

All State Certification Exams Data for Advanced Programs

AY 2020-2021

State Certification Exam (368)

TITLE OF ASSESSMENT: State Certification Exam (368)

PROGRAM: M.Ed. in School Leadership with Principal Certification

PURPOSE OF THE ASSESSMENT

This assessment documents that the advanced program Candidate has reached a high standard for content knowledge; data- and research-driven decision making; and integration of technology in the discipline; and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning. Moreover, the state certification exam ensures that Candidates display a deep understanding of the critical concepts and principles of their discipline and can use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. The EPP uses the TExES 368 as one source of data, in addition to other measures, to assess Candidates' knowledge and understanding of the field of school leadership assessment and identification practices.

“Texas Administrative Code §230.21(a) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. The TExES program serves this purpose. The authority for implementing this assessment program resides with the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA).

Candidates complete the Licensure Assessment in EDAD 6362 semester 1 or semester 2. Candidates take these courses in the last two long semesters of the M.Ed. in School Leadership with Principal Certification and Principal Certification only programs. The purpose of the Licensure Assessment (TExES Performance Assessment for School Leaders - 368) is to allow Candidates to “demonstrate the application of knowledge and skills identified as relevant and important for beginning school leaders.” (ETS, 2021)

The following are instructions from the ETS website for the PASL submitting Candidates: “The assessment contains three tasks requiring written commentary and submission of required documents called artifacts. A video of you facilitating a collaborative team during your internship experience is required as one of the components for Task 3. Task responses can be created throughout your clinical experience rather than at the end, allowing you to continually refine your professional practice.

You will complete tasks by entering and submitting a written response and uploading artifacts via an online submission system. Within the online system, you can:

- enter a written response to each task
- link the required documents and artifacts to the written response
- upload the required video
- edit, save, delete and change responses up until submission

Tasks must be submitted on or before the task submission deadline date.” (ETS, 2021)

All PASL Tasks

- Consist of a written commentary created by the Candidate in response to a series of guiding prompts
- Are divided into four steps to provide focus and scores for the Candidate
- Require descriptive, analytic and reflective writing
- Require artifacts including one 15-minute video in Task 3
- Stress improving instructional practice and student learning
- Require communication and collaboration with colleagues
- Require facilitation of adult learners
- Include feedback and its effect on planning and implementation
- Require reflection
- Include data collection
- Require the use of research
- Incorporate steps to measure results
- Call for the use of rationales/examples (ETS, 2021)

Table 1 presents the alignment with Texas Education Code’s (TEC) Standards. Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirement to Renew the Standard Principal Certificate. Table 1 details the specific assessment expectations of the Licensure Assessment Description. Table 2 is the TExES 368 Domain alignment with ELCC Educational Leadership Constituency Council Building Level standards:

Table 1
TExES 368 – Texas Education Code (TEC) Standards

TEC Standard	Explanation
I	The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).
II	The entry-level principal knows how to collaboratively develop and implement high-quality instruction.
III	The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
IV	The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
V	The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

VI	The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
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Table 2
TExES 368 Domain Alignment with ELCC Building Level Standards

TExES 368 Domain	ELCC Advanced Preparation Standards
Domain I School Culture	<ul style="list-style-type: none"> • The school leader understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for student. • The school leader understands and can promote school-based policies and procedures that protect welfare and safety of students and staff. • The school leader understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
Domain II Leading Learning	<ul style="list-style-type: none"> • The school leader understands and can promote continual and sustainable school improvement. • The school leader understands and can evaluate school progress and revise school plans supported by school stakeholders. • The school leader understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. • The school leader understands and can develop school capacity for distributed leadership.
Domain III Human Capital	<ul style="list-style-type: none"> • The school leader understands and can develop and supervise the instructional and leadership capacity of school staff. • The school leader understands and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment. • The school leader understands and can develop school capacity for distributed leadership.
Domain IV Executive Leadership	<ul style="list-style-type: none"> • The school leader understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. • The school leader understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. • The school leader understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners. • The school leader understands and can act to influence, local, district, state, and national decisions affecting student learning in a school environment. • The school leader understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

