculty members have developed a schedule and sequence of A&Es to be incorporated into courses, so that a range of TAP indicators are covered throughout the program.
- The Apply and Evaluate term and process were developed by Dean Scott Ridley and others at Arizona State University.

Instructional competency during student teaching/internship is measured by Performance Assessments (PA) using the TAP Rubric.

- Two performance assessments are administered per semester during student teaching/internship using the following assessment cycle.
    - A preconference occurs between site coordinator and candidate.
    - The candidate teaches the lesson and is observed by the site coordinator.
    - The candidate videotapes the lesson, uploads the video of teaching to TeachScape, and completes a self-evaluation using the TAP rubric.
    - A post conference occurs between the candidate and site coordinator to review progress on the TAP indicators. Site coordinators use the TAP Rubric during

both the actual observations and with after observation reviews of the video, with comments being added to TeachScape.
    - Site Coordinators develop an "area of refinement," indicating areas for improvement, and an "area of reinforcement" supporting positive instructional activities to be maintained.
    - The lesson is scored on a 1-5 scale, with 3 representing proficiency.
    - Expectation is that candidates be rated at a "3" across the 6 indicators by the time they finish the program to be certified.
    - Site coordinator and mentor teacher confer.
- Mentor teachers informally interact with student teachers on a regular basis (not using the TAP Rubric), and complete a once-per-month survey online. Preliminary results of the mentor survey are available. Analysis of all transformation initiative data is also preliminary. Additional data will be collected at the end of the spring 2013 semester and will be used to inform curriculum and clinical practice for the fall semester.
- Site coordinators do regular "walk throughs" of 10-15 minutes. The SC visits with the mentor teacher, and then uses an online form to record data. In addition, twice a semester SCs conduct a more formal observation using a TTU developed and TEA approved observation form and rubric. TAP preliminary data for fall 2012 are available.
- A "second score" procedure was begun in Spring 2013 for TAP Performance Assessments to be scored by program faculty to review inter-rater data on the PA's.

P-12 Student Perceptions of Student Teachers

- At the beginning and conclusion of student teaching, P-12 students are administered a Tripod Survey. Tripod provides information about student attitudes towards their student teacher and that student teacher's instruction. Tripod preliminary data is available. The survey focuses on seven measures of teaching effectiveness, the 7Cs:
    - Caring about students (nurturing productive relationships);
    - Controlling behavior (promoting cooperation and peer support);
    - Clarifying ideas and lessons (making success seem feasible);
    - Challenging students to work hard and think hard (pressing for effort and rigor);
    - Captivating students (making learning interesting and relevant);
    - Conferring (eliciting students' feedback and respecting their ideas); and
    - Consolidating (connecting and integrating ideas to support learning).

P-12 Student Achievement

- Benchmark data from ISDs are used to determine the "value added" of having a student teacher in the classroom. For secondary and middle level, the benchmark data is based on the end of course exams for English, social studies, math and science. The elementary benchmark assessments are curriculum-based assessments created by districts to measure progress toward STAAR performance. (Beginning in spring 2012, the State of Texas Assessments of Academic Readiness, STAAR, replaced the Texas Assessment of Knowledge and Skills, TAKS, as a measure of P-12 student performance.)
- Benchmark preliminary data on the value added by teacher candidate presence in a classroom is beginning to be collected and analyzed for Elementary and Middle Level candidates and for Secondary candidates.

The Tech Teach faculty members conduct a semester-by-semester monitoring process to review A&Es, TAP results, Tripod results, and district benchmark scores to monitor student progress and inform program quality.

The i3 grant is focused on improving 6th to 9th grade student mathematics performance. Preliminary data on 8th grade student performance comparing 2012 and 2013 indicates improvement on all 5 middle school i3 campuses, with 3 campuses having increases well above the average increase for the district.

Texas Tech University has a commitment to sustain and enhance progress with the transformation initiative, including assessments as indicated in Standard 2, as documented throughout the entire Institutional Report. An indication of this commitment is examples of scholarly activity demonstrating how research is informing the development of Tech Teach and the TI.

1.4 Exhibits

1.4.a	Evidence of TI-related changes to candidate content knowledge, pedagogical content knowledge, and professional knowledge and skills.
1.4.a. (1)	• Big 12 Reform Initiatives
1.4.a. (2)	• Big 12 Literature Review Secondary Education (Initial)
1.4.a. (3)	• Dean's Executive Council Presentation
1.4.a. (4)	• Skill and Product Report
1.4.a. (5)	• T-Chart
1.4.a. (6)	• Website Homepage
1.4.a. (7)	• Program Block Scheduling
1.4.a. (8)	• Program Assessment Plan

1.4.a. (9)	• Syllabi (with Apply and Evaluate lessons included)
	  ○ EDSE 4313
	  ○ EDSE 4311
	  ○ EDSE 4322

1.4.a. (10)	• A&E Schedule

1.4.a. (11)	• Rubrics
	  ○ Professionalism Rubric
	  ○ Big 6 TAP Rubric

1.4.a. (12)	Counselor Education (Advanced, School Counseling Program)
1.4.a. (13)	• Implementing Curricular Reform
1.4.a. (14)	• T-Chart

1.4.a. (15)	• Assessment Plan
	• Syllabi
	  ○ EPCE 5355
	  ○ EPCE 5354
	  ○ EPCE 5094

1.4.a. (16)	• Rubrics
	  ○ Communication Skills Rubric
	  ○ Therapeutic Skills Rubric

1.4.a. (17)	
1.4.a. (18)	
1.4.a. (19)	
1.4.a. (20)	
1.4.a. (21)	
1.4.a. (22)	
1.4.a. (23)	

1.4.b	Evidence to support correction of areas for improvement, if any
1.4.b. (1)	BOE Report
1.4.b. (2)	UAB Approval Letter
1.4.b. (3)	See Counselor Education exhibits above, 1.4.a. (16) through 1.4.a. (23)
1.4.c	State program review documents and state findings (For program information NOT already available in AIMS)
1.4.c (1)	Texas Education Agency Audit
1.4.c (2)	Principal Survey
1.4.c (3)	Candidate Exit Survey
1.4.d	Key assessments and scoring guides used for assessing candidate learning and dispositions
1.4.d. (1)	TAP Overview
1.4.d. (2)	TAP Rubric
1.4.d. (3)	Tripod Overview
1.4.d. (4)	TEA Student Teaching Observation Form
1.4.d. (5)	Student Teaching Observation Rubric
1.4.d. (6)	STAAR performance. (Beginning in spring 2012, the State of Texas Assessments of Academic Readiness, STAAR, replaced the Texas Assessment of Knowledge and Skills, TAKS, as a measure of P-12 student performance.)
1.4.d. (7)	SPA waiver request to NCATE
1.4.d. (8)	SPA waiver approval from NCATE
1.4.e	Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework.
1.4.e. (1)	TAP Data Preliminary fall 2012
1.4.e. (2)	Tripod Data Preliminary Graph
1.4.e. (3)	Tripod Data Preliminary
1.4.e. (4)	Summary of A and Es EDEL and EDSE
1.4.e. (5)	Summary of Mentor Teacher Survey
1.4.e. (6)	i3 Data from LISD
1.4.e. (7)	Practice Test Data (for program admission) were analyzed
1.4.f	Examples of candidates' assessment and analysis of P-12 student learning Examples are not yet available.
1.4.g	Follow-up studies of graduates and summaries of the results
1.4.g. (1)	Graduate Student Survey
1.4.g. (2)	Pilot for Graduate Student Analysis (The Dean talking to 30 graduate students.)
1.4.g. (3)	TEA Principal Survey (analysis discussed in text of standard)
1.4.g. (4)	PACE Data Student Achievement
1.4.g. (5)	PACE Candidate Retention
1.4.g. (6)	PACE Data Analysis
1.4.g. (7)	Candidate Exit Survey
1.4.h	Employer feedback on graduates and summaries of the results
1.4.h. (1)	TEA Principal Survey
1.4.h. (2)	Counselor Education Advisory Board
1.4.h. (3)	Shared Governance Excerpt from Standard 6

1.4.i	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available
1.4.i. (1)	TExES Passing Rate Overall (State Licensure Exam)
1.4.i. (2)	TExES Passing Rate by Teaching Fields (State Licensure Exam)
1.4.i. (3)	PACE Data P-12 Student Achievement
1.4.j	Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)
1.4.j. (1)	CACREP (Counselor Education)
1.4.j. (2)	NASAD (Art Education)
1.4.j. (3)	NASM (Music Education)
1.4.j. (4)	NAST (Theatre Education)

2. Standard 2. *The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.*

2.1 Significant changes in the assessment system.

The most significant change in the assessment system is the adoption of a conceptual framework (CF) with assessments drastically differing from the previous framework. The prior CF and associated assessment system were based greatly on summative data, which were mostly used to make future-oriented decisions. The current framework, with a theme of "Leading a Revolution in American Education," emphasizes formative assessments, allowing more immediate decision making and on-time modifications of educator preparation activities. The shift to formative assessments influences decision making in both educator preparation programs, and decisions made by candidates in P-20 school/client settings. The goal of all programs in the College of Education is for our graduates to be measurably the best educators in the nation.

The CF is organized into four thrusts of transformation: transforming educator preparation programs, transforming client/university partnerships, transforming educational research, and transforming rewards systems. The assessment system evolves from metrics organized around these four CF thrusts, is closely tied to monitoring the progress of candidates, while using data to improve candidate performance and program quality.

Details of the framework have been presented in the initial section of the Institutional Report, and may be reviewed online. Following are descriptions of assessments associated with each CF thrust, collectively forming the assessment system for the unit.

It is important to understand that this assessment system is very different from the previous one. The current system is closely tied to monitoring the progress of candidates and using data to improve candidate performance and program quality.