<p>Domain V</p> <p>Strategic Operations</p>	<ul style="list-style-type: none"> • The school leader understands and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. • The school leader understands and can monitor and evaluate school management and operational systems. • The school leader understands and can efficiently use human, fiscal, and technological resources to manage school operations. • The school leader understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. • The school leader understands and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
<p>Domain VI</p> <p>Ethics, Equity, and Diversity</p>	<ul style="list-style-type: none"> • The school leader understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. • The school leader understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. • The school leader understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. • The school leader understands and can safeguard the values of democracy, equity, and diversity within the school. • The school leader understands and can evaluate the potential moral and legal consequences of decision making in the school. • The school leader understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. • The school leader understands and can advocate for school students, families, and caregivers.

ADMINISTRATION

“The PASL consists of three tasks. Each of the three tasks will take place during the school leadership Candidate’s clinical experience and will focus on the principal as instructional leader. The school leadership Candidate’s internship will provide a variety of artifacts, including plans, Candidate work, and feedback, that will be submitted as part of the tasks. The school leadership Candidate will be able to work on the tasks as he or she experiences the internship and will submit all three tasks simultaneously. The assessment will be administered twice per year during pre-established submission windows. [The school leadership Candidate] will have approximately two months to upload and submit [the] task responses in the online submission system (ETS, 2021).”

VALIDITY

The main source of validity evidence for licensure tests comes from the alignment between what the profession defines as knowledge and/or skills important for safe and effective practice and

the content included on the test (*Standards for Educational and Psychological Testing*). The knowledge and/or skills that the test requires the test taker to demonstrate must be justified as being important for safe and effective practice and needed at the time of entry into the profession. “The content domain to be covered by a credentialing test should be defined and clearly justified in terms of the importance of the content for credential-worthy performance in an occupation or profession” (*Standards for Educational and Psychological Testing*, p. 181). A licensure test, however, should not be expected to cover all occupationally relevant knowledge and/or skills; it is only the subset of this that is most directly connected to safe and effective practice at the time of entry into the profession (*Standards for Educational and Psychological Testing*). The link forged between occupational content and test content is based on expert judgment by practitioners and other stakeholders in the profession who may have an informed perspective about requisite occupational knowledge and/or skills. (ETS, 2020)

The following activities were conducted to collect validity evidence to support the use of an examination:

- Task 1: Convene a Design Team
- Task 2: Determine target demographics
- Task 3: Recruit educators
- Task 4: Define the assessment framework
- Task 5: Alignment of Standards
- Task 6: Design assessment tasks
- Task 7: Develop rubrics
- Task 8: Develop scoring materials
- Task 9: Develop support materials and Web content
- Task 10: Prepare a pilot/field test version
- Task 11: Define participant pool
- Task 12: Recruit participants
- Task 13: Conduct pilot/field tests
- Task 14: Formatively score pilot/field test responses
- Task 15: Conduct data analysis
- Task 16: Refine tasks
- Task 17: Select benchmarks
- Task 18: Establish informational website
- Task 19: Build out online authoring and scoring portals
- Task 20: Standard Setting Study
- Task 21: Train raters

Table 3

Key Components of the TExES 368 (PASL) Exam Development Process

Task	Description
Alignment with Standards	Development committee consisting of educators and university faculty who met specific demographic requirements “unpacked” the relevant standards as a foundation for each assessment.
Determine Test taker Characteristics	The development committee was asked to achieve consensus on the characteristics of the educators who will take the assessment. It is critical that as the committee forms a consensus of these characteristics, it designs tasks that are appropriate for a specific group of Candidates at the specific stage in their training or careers. It is of great importance that the development team understands whom the assessment is measuring, what the test takers know, and what the test takers should be able to demonstrate in regard to each of the standards.
Designing Tasks to Generate Evidence	Prior to building an assessment, the development team examined the standards, determined what was most important to measure, and which standards were most appropriate to cluster together. Next, they determined appropriate evidence for the tasks. Small-scale field test (tryout) occurred as well as a large-scale field test (pilot) followed by a field test scoring session.
Evaluation of the Evidence	Assessment Development specialists put teams through a strict process considering feedback through a focused discussion of the explicit requirements of the Evidence-Centered Design process. Team members were asked to consider the evidence submitted by the pilot participants, whether tasks elicited the responses expected, and whether the intended connections between standards, task directions, and the scoring rubrics were maintained.
Standard Setting Study	To support the decision-making process for states in establishing a passing score (cut score) for the performance assessments, research staff from ETS designed and conducted a standard setting study consisting of three rounds. The study provided a recommended passing score, which represented the combined judgments of a group of experienced educators. ETS provides a recommended passing score from the standard setting study; state agencies are responsible for establishing the operational passing score in accordance with applicable regulations.

Source: ETS (December 2020). Technical Manual for the ETS Performance Assessments. Received via ETS email (April 15, 2021)

RELIABILITY

Table 4

Statistical Summary Statistics for Total Scaled Scores of the TExES 368 Exam

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Pass Rate %	Reliability	SEM
368	Performance Assessment for School Leaders	1069	46.30	6.25	86	0.60	3.94

Note: Kuder and Richardson or Chronbach's alpha was used, per technical manual.

Source: ETS (2017). *Texas educator certification program technical manual.*

https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

RUBRIC:

TExES 368, PASL, is a state proprietary assessment. There are 12 steps. Step scores are determined using a four-point rubric. Step scores are summed to determine the task score for each of the three tasks. The score for Task 3 is multiplied by two to reflect the double weighting of the task. Tasks that are not submitted receive a score of zero. At least three raters contribute to scoring the assessment. The three task scores are summed to determine the overall assessment score. As noted above, the score for Task 3 is doubled.

Table 5 defines the score levels for each rubric.

Table 5

TExES 368 PASL Task Rubric

Score Point	Score Point Description
4	<ul style="list-style-type: none"> Consistent and thorough
3	<ul style="list-style-type: none"> Effective and appropriate
2	<ul style="list-style-type: none"> Partial and inconsistent
1	<ul style="list-style-type: none"> Minimal and ineffective
0	<ul style="list-style-type: none"> Blank, insufficient evidence, no required artifacts linked to written commentary

Source: ETS (2020). Calculating Step Scores. <https://www.ets.org/ppa/test-takers/school-leaders/scores/how/>

ASSESSMENT EXAMPLE (DESCRIPTION FOR CANDIDATES):

The Performance Assessment for School Leaders (PASL) is an evidence-based performance assessment designed to assess instructional leadership during a Candidate's clinical experience prior to receiving a license. This assessment evaluates school leadership Candidates on their

ability to impact instruction and student learning. The assessment consists of three summative tasks.

PASL Task Instructions

The PASL consists of three tasks. Each of the three tasks will take place during the school leadership Candidate's clinical experience and will focus on the principal as instructional leader. The school leadership Candidate's internship will provide a variety of artifacts, including plans, Candidate work, and feedback, that will be submitted as part of the tasks. The school leadership Candidate will be able to work on the tasks as he or she experiences the internship and will submit all three tasks simultaneously.

Task 1: Problem Solving in the Field

In this task, you will demonstrate your ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning.

Task 1 Overview

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the Performance Assessment for School Leaders website.

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 25,500 characters (approximately eight typed pages) that
 - responds to all guiding prompts
 - references your artifacts to support your written evidence
 - describes, analyzes, and reflects on the evidence
2. Seven different artifacts (a maximum of eight pages) including
 - one representative page of longitudinal data
 - one representative page of the research materials and resources you used to inform the development of the plan
 - representative pages of the plan (maximum of two) (A sample template is provided, but Candidates can submit a form of their own.)
 - one representative page of your timeline and steps
 - one representative page of your communication with stakeholders
 - one representative page of an artifact of your choice that reflects any adjustments related to the implementation of the plan (e.g., meeting notes; emails to stakeholders)
 - one representative page of Candidate work

How to Submit Your Evidence (Refer to the Submission System User Guide for details):

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary:

This task has four steps, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address all parts of each of the guiding prompts.