Thrust #1: Transforming Educator Preparation

- Every COE program was reviewed with input from program faculty, potential employers of program graduates, and by the Dean's Executive Council. The review included all degree and certification programs. A separate survey of graduate students will be administered in May, 2013 to inform graduate program reforms.
- Subject-area competency of candidates seeking initial teaching certification is assessed.
    - Admission to Program: Candidates must pass the appropriate subject-area state certification practice exam(s) for admission to an educator preparation program.
    - Advancement to Student Teaching: Candidates must pass the appropriate subject-area state certification exam before entering the year-long student teaching or internship.
- Teaching competency of candidates is evaluated during the pre-student teaching semester(s) through Apply and Evaluate (A&E) assignments. These A&Es are video captured during field experiences and evaluated as part of coursework. Results are entered into a database allowing candidate progress to be measured formatively, followed by modification of instructional and programmatic experiences.
- Student teaching/internship competency is evaluated through "Performance Assessments" (twice during each of the two semesters), including:
    - a pre-lesson planning conference focusing on academic content and characteristics of learners;
    - the candidate teaches the lesson while being observed and videotaped (posted on Teachscape);
    - post-lesson reflection and self-evaluation by the candidate using the System for Teacher and Student Advancement (TAP) rubric and formative assessment data from the lesson; and
    - post-lesson conference between TTU Site Coordinator (SC) and candidate.
- Assessment of Tech Teach/TI has expected outcomes:
    - Pre-student teaching field-based candidates and student teachers will contribute measurably to P-12 student learning gains.
    - After two years of teaching, Tech Teach graduates will perform above school districts' average for P-12 student gains.

Thrust #2: Transforming Client/University Partnerships

- Benchmark data from partner schools are used to evaluate teacher education programs. Partner districts provide information on P-12 student achievement in those classes with Tech Teach candidates. The data are used to determine the "value added" by Tech Teach candidates.
- P-12 student achievement in the Proximal Zone of Professional Influence (PZPI, a 75 mile radius from TTU) is evaluated. These data compare Texas Tech and state-wide results on the State of Texas Assessments of Academic Readiness (STAAR) test. This measurement occurs after candidates are graduated and are teaching, enabling the College to determine impact of program graduates on schools and P-12 students.
- All graduate degree and certification programs have been, or are being revised to enable candidates to have a positive impact on the clients (e.g., schools, agencies, community colleges) who hire them. To this end, programs have been organized into three phases. Phase one (P1) courses emphasize the foundational knowledge and skills required in the

discipline. Phase two (P2) courses focus on the application of knowledge and skills, such as through the use of case studies. In phase three (P3) candidates address issues that impact real world settings. Assessments have been created for each phase with results entered into a database enabling faculty to monitor candidate progress and to evaluate program quality.

- The East Lubbock Promise Neighborhood (ELPN) Grant exemplifies strategic community engagement, including necessary assessments. Grant partners include the school district and multiple community and governmental agencies. Assessments associated with the grant include those focused on academic achievement, health and wellness, and college readiness.
- An Investing in Innovation (i3) Grant, in partnership with the Lubbock Independent School District, has created assessments of teachers' instruction and professional development, while relating the results of those assessments with district student achievement in mathematics.

Thrust #3: Transforming Educational Research

- The amount of external funding submissions and awards is measured, with a goal to increase external funding by 25% over the 2011 benchmarks.
- External funding measures are used to compare COE and other colleges at TTU, with a goal that by 2013 the COE will achieve and remain among the top three colleges in the university.
- Data are used from assessments imbedded within research grants, in particular the i3 and ELPN grants.
- Feedback is considered from P-12 schools and agencies in determining research goals and achievements, with this process being supported by a partner district clearinghouse to chronicle needs for research, programming, and services.

Thrust #4: Transforming Reward Systems

- Promotion, tenure, and merit pay reviews are based on revised standards of academe and additional questions on the annual faculty review, all of which align with the college's reform agenda.
- Costs and return on investments are reviewed for faculty/staff members, programs, services, centers, and GAs/RAs, supporting resource availability for the most productive college programs.

Texas Tech University has responded to calls for educational reform by implementing twelve initiatives designed to transform educator preparation. These initiatives have been incorporated into a conceptual framework, which in turn guides assessment of candidate performance, program quality, and unit operations.

2.2 Areas for improvement.

The 2006 NCATE review caused concerns about Standard 2, which subsequently resulted in a successful Focused Review in 2009. At that time, all Areas of Improvement were corrected as

discussed in the Focused Review Report and as accepted in the BOE Report. As expressed in a 11/6/09 letter from James Cibulka, President of NCATE, to Robert Smith, Provost of Texas Tech University:

> At its October 19-23, 2009 meeting in Bethesda, Maryland, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the College of Education as the unit that oversees the professional education offerings at Texas Tech University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education at Texas Tech University at the initial teacher preparation and advanced preparation levels. This action removes the condition from Standard 2 and returns the institution to its regular accreditation cycle.

2.3 Transformation Initiative.

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI.
- Discuss plans for sustaining and enhancing progress on the TI in this area.

Several sets of candidate performance and program quality data relate to the transformation initiative/Tech Teach, and to the associated Standard 2 assessments. The Center for Research, Evaluation and Advancement of Teacher Education (CREATE), a consortium of several university systems in Texas, provides an annual Performance Analysis for Colleges of Education (PACE) Report. One portion of the 2012 report (based on 2010-11 data), considered information about school districts within a 75 mile radius of Texas Tech, which is called the Proximal Zone of Professional Influence (PZPI).

The majority of teachers within the PZPI are graduates from Texas Tech, with a large number of individuals being hired annually. (In 2010-11, 39% of the new teachers hired were from Tech.) Therefore, TTU certified teachers have a major impact on the schools within the PZPI. The college's concern is that P-12 student test scores on the Texas Assessment of Knowledge and Skills (TAKS) exams in the PZPI are historically below state averages. Of the 80,822 students in the zone, 69% had a passing rate in math and 88% in English, Language Arts, and Reading, both of which are below state averages. PACE data also indicted a lower retention rate for first year TTU teachers than is acceptable.

Additionally, results from the Texas Education Agency (TEA) Principal Survey were also disturbing. The State of Texas' Accountability System for Educator Preparation (ASEP) requires principals who supervise first year teachers to complete a survey, focusing on: (a) classroom environment and instruction, (b) working with diverse learners, (c) technology integration, and (d) overall effectiveness. The following concerns were reported in the 2012 Report from the Project on Educator Effectiveness and Quality (PEEQ).

- Approximately 22% of Texas Tech University (TTU) beginning teachers were in lowest decile of principals' ratings.
- TTU was statistically indistinguishable from other local teacher education programs (TEP).

- TTU was statistically indistinguishable from "similar" TEP university-based programs in Texas.
- TTU candidates were rated lower than candidates from major research universities (e.g., Baylor University, UT-Austin, Texas A&M) on all factors and overall program effectiveness.

Such data have affected assessment processes within Tech Teach/TI, including the following.

- To address instructional effectiveness, educator preparation program assessments utilize the TAP Rubric (primarily using six of the 19 indicators for data collection). TAP was developed by the National Institute of Excellence in Teaching (NIET). All faculty members and site coordinators have received 4-day TAP training.
- Video capture of lessons is an important feature of Tech Teach. Candidates use video equipment to record lessons and then upload the videos to the TeachScape website. TeachScape enables students, TTU faculty, and site coordinators to review and assess lessons taught.

  Faculty members are involved in the field experiences and clinical practice of candidates to a greater extent with TechTeach/TI than ever has been the case before. Student teachers are observed and scored by the site coordinators, with the videos second scored by other faculty members. This process connects faculty members with the teacher candidates in their final semesters, enables faculty to use the videos to inform needed changes in the programs, and adds consistency and fairness to the assessment process.

- Teacher education programs incorporate Apply and Evaluate (A&E) activities throughout coursework, in which candidates learn knowledge and skills in courses, apply them to field settings, and then evaluate the success of those applications.

- There are procedures in place for ensuring fairness, accuracy, consistency, and freedom of bias:
  - use of screening assessments to identify and remediate teacher candidates early on who might struggle with the TExES examinations;
  - use of multiple data points for exhibition of competency, e.g. four performance assessments (PA) during the student teaching year;
  - use of multiple measures (TAP, Tripod, student benchmark scores) to determine candidate effectiveness;
  - Double-scoring of PA videos to ensure reliability;
  - well-articulated scope and sequence reflecting three phases culminating in assessment of trademark skills and impact on constituents;
  - phase 3 assessments that are linked to course content;
  - flexibility within programs for planning and addressing trademark student outcomes; and
  - promotion and tenure guidelines that support community engagement and scholarship.

Tech Teach/TI assessment measures are as follows:

Instructional competency during pre-student teaching experiences is measured through Apply and Evaluate (A&E) Activities.

- Candidates learn knowledge and skills in courses, apply them to field settings, and then evaluate the success of those applications.
- A&Es focus on an aspect of class work, such as questioning strategies, and are then applied to a P-12 small or large group. The lesson is based on one of the elements of the TAP rubric.
- Students capture the lesson by using video and then upload to the TeachScape website.
- Teacher candidates bring the video clip back to class and evaluate it with a group of peers using the TAP Rubric. The candidate then develops a reflection of what happened in the P-12 classroom.
- The assignment is evaluated by the instructor who reviews the video clip and the reflection from TEP candidate.
- The instructor enters the results into a database.
- A database of TAP scores provides a record of teacher candidate performance throughout the program, and is also used by faculty to discuss program improvement.
- One or two A&Es are included in each education course.
- Program faculty members have developed a schedule and sequence of A&Es to be incorporated into courses, so that all TAP indicators are covered throughout the program.
- The Apply and Evaluate term and process were developed by Dean Scott Ridley and others at Arizona State University

Instructional competency during student teaching/internship is measured by Performance Assessments (PA) using the TAP Rubric.

- Two performance assessments are administered per semester during student teaching/internship using the following assessment cycle.
    - A preconference occurs between site coordinator and candidate.
    - The candidate teaches the lesson and is observed by the site coordinator.
    - The candidate videotapes the lesson, uploads the video of teaching to TeachScape, and completes a self-evaluation using the TAP rubric.
    - A post conference occurs between the candidate and site coordinator to review progress on the TAP indicators. Site coordinators use the TAP Rubric during both the actual observations and with after observation review of the video, with comments being added to TeachScape.
    - Site Coordinators develop an "area of refinement," indicating areas for improvement, and an "area of reinforcement" supporting positive instructional activities to be maintained.
    - The lesson is scored on a 1-5 scale, with 3 representing proficiency.
    - Expectation is that candidates be rated at a "3" across the 6 indicators by the time they finish the program to be certified.
    - Site coordinator and mentor teacher confer.
- Mentor teachers informally interact with student teachers on a regular basis (not using the TAP Rubric), and complete a twice-per-month survey online. The substance of the information on the form provides the basis for a weekly meeting agenda between the

mentor teacher and teacher candidate. Such meetings may include the use of a professionalism rubric to direct discussions. As warranted, a site coordinator may initiative a professional improvement plan with the teacher candidate.

- Site coordinators do regular "walk throughs" of 10-15 minutes. The SC visits with the mentor teacher, and then uses an online form to record data. In addition, twice a semester SCs conduct a more formal observation using a TTU developed and TEA approved observation form and rubric.

P-12 Student Perceptions of Student Teachers

- At the beginning and conclusion of student teaching, P-12 students are administered a Tripod Survey. Tripod provides information about student attitudes toward their student teacher and that student teacher's instruction. The survey focuses on seven measures of teaching effectiveness, the 7Cs:
    - Caring about students (nurturing productive relationships);
    - Controlling behavior (promoting cooperation and peer support);
    - Clarifying ideas and lessons (making success seem feasible);
    - Challenging students to work hard and think hard (pressing for effort and rigor);
    - Captivating students (making learning interesting and relevant);
    - Conferring (eliciting students' feedback and respecting their ideas); and
    - Consolidating (connecting and integrating ideas to support learning).

P-12 Student Achievement

- Benchmark data from ISDs are used to determine the "value added" of having a student teacher in the classroom. For secondary and middle level, the benchmark data is based on the end of course exams for English, social studies, math and science. The elementary benchmark assessments are curriculum-based assessments created by districts to measure progress toward STAAR performance. (Beginning in spring 2012, the State of Texas Assessments of Academic Readiness, STAAR, replaced the Texas Assessment of Knowledge and Skills, TAKS, as a measure of P-12 student performance.)

Texas Tech University has a commitment to sustain and enhance progress with the transformation initiative, including assessments as indicated in Standard 2, and as documented throughout the entire Institutional Report.

Program-level review of teacher candidates is also a strategy for sustainability. Program faculty, each semester, review A&E trends, and double score PA videos. Each of these actions feed information about candidate performance back into programs and promotes a healthy cycle of curriculum reform, focus on student achievement, and higher quality preparation of teacher candidates.

Another indication of this commitment is examples of scholarly activity demonstrating how research is informing the development of Tech Teach and the TI.

2.4 Exhibits

2.4.a	Evidence of TI-related changes to the unit's assessment system including the requirements and key assessments used at transition points.
2.4.a (1)	Transition Point Assessments
2.4.a (2)	Apply & Evaluate (A&E) Overview
2.4.a (3)	EDSE 4322 (A&Es in Appendix A)
2.4.a (4)	A&E Schedule (Secondary)
2.4.a (5)	Internship in Special Education (includes an A&E assignment)
2.4.a (6)	Performance Assessment (PA) Overview
2.4.a (7)	TeachScape for video capture
2.4.a (8)	Program Assessment Plans Excerpts
2.4.b	Evidence to support correction of areas for improvement, if any
2.4.b (1)	UAB Final Approval Letter
2.4.b (2)	UAB Final Accreditation Action Report
2.4.b (3)	BOE Focused Review Report
2.4.b (4)	Focused Review Institutional Report
2.4.c	Procedures for ensuring fairness, accuracy, consistency, and freedom of bias for key assessments of candidate performance and evaluations of program quality and unit operations. Procedures are discussed in the text of the standard. There are no additional exhibits.
2.4.d	Policies and procedures for data use that demonstrate how data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements.
2.4.d (1)	Mentor teachers' twice-per-month survey online.
2.4.d (2)	Mentor Teacher Survey Results
2.4.d (3)	Graduate Survey
2.4.d (4)	TExES Several Year Data
2.4.d (5)	Weekly meeting agenda between the mentor teacher and teacher candidate.
2.4.d (6)	Such meetings may include the use of a professionalism rubric to direct discussions.
2.4.d (7)	As warranted, a site coordinator may initiative a professional improvement plan with the teacher candidate.
2.4.d (8)	Site coordinators do regular "walk throughs" of 10-15 minutes. The SC visits with the mentor teacher, and then uses an online form to record data. In addition, twice a semester
2.4.d (9)	SCs conduct a more formal observation using a TTU developed and TEA approved
2.4.d (10)	observation form and rubric.
2.4.d (11)	Program Assessment Plan Excerpts
2.4.d (12)	Assessment Calendar
2.4.d (13)	Document and Data Repositories (being developed)
2.4.e	Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system
2.4.e (1)	Moved to year- long student teaching
2.4.e (2)	Co-teaching Strategy
2.4.e (3)	Employers helped with trademark outcomes (Counselor Education example)
2.4.e (4)	A&E Activities
2.4.e (5)	Performance Assessment Overview
2.4.e (6)	Hiring of site coordinators (roles and responsibilities)

3. Standard 3. *The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.*

3.1 Significant changes in working with the school partners.

The major changes in how the unit is delivering clinical experiences will be described in section 3.3 of this Standard, which focuses on the transformation initiative (TI). Tech Teach, the TI, is clinically intensive and has brought numerous changes to Texas Tech University's (TTU) teacher education programs.

This section describes the clinical changes to graduate programs, including those with accompanying advanced educator certificates. Also described in this section are the partnership arrangements with public school districts.

Advanced Programs

All graduate programs have undergone major reform. Program faculty members, have identified trademark outcomes for their graduates and have organized programs into three phases. Phase One (P1) courses emphasize the foundational knowledge and skills required in the discipline. Phase Two (P2) courses focus on the application of knowledge and skills, such as through case studies. In Phase Three (P3) students address issues that will have an impact in a real world setting. Assessments have been created for each phase.

Beginning fall 2011, trademark outcomes were identified through a process of meeting with employers of programs. Faculty from each program met with school administrators, agency personnel, higher education administrators, or others who hire program graduates. The employers were asked about the knowledge, skills, and dispositions required of candidates as potential future employees. This information then proved a foundation for program reform efforts. An example of this process is from the Counselor Education Program, which has utilized input from an Advisory Board over several years.

The purpose of reforming advanced programs is to prepare candidates who are able to make a positive difference with an individual client, in a classroom, in a school, a district, an agency, or an institution of higher education. All P3 courses require that candidates have extensive clinical experiences in field settings and be able to demonstrate the impact of their work.

To accomplish this reform, in 2011-2012 the Dean's Executive Council (DEC) worked closely with programs as they created trademark outcomes and distinctive skills. In 2012-2013, the Program Coordinators and the Administrative Team met regularly as programs worked on the P1, P2, and P3 course syllabi and assessments. Each member of the Administrative Team was assigned to one or more program areas to facilitate development efforts. Meetings are held monthly with the Administrative Team and the Program Coordinators. Agendas are available for review. Additionally, it is anticipated that an extensive survey of current graduate candidates (to be conducted May, 2013) should provide data to inform reform efforts.

Apply and Evaluate assignments (A&Es) are part of the course work in all advanced programs. Candidates learn knowledge and skills in courses, apply them to field settings, and then evaluate the success of those applications. These assignments are carried out in real world settings and serve as a link between the courses in the programs and the schools and clients they serve.

Programs in Educational Leadership (EDLD) prepare individuals to become both principals and superintendents. The trademark outcome for the programs is to prepare disruptive change agents able to identify problems and implement interventions that produce measurable improvements in P-12 environments. A scope and sequence of courses has been developed for Master's and Doctoral programs leading to that end. Syllabi have been developed for all phases of course work that include A&E assignments carried out in school settings. Graduates of the program will also be schooled in the use of the System for Teacher and Student Advancement (TAP) for school improvement. At TTU, the associated TAP rubric focuses on 6 of the 19 elements. Results of assessments at the end of each phase are entered into a database for review by faculty to assess graduate student progress and program quality. (Several EDLD documents pertinent to this reform process, including a syllabus example, are available for review.)

Advanced programs in Special Education prepare individuals to seek careers in a variety of areas, including the position of Educational Diagnostician. The trademark outcome of graduates of the program is to be able to engage in intervention development and implementation planning using collaborative consultation with stakeholders to improve outcomes for students/clients in all relevant settings. Apply and Evaluate assignments are part of the course work of the program. The A&E for the Internship in Special Education includes an assignment leading to demonstrating the trademark outcome for the program and is accompanied by a rubric making clear to the candidate the criteria used to evaluate the assignment.

Partnerships

There have been significant changes in the unit's relationship with school districts and other partners. In the fall of 2011, meetings were held to discuss the pilot implementation of Tech Teach with Lubbock Independent School District. In the past two years the partnership has deepened and grown as the College and the District have engaged in a variety of endeavors, including the implementation of Tech Teach. A Memo of Understanding was written between the university and the district that described the sharing of data. To monitor progress benchmark assessments will be linked to classes with TechTeach candidates, with the scores of students in those classes determining the "value added" of the TechTeach candidate. Similar MOUs have been written with two other area districts, Roosevelt and Lubbock Cooper ISDs. The districts agree to host candidates as for field experiences prior to student teaching and during the student teaching semesters.

Memos of Understanding have also been signed with districts in the Dallas/Fort Worth (DFW) area and in the Hill Country. In the Hill Country, the College of Education, in partnership with Austin Community College (ACC) and Central Texas College (CTC), offers a 2 + 2 degree program leading to a B.S. degree in Multidisciplinary Studies with a certification in Elementary Education (Early Childhood through Grade Six), with a specialization in English as a Second Language (ESL) or special education. MOUs with Fredericksburg and Marble Falls ISDs enable

the College to place candidates in classroom settings and monitor candidate progress through data sharing of benchmark scores.