- Step 1: Identifying a Problem/Challenge
- Step 2: Researching and Developing a Plan
- Step 3: Implementing the Plan
- Step 4: Reflecting on the Plan and the Resolution

Please read the entire task before responding to any guiding prompts. Use the guiding prompts to compose your responses. Remember to include any required artifacts.

Task 2: Supporting Continuous Professional Development

In this task, you will demonstrate your skills in establishing and supporting effective and continuous professional development with your assigned staff for the purpose of improved instruction and student learning.

Task 2 Overview

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the Performance Assessment for School Leaders website.

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 28,500 characters (approximately nine typed pages) that

- responds to all guiding prompts
- references your artifacts to support your written evidence
- describes, analyzes, and reflects on the evidence

2. Seven different artifacts (a maximum of eight pages) including

- one representative page from the prioritized list
- representative pages from the professional development plan (maximum of two pages)
(A sample template is provided, but Candidates can submit a form of their own.)
- one representative page from the research (e.g., a bibliography, a specific online resource, or a district source)
- one representative page of an assignment given to teachers and/or students
- one representative page from a walk-through observation form completed for one teacher (A sample template is provided, but Candidates can submit a form of their own.)
- one representative page of a student work sample from one student
- one representative page from a feedback survey completed after the professional development (A sample template is provided, but Candidates can submit a form of their own.)

3. For this task, you will also select three participants with different levels of experience, observe them teaching, and determine the impact that the professional development had on their teaching and their students' learning.

How to Submit Your Evidence (Refer to the Submission System User Guide for details):

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary: This task has four steps that are scored, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address all parts of each of the guiding prompts.

- Step 1: Designing Building-level Professional Development
- Step 2: Implementing Building-level Professional Development
- Step 3: Analyzing Three Participants' Responses
- Step 4: Reflecting on Building-level Professional Development

Please read the entire task before responding to any guiding prompts. Use the guiding prompts to compose your response. Remember to include any required artifacts.

Task 3: Creating a Collaborative Culture

In this task you will demonstrate your ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture.

Task 3 Overview

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the Performance Assessment for School Leaders website.

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 28,500 characters (approximately nine typed pages) that
 - responds to all guiding prompts
 - references your artifacts to support your written evidence
 - describes, analyzes, and reflects on the evidence
2. Six different artifacts (a maximum of six pages) including
 - one representative page of the spreadsheet, table, or chart describing the team members
 - one representative page from the data-collecting tool
 - representative pages from the professional development plan (maximum of two pages) (A sample template is provided, but Candidates can submit a form of their own.)
 - one representative page that provides feedback from the targeted audience of colleagues
 - one representative page of evidence that reflects Candidate learning
 - one fifteen-minute video (unedited segments are required)
 - One five-minute segment must focus on your work with colleagues during either the planning discussed in textbox 3.2.2 or the implementation discussed in textbox 3.3.1.
 - One ten-minute segment must focus on the self-reflection/feedback discussed in textbox 3.4.1.

How to Submit Your Evidence (Refer to the Submission System User Guide for details):

- Upload your artifacts into your Library of Artifacts (see step 5 for how to upload the video file).
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary:

This task has five steps that are scored, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address all parts of each of the guiding prompts.

- Step 1: Identifying the Collaborative Team
- Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture
- Step 3: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture
- Step 4: Reflecting on the Collaborative Team and the School Culture

- Step 5: Uploading the Video

Please read the entire task before responding to any guiding prompts. Use the guiding prompts to compose your responses. Remember to include any required artifacts (ETS, 2021)

Table 6

TExES 368 Crosswalk of Domains, Competencies and PASL Tasks

	Domain 1		Domain 2		Domain 3		Domain 4		Domain 5		Domain 6
PASL Tasks	Comp 1	Comp 2	Comp 3	Comp 4	Comp 5	Comp 6	Comp 7	Comp 8	Comp 9	Comp 10	Comp 11
Task 1	X	X	X	X	X		X	X	X		
Task 2	X	X	X	X	X	X	X	X	X		X
Task 3	X	X	X	X	X			X	X		

DATA TABLES:

Table 7

TExES 368 Task 1(2020-2021)

	Spring 2020 <i>n</i> = 7	Fall 2020 <i>n</i> = 7	Spring 2021 <i>n</i> = 11
TExES 368 Step	% Passed	% Passed	% Passed
Step 1 Identify Problem/Challenge	86	86	91
Step 2 Research & Dev Plan	86	86	82
Step 3 Implement the Plan	71	86	64
Step 4 Reflect on Plan & Resolution	86	86	73
Total Passed Task 1	86	100	100

Note. Passing is based on wholistic scoring

Table 8

TExES 368 Task 2 (2020-2021) Step

	Spring 2020 <i>n</i> = 7	Fall 2020 <i>n</i> = 7	Spring 2021 <i>n</i> = 11
TExES 368 Step	% Passed	% Passed	% Passed
Step 1 Design Building Level PD	100	71	91
Step 2 Implement Building Level PD	86	86	73
Step 3 Analyze 3 Participant Resps	71	86	73
Step 4 Reflect on Building Level PD	86	86	73
Total:Passed Task 2	86	86	86

Note. Passing is based on holistic scoring

Table 9

TExES 368 Task 3 (2020-2021) Step

	Spring 2020 <i>n</i> = 7	Fall 2020 <i>n</i> = 7	Spring 2021 <i>n</i> = 11
TExES 368 Step	% Passed	% Passed	% Passed
Step 1 Identify Collaborative Team	86	86	64
Step 2 Develop Plan to Improve	100	86	64
Step 3 Implement Plan to Improve	100	71	64
Step 4 Reflect on Team/ Schl Culture	86	71	55
Total: Passed Task 3	82	82	73

Note. Passing is based on wholistic scoring

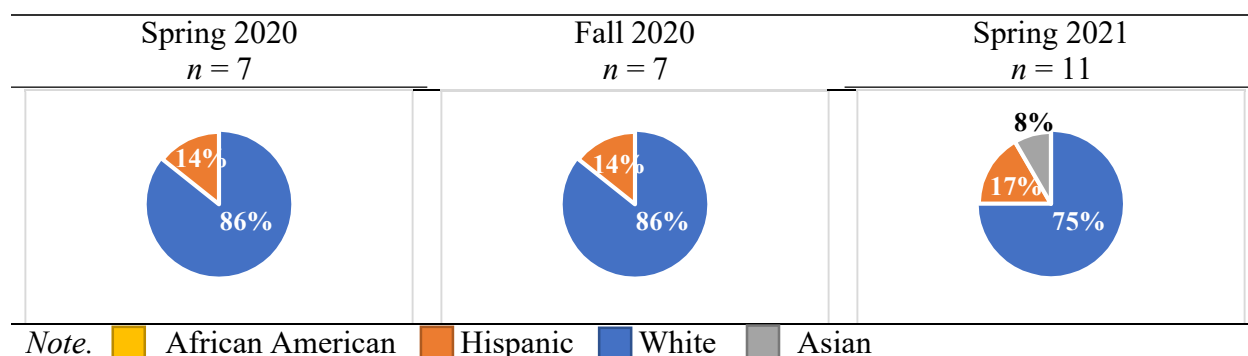
Table 10

TExES 368 (2020-2021) Overall Pass Rate

	Spring 2020 <i>n</i> = 7	Fall 2020 <i>n</i> = 7	Spring 2021 <i>n</i> = 11
TExES 368	% Passed	% Passed	% Passed
	100	86	100