In the DFW area, The College of Education has agreements with the Dallas and Tarrant County Community College Districts to allow 2+ 2 programs leading to a B.S. degree in Multidisciplinary Studies with an Elementary, EC-6 Generalist, Bilingual Education or English as a Second Language Certificate. Agreements have been reached with Dallas and Fort Worth ISDs to share data with the College of Education information about student achievement so that the College can monitor the impact of TechTeach candidates on the children they teach. All new students entering the teacher education program in the Dallas area will follow the requirements of Tech Teach.

Graduate programs are also in the process of developing partnerships with institutions including schools, agencies, and institutions of higher education so that graduate candidates may complete their Phase 3 work. P3 work requires authentic performance in a context using the P3 rubric developed for each program. For example, Counselor Education's School Counseling Program has a rubric for communications skills and for essential therapeutic skills. Programs are currently making arrangements for such partnerships. More traditional collaborations also occur. The Educational Leadership faculty members have been active for the past four years with Lubbock ISD personnel developing a Summer Leadership Institute. (An agenda for breakout sessions is available for review.)

3.2 Areas for improvement.

Not applicable.

3.3 Transformation Initiative.

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI.
- Discuss plans for sustaining and enhancing progress on the TI in this area.

The Center for Research, Evaluation and Advancement of Teacher Education (CREATE), a consortium of several university systems in Texas, provides an annual Performance Analysis for Colleges of Education (PACE) Report. Additionally, the Project on Educator Effectiveness and Quality (PEEQ) provided an analysis of data collected by the Texas Education Agency from Principal Surveys on beginning teachers. Results of these evaluations indicated that the students taught by our graduates were scoring below the averages of the state and that our graduates were rated by their principals as indistinguishable from graduates from other teacher preparation programs. These data prompted the development of the Transformation Initiative, TechTeach. TechTeach is characterized by extensive field experiences and clinical practice integrated throughout the program.

All coursework in Tech Teach is accompanied by field experiences. In the semester(s) prior to student teaching, candidates spend one full day a week in a school setting. Candidates are assigned to a mentor teacher and spend the entire day (from first bell to last bell) at the school. During the first semester, candidates take an "Introduction to Teaching" course in which they are introduced to the concept of co-teaching and the different ways co-teaching might occur in a

classroom setting. They are introduced to the TAP rubric, a rubric of instructional categories associated with student achievement, developed by the National Institute for Excellence in Teaching (NIET). They are also introduced to a Teachscape rig, consisting of an iPod Touch and a microphone to video capture teaching in a classroom setting. Teachscape is a company that has created a secure website for candidates to upload and analyze the videos they capture.

Courses in the semester(s) preceding student teaching contain Apply and Evaluate assignments (A&Es) that focus on elements of teaching completed by candidates in classrooms. Candidates video capture their teaching, evaluate with peers an aspect of their teaching using the TAP Rubric, and reflect on their teaching experience. Examples of A&E assignments and accompanying rubrics can be found in course syllabi. (See Appendix A of EDSE 4322.)

Arrangements with schools and principals for the full day placements are made by Site Coordinators who monitor candidates' field experiences. The Site Coordinators foster in the candidates an attitude of continuous improvement. When the program is completely operational, Site Coordinators will begin with candidates during their first semester in the program and stay with them until they complete student teaching. Schools where candidates will be placed are organized into TechTeach Pods. Each pod consists of three or four schools that vary in the ethnic and socio-economic populations they serve and in the services they provide. In the elementary program, candidates select a specialization (Bilingual Education, ESL, Special Education, Math/Science, Early Childhood). The pod organization assures that candidates will be placed in schools with different populations and in schools where they can have clinical practice in their area of specialization.

An important feature of TechTeach is a full year of student teaching. Candidates arrive with the ISD new teachers, and remain until the end of the school year. They are placed with a teacher and a set of students for two semesters. Expectation is that the candidate will become a professional member of school community. The extended time in a classroom will enable candidates to develop a sense of responsibility for the success of the students. The clinical practice during the two semesters of student teaching is monitored by the Site Coordinator. The TAP rubric is used during the student teaching semesters as part of a Performance Assessment cycle. Each candidate will experience two PA's each semester, including a pre-conference and review of the lesson plan. The observation is attended by the Site Coordinator and is also video-captured and uploaded to TeachScape. The Site Coordinator and candidate have the opportunity to view the video and assess the performance using the TAP rubric to enter scores across six TAP indicators. A post-conference completes the cycle. The Site Coordinator identifies an area of refinement for improvement and an area of reinforcement supporting positive instructional activities to be maintained. An overview of the roles and expectations of the teacher candidate is found in a Teacher Candidate Handbook.

In addition, site coordinators do regular "walk throughs" of 10-15 minutes. The SC visits with the mentor teacher, and then uses an online form to record data. In addition, twice a semester SCs conduct a more formal observation using a TTU developed and TEA approved observation form and rubric. Obviously the mentor teacher is also essential to the development of the candidate. Mentor teachers informally interact with student teachers on a regular basis (not using the TAP Rubric), and complete a twice-per-month survey online. The substance of the

information on the form provides the basis for a weekly meeting agenda between the mentor teacher and teacher candidate. Such meetings may include the use of a professionalism rubric to direct discussions. As warranted, a site coordinator may initiative a professional improvement plan with the teacher candidate.

The roles of the Site Coordinator and Mentor Teacher are important to the quality of the field experiences and clinical practice of teacher candidates. Site coordinators were hired to guide the progress of teacher candidates. They were selected using a set of criteria that includes certification, teaching experience, and a master's degree. Site Coordinators, in turn, work with principals to select mentor teachers. A mentor teacher application has been adopted by the program and a hard copy of the online form is available for review.

All personnel involved with field experiences and clinical practice have received extensive training. The Tech Teach faculty members all received four days of TAP training to ensure their familiarity with the TAP rubric and their ability to accurately score a candidate using the rubric. They also attended training on TeachScape. Faculty worked together to develop the A&E assignments that are used in all courses and again to coordinate A&E assignments across the courses and across the program. This professional development is intended to link Tech Teach faculty and the course work they provide to candidates' field experiences.

Site Coordinators have received an initial training from consultants from Arizona State University and follow-up training periodically from the consultants. Two Professional Development Facilitators meet weekly (agenda example for review) with the Site Coordinators and provide additional training. Topics such as the Performance Assessment cycle and co-teaching have been topics of discussion.

Mentor teachers received initial training from the Site Coordinators at the beginning of each semester. All mentor teachers in Lubbock Independent School District will receive training in August on co-teaching. They will complete a session on the principles and models of co-teaching and then be joined by their teacher candidates for an additional workshop on co-teaching. Mentor teachers meet monthly with the Site Coordinators to receive professional development on topics such as the TAP rubric, co-planning, and on any other issues that arise on the campuses.

Extensive communication between TTU and ISD personnel is an essential part of sustaining and enhancing the progress of the TI in field experiences and clinical practice.

- Site Coordinators conduct Governance Meetings with the principals in their pods on a monthly basis. The purposes of the meeting are to: (a) share information gathered by the SC about the implementation of Tech Teach, such as the amount of co-teaching, results from Tripod, and progress on the TAP indicators; (b) discuss implementation and calendar issues; (c) identify candidates to be considered for teaching positions in the coming year; and (d) discuss any other problems that may exist.
- The COE Director of Teacher Education Programs meets monthly with Lubbock ISD leadership personnel to discuss issues related to Tech Teach and to other matters of mutual interest to the College of Education and the district. Meeting agendas are available for review.

- A Tech Teach Leadership Team meets weekly, including Scott Ridley, Dean; Peggy Johnson, Vice Dean; Doug Hamman, Director of Teacher Education Programs; Peggie Price, Chairperson of the Department of Curriculum and Instruction; Kathy Rollo, LISD Executive Director, Leadership and Professional Development; Lisa Leach, LISD Assistant Superintendent for Curriculum & Instruction; Dora Salazar, Professional Development Facilitator (PDF); Katie Button, PDF; Donna Brasher, University Certification Officer, Larry Hovey, Coordinator of Assessment, and several student representatives.
- The TEP Director, Site Coordinators, and PDFs maintain continuous communication with school district personnel.

3.4 Exhibits.

3.4.a	Evidence of TI-related changes to field experiences and clinical practices
3.4.a (1)	Co-Teaching Strategy
3.4.a (2)	Apply and Evaluate Overview
3.4.a (3)	Performance Assessment Overview
3.4.a (4)	TAP Overview
3.4.a (5)	Tripod Overview
3.4.a (6)	TeachScape Overview
3.4.a (7)	Memo of Understanding
3.4.a (8)	Professional Improvement Plan for Student Teachers
3.4.b	Evidence to support correction of areas for improvement, if any
	Not applicable
3.4.c	Criteria for the selection of clinical faculty, which includes both higher education and P–12 school faculty
3.4.c (1)	Mentor Teacher Application
3.4.c (2)	Mentor Teacher Roles and Responsibilities
3.4.c (3)	Site Coordinator Qualifications and Responsibilities
3.4.d	Documentation of the preparation of clinical faculty for their roles (e.g., orientation and other meetings/trainings)
3.4.d (1)	PDF and Site Coordinator Meeting Agenda
3.4.d (2)	Mentor Teacher Handbook with role descriptions
3.4.d (3)	Site Coordinator Handbook with role descriptions
3.4.d (4)	TAP training
3.4.e	Descriptions of requirements for field experiences and clinical practice in programs for initial and advanced teacher candidates and other school professionals
3.4.e (1)	Mentor Teacher and Candidate Weekly Meeting Agenda
3.4.e (2)	Professional Improvement Plan for Teacher Candidates
3.4.e (3)	Professionalism Rubric
3.4.e (4)	Site Coordinator Walk Through Form
3.4.e (5)	EDSE 4322 (A&E Assignments in Appendix A)
3.4.e (6)	EDSP 3100 (A&E Assignments)
3.4.e (7)	Performance Assessment (PA) Overview for student teachers

3.4.e (8) 3.4.e (9) 3.4.e (10)	P3 Assessments for Advanced Programs (EDLD Example) EDLD Syllabus EDLL 4382 Syllabus
3.4.f 3.4.f (1) 3.4.f (2) 3.4.f (3)	Guidelines for student teaching and internships (e.g., handbooks) Teacher Candidate Handbook Mentor Teacher Handbook Site Coordinator Handbook
3.4.g 3.4.g (1) 3.4.g (2) 3.4.g (3) 3.4.g (4) 3.4.g (5) 3.4.g (6) 3.4.g (7) 3.4.g (8) 3.4.g (9) 3.4.g (10)	Assessments and scoring rubrics/criteria used in field experiences and clinical practice for initial and advanced teacher candidates and other school professionals. TAP Rubric Tripod Survey Lower Elementary Tripod Survey Upper Elementary Tripod Survey Secondary State Required Student Teaching Observation Form Principal Survey Counselor Education Communication Skills Rubric Counselor Education Therapeutic Skills Rubric Walk Through Guidelines Professionalism Rubric

4. Standard 4. *The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.*

4.1 Significant changes in preparing candidates to work with all students.

The most significant change in preparing effective candidates is the development of quality educator preparation programs. It is the unit's belief that clinically intensive, competency-based programs aimed at improving P-20 student achievement and client success, will prepare candidates to work effectively with all P-20 diverse learners and other clients and also will attract quality and diverse candidates. The development of such programs is found in the components of the educator preparation conceptual framework and in the college's Big 12 reform initiatives, summarized as follows:

1. Every College of Education program has been comprehensively reviewed by faculty with the charge of targeting higher-order outcomes. Many of these outcomes promote candidate proficiency related to diversity.
    - Graduates develop advocacy leadership skills promoting social justice. (Counselor Education)
    - Graduates will have a proven record of creating and implementing intervention plans to improve schools. (Curriculum and Instruction)
    - Graduates use data-driven instructional strategies that engage and advance diverse learners. (Elementary Education)

- Graduates will use assessment data to inform differentiated instruction to support learning for all students. (Middle Level Education)
- Graduates will employ engaged pedagogy including culturally responsive teaching. (Secondary Education)

2. Functional and easily accessed databases will be available with a focus on using candidate progress data formatively to modify and adjust instruction and programmatic experiences. The newly developed "Toolbox" software permits data to be collected and organized about certification candidates, allowing analysis of candidate demographics.
3. A technology committee will ensure that technologies used for program delivery foster candidates' skill/product competency, and that application of technology becomes a signature competency of all educator preparation graduates, including the distance delivery of coursework.
4. Return on investment data will be used to make budget allocation decisions, ensuring resource availability for the most productive college programs.
5. Teacher Education Programs will be reformed to include immersion in clinical and competency-based preparation, including signature technology applications.
6. A Global Exemplar School (GES) Study Team was established to focus on partnerships, fostering P-20 school and student success. The GES work resulted in the East Lubbock Promise Neighborhood (ELPN) Grant, placing GES principles into an area of Lubbock with a majority of individuals from underrepresented populations.
7. A communication campaign will be developed to present TTU educator preparation as a reform leader.
8. An Office of Program Evaluation and Research Support was established to support a full range of external funding activities.
9. Standards of academe have been revised to align with the educator preparation reform agenda, including support of diversity. "The COE is committed to attracting and retaining a diverse faculty who demonstrate the potential for achieving promotion and tenure" (COE P&T Policy and Procedures, Provost approved 9/26/12).
10. Graduate program reforms, with attention to graduate student survey results and input from employers, will be intensified and increased.
11. Recruiting for both educator preparation and graduate programs will be strengthened.
12. Existing and potential COE Centers will be vetted for their contribution to the college's effectiveness. The centers promote diversity, including those individuals with special needs.
    - The mission of the Virginia Sowell Center is to enhance the quality of education for students with sensory impairments, including those with visual impairments, deafblindness, and those who are deaf and hard of hearing, through personnel preparation, research, and public service.
    - The Burkhart Center's primary objectives are to provide services for individuals with autism spectrum disorders (ASD) and their families, and to conduct research that will increase the quality of life of those affected by ASD.

These reform efforts will improve the quality of our academic programs and graduates, and maximize the impact of the schools, agencies, institutions of higher learning, and communities that we serve. All students and clients, especially those not traditionally well served by our institutions, will benefit from these reforms.

The second significant change in preparing diverse and effective candidates is found in an updated Educator Preparation Diversity Plan. Components of the Plan encompass a range of suggestions to attract diverse populations, and to prepare candidates to work effectively with all P-20 diverse learners and other clients. The Plan specifies that educator programs at Texas Tech University will:

- follow professionally responsible guidelines in respect to issues of diversity;
- implement good-faith efforts to increase or maintain candidate (TTU students), faculty and staff diversity;
- develop curriculum and devise experiences (based on identified knowledge, skills and dispositions) that address diversity issues allowing candidates, faculty and staff to be culturally responsive educators, and to serve as advocates for all individuals;
- aggressively and strategically pursue a strong intervention-based research program designed to measurably improve outcomes in P-20 school and client settings, particularly those with underrepresented populations;
- utilize the latest technologies, including distance delivery of courses, to attract members of underrepresented populations; and
- monitor and review efforts to address diversity issues to determine the success of the endeavors.

Details supporting these efforts may be reviewed online in the Diversity Plan. Other changes have also occurred.

- TTU faculty and candidates are involved with the East Lubbock Promise Neighborhood (ELPN) Grant serving an area with 5,062 P-12 students, of which 49.2% are Hispanic and 28.5% African American.
- An Office of Outreach has been established to promote community engagement through educational programs and services designed to increase college attendance, with special emphasis on serving students from underserved populations.
- An Office of Instructional Technology Support Services has been established including responsibilities for facilitating distance education, which impacts the recruitment of diverse populations. A May 2012 Report from the Technology Committee supports technology activities in the college.
- Increased support for recruiting efforts is encompassed in a recruiting plan that is being developed.
- The Dallas Area program is being revised to better fit the needs of individuals seeking bilingual and ESL certification. The proposal is designed to appeal to Hispanic candidates who have completed 66 semester hours of community college coursework. An additional 54 SCH will be fulfilled during an intensive one calendar year program, resulting in both a bachelor's degree and a teaching certificate.

4.2 Areas for improvement.

Not Applicable

4.3 Transformation Initiative.

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI.
- Discuss plans for sustaining and enhancing progress on the TI in this area.

A variety of data are relevant to candidate performance, program quality, and the transformation initiative in respect to issues of diversity. The Center for Research, Evaluation and Advancement of Teacher Education (CREATE), a consortium of several university systems in Texas, provides an annual Performance Analysis for Colleges of Education (PACE). One aspect of which is to consider data from a 75 mile radius, Proximal Zone of Professional Influence (PZPI) from a given university. The 2012 PZPI data for Texas Tech University indicates the following.

- Of the 80,822 P-12 students, 65% are from underrepresented populations.
- Fifty-nine percent of the students are Economically Disadvantaged with 38% considered at-risk.
- Students have a 69% passing rate in math and 88% in English, Language Arts, and Reading (ELAR), both of which are lower than state rates.

Texas Tech University graduates constitute the majority of teachers in the PZPI, with 39% of those hired in 2012 certified at TTU. The demographics of those teachers do not match the demographics of the students they teach.
Additional diversity-related metrics impact Tech Teach/TI. The following exhibits may be reviewed online.

- Diversity of Candidates in Professional Education
- Certification Tests Passed by Gender and Ethnicity
- Certificate Issued by Ethnicity and Gender
- Diversity of Professional Education Faculty
- Diversity of New Faculty Hires

As emphasized earlier, the College believes that well-designed, well-implemented academic programs with targeted outcomes attract diverse populations and prepare those candidates to work effectively with all P-20 students and other client populations.

Tech Teach/TI marks a radical departure from traditional programs by engaging candidates in activities aimed at developing superior instructional competency and professionalism. Transformed coursework focuses on helping candidates learn and apply the skills necessary for fostering P-20 student achievement. Clinical experiences include extended placements with diverse populations throughout the program, and a full year of student teaching.

Candidates' placements are monitored throughout their programs to ensure that they have ample opportunity to learn to work effectively with diverse students. The area in which Texas Tech University is located is diverse in terms of ethnicity. Within a 75 mile radius of the University, 6.9% of students are African American and 56.6% are Hispanic. There are also high percentages of students with high needs in our area. Over 59% of students are classified as economically disadvantaged and 38% are categorized as at-risk. Working with our partner districts, we have been able to place Tech Teach candidates in situations that will enhance their ability to increase

the achievement of all students. The placement of Lubbock-based teacher candidates is often in schools that are most likely to experience staffing challenges.

Through the use of video-capture technology, candidates receive unprecedented feedback about instructional competency; and through the use of a co-teaching model, gain experience that will develop the qualifications and skills equal or above that of a 2nd-year teacher. These experiences allow candidates to meet the needs of all diverse student populations.

Further, these outcomes are continuously measured; both formatively and summatively, are monitored by faculty and leadership, and support an ongoing upgrading of programming. Measuring the impact of our candidates on the achievement of students in the classrooms is an essential part of the TI initiative. PACE data (put in a link) measuring the achievement of students in our region, is reviewed annually. It is the College of Education's goal to lead a national higher education initiative to measure graduate effectiveness and impact.

In respect to sustaining and enhancing diversity in the Transformational Initiative, TTU is committed to serve underrepresented populations as evidenced by sustained involvement in programs such as, Project Future, Step$_2$, South Plains Closing the Gaps P-20 Council, and Generation Texas, all of which are administered through the college's Office of Outreach. These programs are described in detail on its website. Also, as evidenced by the $24.5 million East Lubbock Promise Neighborhood Grant, in the first year of funding, the College is committed to support the academic support of students and revitalization of a community with a population of which 49.2% are Hispanic and 28.5% African American.

Finally, the College is committed to the diversity of the teaching force of the state of Texas as is evidenced by plans to modify the Dallas Area bilingual/ESL program to better meet the needs of a Hispanic population.

4.4 Exhibits.

4.4.a	Evidence of TI-related changes in the area of diversity
4.4.a (1)	Educator Preparation Conceptual Framework
4.4.a (2)	Big 12 Initiatives
4.4.a (3)	Educator Preparation Diversity Plan
4.4.a (4)	Office of Outreach
4.4.a (5)	Technology Committee Report
4.4.a (6)	Recruitment Plan (under development)
4.4.a (7)	i3 Grant Overview
4.4.a (8)	ELPN Grant Overview
4.4.b	Evidence to support correction of areas for improvement, if any. Not Applicable
4.4.c	Changes in curriculum components and experiences that address diversity proficiencies, if any.
4.4.c (1)	Added EDSE 4323, Teaching Diverse Students in Secondary Classrooms
4.4.c (2)	Added EDSE 4312, Classroom Management and Working with Learners Who have

4.4.c (3)	Disabilities in Secondary Classrooms Revision of courses for elementary and middle level candidates. EDSP 3300
4.4.d	Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
4.4.d (1)	TAP Overview
4.4.d (2)	TAP Big 6 Rubric
4.4.d (3)	Tripod Perception Surveys ○ Lower Elementary
4.4.d (4)	○ Upper Elementary
4.4.d (5)	○ Secondary
4.4.d (6)	Principal Survey Form
4.4.d (7)	EDSE 3100 (A&E Example)
4.4.d (8)	EDBL 3335 (Example of a course with diversity proficiencies)
4.4.e	Data table on faculty demographics.
4.4.e (1)	Faculty Demographics
4.4.e (2)	Diversity of New Faculty Hires
4.4.f	Data table on candidates demographics.
4.4.f (1)	Diversity of Candidate in Professional Education
4.4.f (2)	Certification Demographics
4.4.f (3)	Certification Test Demographics
4.4.g	Data table on demographics of P-12 students in schools used for clinical practice.
4.4.g (1)	PACE Demographic Data (75 mile radius of TTU)

5. Standard 5. *Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

5.1 Significant changes in the professional education faculty.

The professional faculty members of Texas Tech University (TTU) are responding to calls to drastically improve educator preparation. The subsequent reforms are manifested in numerous ways, but mostly through twelve reform initiatives and a revised conceptual framework. Both are interrelated, inform faculty priorities, and affect significant changes in faculty contributions to the preparation of educators.

Reform Initiatives

The College of Education (COE) is restructuring educator preparation through twelve initiatives, all of which directly or indirectly involve faculty—as noted by the use of underlining and parentheses as follows.

1. Every College of Education program was comprehensively reviewed (by faculty and others) with the charge of targeting higher-order outcomes. (Potential employers partnered with faculty to determine competencies. Faculty and staff members used benchmarking data to modify and adjust instruction.)
2. Functional and easily accessed databases will be available (to faculty and others) with a focus on using candidate progress data formatively to modify and adjust instruction and programmatic experiences.
3. A faculty technology committee supported program delivery to foster candidates' skill/product competency, so that application of technology becomes a signature competency of all educator preparation graduates.
4. Return on investment data (based on cost/returns for faculty and staff members) will be used to make budget allocations, ensuring resource availability for the most productive programs.
5. Teacher Education Programs (TEP) will be reformed to include immersion in clinical and competency-based preparation. (The reformed TEP, Tech Teach, is the focus of the transformation initiative and will be discussed in section 5.3 of this standard. Faculty members are greatly involved in this process.)
6. A Global Exemplar School (GES) Study Team with faculty involvement was established focusing on partnerships, which foster P-12 school and student success and resulted in a major grant for East Lubbock.
7. A communication campaign was developed to present TTU educator preparation as a reform leader (including the role of faculty).
8. An Office of Program Evaluation and Research Support was established to support program assessment and faculty research efforts.
9. The standards of academe (for faculty) were revised to align with the educator preparation reform agenda.
10. Graduate program reforms (as led by faculty), with attention to graduate student survey results and input from employers, have been on-going for two years.
11. Recruiting for both educator preparation and graduate programs has been strengthened (with a major faculty involvement).
12. Existing and potential COE Centers will be vetted for their contribution to the college's effectiveness (with major faculty involvement).

Conceptual Framework

The reforms articulated in the Big 12 Initiatives serve to implement the college's strategic priorities and form the basis of a conceptual framework (CF). The CF provides both the organizational structure for educator preparation programs and for guiding faculty work.

The essence of the framework is captured by the challenge, "Leading a Revolution in American Education." This revolution, and thus the conceptual framework, has four interrelated thrusts: transforming educator preparation, transforming client/university partnerships, transforming educational research, and transforming reward systems.

Each of the thrusts is shaped by components of the Big 12 Initiatives with extensive faculty involvement:

- transforming educator preparation (encompassing Initiatives 1, 2, 3, 5, 10, and 11);
- transforming client/university partnerships (Initiatives 5, 6, and 7);
- transforming educational research (Initiatives 8 and 12); and
- transforming reward systems (Initiatives 4 and 9).

Other factors are also important in considering faculty contributions to effective educator preparation programs.

- Teaching Excellence

  COE faculty members continue to be consistently ranked toward the top on the TTU end-of-semester Course/Instructor Evaluation:
  - Question #1: Overall this instructor was effective.
  - Question #11: Overall this course was a valuable learning experience.

- Scholarly Productivity

  Texas Tech is a research university and faculty members conduct, present, and publish their research. Among the publications are recently written books for practitioners that inform the field of educator preparation. Two faculty members published a volume on mentoring for educators ranging from beginning teachers to teacher leaders. Three others have written about bringing content area literacy into the literacies of the 21st century. Faculty members regularly publish in journals contributing to the body of knowledge on teacher preparation. The Director of Teacher Education received the Distinguished Researcher in Teacher Education award this year from the Association of Teacher Educators. An overview of scholarly productivity 2008-2012 is available for review.

- Grant Activity

  Grant activity, particularly the amount awarded continues to increase. Collaboration with Lubbock Independent School District to address areas of need resulted in two major grants. The i3 grant involves College faculty, faculty from the TTU math department, and district personnel in a project to improve the math learning of sixth through ninth grade students. The East Lubbock Promise Neighborhood grant, written in collaboration with district personnel, community agency partners, businesses, and local governmental agencies, creates opportunities for educator preparation faculty inside and outside the College to work on a large scale effort to improve schools and a community.

- Additional Support

  The TTU Office of the Vice President for Research has provided generous and growing startup funding for new faculty members. New faculty members are apprised of the college's focus on intervention-based research that impacts P-12 school partners and other clients—

consistent with the TI Initiative. The following startup funding is a drastic reversal from no such funding even a few years ago.

- FY2011-2013: 3 new hires with funding ranging from $12,800 to $26,310.
- FY2012-2014: 3 new hires with funding ranging from $34,400 to $117,400.
- FY2013-2015: 1 new hire with funding of $44,150.
- FY2014-2016: 2 new hires with funding ranging from $25,700 to $123,603.

5.2 Areas for improvement.

Not applicable

5.3 Transformation Initiative.

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI.
- Discuss plans for sustaining and enhancing progress on the TI in this area.

A variety of data relevant to candidate performance and program quality, have informed faculty efforts in creating the Transformation Initiative.

Performance Analysis for Colleges of Education (PACE) data indicate the majority of teachers within a 75 mile radius of TTU have been certified by TTU. However, P-12 students in that zone have a 69% passing rate in math and 88% in English, Language Arts, and Reading, both of which are lower than state averages. Additionally, Results from the Texas Education Agency (TEA) Principal Survey indicate: approximately 22% of TTU beginning teachers are in lowest decile of principals' ratings; TTU is statistically indistinguishable from other local teacher education programs; and is statistically indistinguishable from "similar" university-based programs in Texas.

A review of the items above led to the determination that the faculty needed to revise its programs and improve the performance of candidates and the quality of offerings. Numerous faculty-related changes have occurred in Tech Teach/TI as a result of such data. These include:

- Faculty participation in reforming programs by:
  - identifying trademark outcomes for their graduates and meeting with employers to determine the needs of the field;
  - meeting with Lubbock ISD identified exemplary teachers to develop the new Tech Teach program;
  - developing Apply and Evaluate assignments (A&Es);
  - organizing programs in three phases;
    - Phase One (P1) courses emphasize the foundational knowledge and skills required in the discipline.
    - Phase Two (P2) courses focus on the application of knowledge and skills, such as through case studies.
    - Phase Three (P3) candidates address issues that have an impact in real world settings.
  - developing assessments for each course and each phase of programs;
  - modifying syllabi to fit with the Conceptual Framework and to include A&Es;
  - developing rubrics for all assessments, including A&Es; and

    - using databases to monitor the progress of all candidates.
- TAP training: all faculty members teaching in Tech Teach received four-day training in the TAP rubric and were certified by the National Institute for Excellence in Teaching as able to score candidate performance using the TAP rubric.
- TeachScape training: all faculty members were trained in the use of the website to upload and view A&E assignments that candidates have videoed during field experiences.
- Creating and hiring of Site Coordinators: all Site Coordinators are also faculty members in the College of Education and teach Tech Teach courses in addition to monitoring field experiences and clinical practice.

Faculty members are involved in the field experiences and clinical practice of candidates to a greater extent with Tech Teach/TI than ever has been the case before. All supervision of candidates in field settings is carried out by site coordinators, who are members of the faculty and teach in the teacher education programs. All faculty members teaching courses share in the scoring of videos of student teachers. The student teachers are also observed and scored by the site coordinators. The videos are second scored by other faculty members. This process connects faculty members with the teacher candidates in their final semesters and enables faculty to use the videos to inform needed changes in the program.

The College is in the process of hiring a person to be an Endowed Chair in Teacher Education, with one expectation being to lead research efforts on the Transformation Initiative reform. Faculty members have already begun to research Tech Teach. These early efforts, all conference presentations, have been focused in four inter-related areas: (a) the appropriateness of the new direction; (b) the structures and processes needed to achieve the reform goal; (c) impact of the reforms on the teacher candidates in the new program; and (d) early evidence that our efforts are moving the program, and candidates, in the desired direction.

The Director of Teacher Education and other administrators have been working with faculty members across the campus to implement the Tech Teach program. Faculty in Arts and Sciences teach content courses for all levels of certification, with secondary candidates majoring in the subjects they will teach. Candidates also major in the Colleges of Agricultural Science and Natural Resources, Media and Communication, Human Sciences, and Visual and Performing Arts. Coordination with department chairs and other administrators has been essential to implementing the extended field experiences and clinical practice.

The Teacher Education Council, a Provost Council, oversees teacher education at Texas Tech. This year the TEC, which has representatives from all the colleges connected with teacher education, has been active in disseminating information about the transformation initiative. TEC meetings have provided opportunities for faculty from the College of Education and faculty from around campus to exchange ideas. The TEC also has representatives from three area school districts and the regional Education Service Center. The public school representatives regularly report on issues affecting public education. TEC for the past two years has become a forum for input on the TI.

- Discuss plans for sustaining and enhancing progress on the TI in this area.

The breadth and depth of faculty involvement as just described, and the ongoing nature of that involvement, is evidence that the College of Education clearly plans to sustain and enhance Tech Teach and therefore the transformation initiative.

5.4 Exhibits.

5.4.a	Evidence of TI-related changes in the area of faculty qualifications
5.4.a (1)	Site Coordinators (qualifications and duties)
5.4.a (2)	Professional Development Facilitators all have appropriate degrees and teaching experience.
5.4.a (3)	P&T Policy 2012
5.4.a (4)	Hiring new faculty with research agendas that will impact the field.
5.4.a (5)	Faculty training – TAP and TeachScape.
5.4.b	Evidence to support correction of areas for improvement, if any
	Not applicable
5.4.c	Data table on faculty qualifications
5.4.c (1)	See faculty data in AIMS
5.4.d	Licensure information on school/clinical faculty (e.g., cooperating/mentor teachers, internships supervisors, etc.) practice)
5.4.d (1)	Site Coordinator qualifications and responsibilities
5.4.d (2)	Mentor teachers are all licensed teachers in the state of Texas. They are selected by the Site Coordinators who are familiar with the instructional practices of the teachers in their schools. Site Coordinators work closely with school administrators as they make these selections.
5.4.e	Samples of faculty scholarly activities
5.4.e (1)	Tech Teach/TI Presentations
5.4.e (2)	C&I Scholarly Productivity 2012 (Publications)
5.4.e (3)	EP&L Scholarly Productivity 2012 (Publications)
5.4.e (4)	Scholarly Productivity 2008 to 2012
5.4.f	Sample forms for faculty evaluation and summaries of the results
5.4.f (1)	University website on course and instructor evaluation
5.4.f (2)	University student evaluation form
5.4.f (3)	Results from university evaluations
5.4.g	Description of opportunities for professional development
5.4.g (1)	Professional Development Examples
5.4.g (2)	The university's Teaching, Learning, and Professional Development Center (TLPDC) provides many opportunities for faculty professional development as evidenced by a
5.4.g (3)	schedule of events.
5.4.g (4)	COE website resources for technology assistance and financial assistance

6. Standard 6. *The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

6.1 Significant changes in governance system and resources.

In the summer of 2011, the College began to respond to data on the performance of our graduates. This resulted in changes with the organization of the College's governance and in the use of the college's resources. These changes are explained in 6.3 in a description of the impact of the TI. However, the basic governance procedures and philosophy in the college remain unchanged from the 2006 NCATE review. "Individual faculty and staff may express concerns, raise issues, or initiate discussions about policy changes at all governance levels." "Policy decisions related to curricula and programs reside with the faculty in their respective committees, councils, programs and/or departments." "Student input is sought formally by standing committees. Informally, students can express concerns or raise questions to individual faculty or administrators."

The modifications that have occurred in the current organization structure of the college compared to the previous one, support the TI and better support the on-going functions of the College. Several offices were added, reorganized, or strengthened with added personnel. The description of these positions/offices is being updated and is available for review. Following are some organizational/governance changes.

- A Vice Dean position has been created, with full signature authority for the college and the responsibility of supervising most line offices.
- Two associate dean positions have been combined into a single individual heading the Office of Academics and Data, who is responsible for providing general leadership and management of graduate studies and research activities in the college.
- An Office of Outreach has been established to promote community engagement through educational programs and services designed to increase college attendance, with special emphasis on serving students from underserved populations.
- An Office of Instructional Technology Support Services was created, which is responsible for facilitating appropriate and effective technology integration in undergraduate, graduate, and research programs including distance education.
- The Office of Finance and Business Services has been greatly reorganized with the addition of several support personnel.
- An Office of Program Evaluation and Research Support has been established with a staff responsible for program evaluation and research support with oversight on the following functions:
  - educator preparation program evaluation;
  - grant and manuscript review/editing;
  - scanning/screening of external funding opportunities; and
  - grant budget pre-and-post funding support.

In respect to resources, there has been a drastic increase in monies to support numerous college reforms. Additional resources specific to the TI are described in 6.3.

- The overall budget for the College of Education has increased in the past three years, as illustrated by an analysis of expenses, indicating the funds available to the college.
    - Payroll increased from $7.9 M (FY10) to $9.2 M (FY12)
    - Operating expenses increased from $8.9 M (FY10) to $10.4 M (FY12)
    - Total expenses increased from $16.9 M (FY10) to $19.6 M (FY12)
- The Board of Regents has granted approval for the Burkhart Center to build a two story facility, which will house three clinical and educational research emphases: 1) transition academy for adults transitioning into competitive employment, 2) outpatient behavioral and learning services, and 3) a laboratory preschool. The second floor will house center staff and faculty along with research space for externally funded grant activities. The $10.7 million for the new building comes from Burkhart family and other donors. Additional details about the Burkhart Center, including its impact on educator preparation and associated research are available for review.
- The college continues to provide $1000 per for full-time faculty/per year for professional development, as defined by each individual.
- The college continues to provide funds ($21,000) for graduate students to present papers at conferences.
- Undergraduate advisors' salaries were adjusted attempting to reduce turnover and bring them more in line with what other colleges pay.
- The CH and Helen Jones Foundations are close to approving nearly $750,000 in scholarships (over three years) to support the College's rigorous year-long student teaching experience, a key component of Tech Teach.
- An overview of funding sources is available for review.
- College resources have been greatly supplemented by university support, including an enlarged university Office of Planning and Assessment, and an increased budget for assessment/technical solutions, such as TracDat, Digital Measures, and SharePoint.
- A project has been initiated to review the cost/returns for faculty/staff members, programs, services, centers, and GAs/RAs. These data are being used to make budget allocation decisions to ensure resource availability for the most productive programs. Additional details about the Return on Investment analysis are available for review.
- A significant change in resource allocation is through modification of merit pay procedures. Three open-ended questions, now part of the faculty annual review, are considered for merit.
    - Identify up to two areas of the College's reform agenda to which you made the greatest contributions since last January (e.g., graduate program development, recruiting, teacher education, Promise Neighborhood Grant). Describe in detail your contribution to each area, and to the outcome that was achieved.
    - List the one area of reform to which you will allocate your greatest effort during the coming year, and describe in detail the contribution you expect to make during the year.
    - List and briefly describe any other contribution you have made to reforms in the college.

6.2 Areas for improvement.

Area for Improvement: Not all advanced programs engage part-time faculty in program design, implementation, and evaluation of the unit and its programs.

Advanced programs keep part-time faculty involved as much as possible through electronic means and by scheduling meetings at a time when all personnel may attend. However, because many part-time faculty members work full time outside the university, it is often difficult to schedule meetings to accommodate everyone. Electronic means, such as offsite audio/video connections, have been used for meeting attendance. Agendas are distributed in advance and meeting minutes and other important documents are sent to all program faculty. Greater use of e-mails and electronic surveys include part-time faculty in all areas of decision making. In the spring of 2013, the university adopted the Microsoft Lync system, allowing a full range of unified communications with all program faculty members, including part-time ones.

In Education Leadership, adjunct faculty are involved with developing syllabi, and one adjunct is team-teaching with a full-time faculty member to bring the i3 (Investing in Innovations) grant implementation issues into the classroom. In the area of Programs for Teachers of Students with Visual Impairments, Deafblindness, Deaf and Hard of Hearing and Orientation and Mobility, part-time faculty members are supervised by specific program coordinators. In some programs, adjunct faculty members meet on campus to review syllabi and rubrics, making suggestions for revisions.

The program coordinator in Higher Education meets with each adjunct faculty member to discuss coursework and any associated instructional or student problems. The Higher Education Advisory Group, with membership including several adjunct faculty members, provides a means for connection and communication. The Lync system is being used to increase communication.

6.3 Transformation Initiative.

- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI.
- Discuss plans for sustaining and enhancing progress on the TI in this area.

Candidate and program data were reviewed by administrators and faculty, which indicated the need to make major changes in programs and to transform aspects of unit governance and resources.

The Center for Research, Evaluation and Advancement of Teacher Education (CREATE), a consortium of several university systems in Texas, provides an annual Performance Analysis for Colleges of Education (PACE). One aspect of which is to consider data from a 75 mile radius, Proximal Zone of Professional Influence (PZPI) from a given university. The 2012 PZPI data for Texas Tech University indicates the following:

- 60% of the P-12 students are Hispanic, while 85% of the teacher candidates are White;
- 60% of the students are Economically Disadvantaged with 50% at-risk; and
- students have an 69% passing rate in math and 88% in English, Language Arts, and Reading (ELAR), both of which are lower than state rates.

Texas Tech University provides the majority of the teachers in the PZPI, therefore indicating a need for teachers who can have a greater, more positive impact on student achievement.

Furthermore, results from the Texas Education Agency (TEA) Principal Survey were also disturbing. There are three areas of rating: (a) classroom environment & instruction; (b) working with diverse learners; (c) technology integration, and (d) overall effectiveness.

Based on principals' ratings of the three factors and overall effectiveness:

- Approximately 22% of Texas Tech University (TTU) beginning teachers are in lowest decile of principals' ratings.
- TTU is statistically indistinguishable from other local teacher education programs (TEP).
- TTU is statistically indistinguishable from "similar" TEP university-based programs in Texas.
- TTU candidates were rated lower than candidates from comparable universities (e.g., Baylor University, UT-Austin, Texas A&M) on all factors and overall program effectiveness.

Our final conclusion was: We must do better.

Such data indicated that candidate performance and program quality were not where we wanted them to be, so we are making major changes, including changes in governance and resources. Following are examples how modifications in governance impacts Tech Teach, and therefore the Transformation Initiative.

- A major change is the shared governance with school districts, as indicated by an excerpt from a memo of understanding (MOU). "The superintendent and dean of the college, or mutually-accepted leader designees, and other key district and TTU leaders will attend monthly shared-governance meetings." An example of a MOU is available for review.

  Shared governance within TTU and between university and ISD personnel is an essential part of the TI.
  - The Teacher Education Council, a Provost Council, oversees teacher education at Texas Tech. This year the TEC, which has representatives from all the colleges connected with teacher education, has been active in disseminating information about the transformation initiative. TEC meetings have provided opportunities for faculty from the College of Education and faculty from around campus to exchange ideas. The TEC also has representatives from three area school districts and the regional Education Service Center. The public school representatives regularly report on issues affecting public education. TEC for the past two years has become a forum for input on the TI. (2/20/13 Meeting Minutes, 3/20/13 Meeting Minutes)
  - Much shared governance is enacted through meetings between site coordinators (SC) and building principals. The purposes of the meeting are to: (a) share information gathered by the SC about the implementation of Tech Teach, such as the amount of co-teaching, results from Tripod, and progress on the TAP

indicators; (b) discuss implementation and calendar issues; (c) identify candidates to be considered for teaching positions in the coming year; and (d) discuss any other problems that may exist.
    - Doug Hamman, COE Director of Teacher Education Programs, meets monthly with Lubbock ISD leadership personnel, including: Kathy Rollo, Executive Director, Leadership and Professional Development; Kelly Trlica, Chief Academic Officer; Lisa Leach, Assistant Superintendent for Curriculum & Instruction; and Denise Mattson, Executive Director School Support Services. Meeting agendas are available for review.
    - A Tech Teach Leadership Team meets weekly, including Scott Ridley, Dean; Peggy Johnson, Vice Dean; Doug Hamman, Director of Teacher Education Programs; Peggie Price, Chairperson of the Department of Curriculum and Instruction; Kathy Rollo, LISD Executive Director, Leadership and Professional Development; Lisa Leach, LISD Assistant Superintendent for Curriculum & Instruction; Dora Salazar, Professional Development Facilitator (PDF); Katie Button, PDF; Donna Brasher, University Certification Officer, Larry Hovey, Coordinator of Assessment, and several student representatives.
    - TEP faculty met with school district (ISD) personnel to determine which performance outcomes were important to ISDs.
    - The TEP Director, Site Coordinators, and PDFs maintain continuous communication with school district personnel.
- A Director of Teacher Education Programs has been appointed, who is concerned with initiation, development, maintenance, and improvement of undergraduate academic programs, teacher education programs, and student services. This individual's major role is to institutionalize Tech Teach, the focus of the transformation initiative.
    - Within Tech Teach 20 Site Coordinators have been hired to replace and expand the traditional role of university supervisors of student teachers. A job description/contract is available for review.
    - Two individuals have been hired as Professional Development Facilitators (PDF) to coordinate the work of the Site Coordinators.
- All graduate programs have undergone major reform. Program faculty members have identified trademark outcomes for their graduates and have organized their programs in three phases. Phase One (P1) courses emphasize the foundational knowledge and skills required in the discipline. Phase Two (P2) courses focus on the application of knowledge and skills, such as through case studies. In Phase Three (P3) students address issues that will have an impact in a real world setting. Assessments have been created for each phase. To accomplish this work, in 2011-2012 the DEC worked closely with programs as they created their trademark outcomes and distinctive skills. In 2012-2013, the Program Coordinators and the Administrative Team have met regularly as programs have moved into work on the P1, P2, and P3 course syllabi and assessments. Each member of the Administrative Team has been assigned to one or more program areas to facilitate program efforts. Hansel Burley, Associate Dean, leads the meetings with the Program Coordinators. Agendas are available for review.
- Much greater responsibility, with an increase in stipend, has been given to Program Coordinators to advance tasks related to the Big 12 initiatives, particularly those related

to Tech Teach. (A detailed contract and a culminating work agenda specify these tasks.) A variety of products have resulted from Program Coordinator activities:

- Elementary (EDEL) TAP Rubric Indicators;
- Phases in EDEL courses;
- Special Education Syllabus with Apply and Evaluate exercises;
- Secondary Education (EDSE) Professionalism Rubric; and
- EDSE presentation to the Dean's Executive Council.

Additionally, there has been a drastic increase in resources to support college reforms, which directly or indirectly impact Tech Teach/TI.

- The stipend for Program Coordinators has increased from $3000 to $7000, with an additional $3000 merit pay for tasks being accomplished as specified in a detailed contract, many of which are directly related to Tech Teach/TI.
- Eighteen Site Coordinators were hired with a $10,000 increase for current personnel or $45,000 for new hires, with job duties specified. The Site Coordinators are in a great sense, the heart of Tech Teach/TI.
- The dean received $250,000 to support the Office of Program Evaluation and Research Support and for the startup of Tech Teach. There was also additional funding of $385,000 from the university for Tech Teach.
- An Office of Instructional Technology Support Services was created, responsible for facilitating appropriate and effective technology integration into all programs, including distance delivery of coursework.
- An Office of Program Evaluation and Research Support (OPERS) was established with staff responsible for program evaluation and research support.
- Monies were provided to support TAP (the System for Teacher and Student Advancement) training for individuals involved with Tech Teach. This included several four-day workshops in Lubbock, and training for individuals who traveled to Arizona State University.
- A stipend was provided to members of the Technology Committee to produce a report to provide guidance for incorporating technology into the college's education programs, some of which directly impacted Tech Teach/TI.

Research and external funding have dramatically increased in the College of Education, with a focus on intervention-based research designed to measurably improve outcomes. Faculty members are encouraged and rewarded to pursue projects that support P-12 school, agency, and community outcomes. The following are examples of how such a research agenda is aligned with Tech Teach/TI.

- A U.S. Department of Education Investing in Innovation (i3) Grant awarded $2.96 million in funding with goals directly impacting the TI Initiative via Tech Teach. The College of Education, Lubbock Independent School District, Teachscape, and Texas Instruments will implement and test a competency-based model of educator preparation and school intervention. Using innovative technology to constantly observe and shape teachers' classroom competencies, the partnership will design and implement a competency-based pre-service teacher education program, and implement and test the

impact of competency-based school intervention in mathematics at six historically low-performing middle and high schools in Lubbock ISD.

- The $24.5 million East Lubbock Promise Neighborhood Grant provides academic services, community-based service learning, and early learning services that will impact teacher education programs.
- The TTU Office of the Vice President for Research has provided generous and growing startup funding for new faculty members. New faculty members are apprised of the college's focus on intervention-based research that impacts P-12 school partners and other clients—consistent with the TI Initiative. The following startup funding is a drastic reversal from no such funding even a few years ago.
    - FY2011-2013: 3 new hires with funding ranging from $12,800 to $26,310.
    - FY2012-2014: 3 new hires with funding ranging from $34,400 to $117,400.
    - FY2013-2015: 1 new hire with funding of $44,150.
    - FY2014-2016: 2 new hires with funding ranging from $25,700 to $123,603.
- The Center for the Integration of STEM Education and Research (CISER) provides undergraduate research support.
- A table of grant activity is available for review.

In respect to sustaining the transformation initiative, the governance structure and resources have been, and will continue to support the Tech Teach, and thus support TI. Substantial monies have been obtained from university and private sources on the promise of Tech Teach, and additional monies will continue to be sought. The Dean, the Dean's Executive Council (DEC), program and site coordinators, and other groups will continue to work with focused outcomes-expected agendas. This is evidenced by the stipend-related tasks given to the Program Coordinators; by the monies invested in Site Coordinators who have contractually specified duties; and by the original and then ongoing assignments given to members of the DEC.

The Transformation Initiative will also be sustained in that the college has made a commitment to outcomes-based research that positively impacts P-12 schools and other clients. This type of research is consistent with, and supportive of, Tech Teach and TI.

The impetus for our reform efforts came from examination of data on our graduates and their impact on schools and students. The college will continue to use data from the principal survey, from PACE reports, and from internal assessments to monitor the performance of our graduates. Additionally, the TI will enable us to use data from a variety of sources. We will continue to monitor progress and institute other transformations in governance and resources as needed.

6.4 Exhibits.

6.4.a	Evidence of TI-related changes in the area of unit leadership and resources
6.4.a (1)	Site Coordinator job description/contract
6.4.a (2)	Program Coordinator contract with tasks
6.4.a (3)	Program Coordinator Culminating Work Agenda
6.4.a (4)	Promise Neighborhood Grant
6.4.a (5)	Overview of Grant Activity
6.4.a (6)	Overview of Funding

6.4.a (7) 6.4.a (8) 6.4.a (9) 6.4.a (10) 6.4.a (11)	Dean's Executive Council assignments Return on Investments Analysis Lubbock ISD Leadership Meeting Agendas The COE financial office has been reorganized as evidenced by a menu of services and financial assistance resources available to faculty and staff.
6.4.b	Evidence to support correction of areas for improvement, if any. The processes to involve part-time faculty members are described in Section 6.2 of this document. There are no additional exhibits.
6.4.c 6.4.c (1) 6.4.c (2)	Organizational chart and/or description of the unit governance structure Organizational chart Description of the unit governance structure (update in progress)
6.4.d 6.4.d (1) 6.4.d (2)	Candidate recruitment and admission policies University Admission Policies Admission to Educator Preparation Programs (at transition points)
6.4.e 6.4.e (1) 6.4.e (2)	Unit budget Unit Budget (Analyzed by Expenses) Overview of Funding Sources
6.4.f 6.4.f (1) 6.4.f (2) 6.4.f (3) 6.4.f (4)	Faculty workload policies and summaries of faculty workloads OP 32.18: Academic Workload Calculation OP 32.18.7: Faculty Workload Equivalencies (#7a to #7r) University Workload Comparisons Individual Workload