Table 11

TEXES 368 Participation by Ethnicity



FINDINGS, IMPLICATIONS AND USE OF DATA:

Tables 7, 8, and 9 show the results of the 25 Candidates in our M.Ed. in School Leadership with Principal Certification and Principal Certification Only program who participated in the TEXES 368 (PASL) assessment over a three-semester period. Table 6 represents a crosswalk aligning TEXES 368 Domains, Competencies and PASL Tasks. Overall, Candidates demonstrated proficiency across all assessed Steps and aligned with ELCC standards (Table 7-9). As noted in Table 10, 100% of Candidates who completed TEXES 368 in Spring 2020 *Passed* on Rubric Components that address the ELCC Advanced Preparation Standard 1: School Vision, Standard 2: School Culture, Standard 3: School Organizational Management, Standard 4: Student Success, Standard 5: Accountability, and Standard 6: Advocating. 86% of the Candidates who completed TEXES 368 in Fall 2020 *Passed* on Rubric Components that address the ELCC Advanced Preparation Standard 1: School Vision, Standard 2: School Culture, Standard 3: School Organizational Management, Standard 4: Student Success, Standard 5: Accountability, and Standard 6: Advocating. And 100% of Candidates who completed TEXES 368 in Spring 2021 *Passed* on Rubric Components that address the ELCC Advanced Preparation Standard 1: School Vision, Standard 2: School Culture, Standard 3: School Organizational Management, Standard 4: Student Success, Standard 5: Accountability, and Standard 6: Advocating.

Interpretation of How Data Provide Evidence for Meeting Standards:

For the Licensure Assessment **Task 1, Step 1**: 25 Candidates (88%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to identify a problem/challenge at the campus level given recently collected campus level data. Step 1 relates to CAEP Standards 1, 2, 4 and 5.

For the Licensure Assessment **Task 1, Step 2**: 24 Candidates (84%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to develop a plan to address a significant challenge/problem at the campus level. Step 2 relates to CAEP Standards 1, 2, 3, 4 and 5.

For the Licensure Assessment **Task 1, Step 3**: 21 Candidates (72%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to implement and analyze the effectiveness of the plan. Step 3 relates to CAEP Standards 1, 2, 3, 4 and 5.

For the Licensure Assessment **Task 1, Step 4**: 22 Candidates (96%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to reflect on the effectiveness of the plan. Step 4 relates to CAEP Standard 4.

For the Licensure Assessment **Task 2, Step 1**: 25 Candidates (88%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to work with colleagues to develop a prioritized list of significant professional development needs. Step 1 relates to CAEP Standards 1, 2, 3, 4 and 5.

For the Licensure Assessment **Task 2, Step 2**: 22 Candidates (80%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to facilitate professional development to address your building-level teachers' needs. Step 2 relates to CAEP Standards 1, 2, 3, 4 and 5.

For the Licensure Assessment **Task 2, Step 3**: 23 Candidates (80%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to analyze the effectiveness of professional development on colleagues. Step 3 relates to CAEP Standards 1, 2, and 3.

For the Licensure Assessment **Task 2, Step 4**: 24 Candidates (88%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to reflect on the effectiveness of the implementation of building-level professional development. Step 4 relates to CAEP Standards 1, 2, 3, 4 and 5.

For the Licensure Assessment **Task 3, Step 1**: 21 Candidates (76%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to identify a team of teachers with varying experience to develop a collaborative team. Step 1 relates to CAEP Standards 1, 3, and 5.

For the Licensure Assessment **Task 3, Step 2**: 23 Candidates (80%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to facilitate colleagues' work during the course of developing a plan to improve instruction, student learning, and the school culture. Step 2 relates to CAEP Standards 1, 2, 3, 4 and 5.

For the Licensure Assessment **Task 3, Step 3**: 22 Candidates (76%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to facilitate the collaborative team's work as they implement the plan to

improve instruction, student learning, and the school culture. Step 3 relates to CAEP Standards 1, 2, 3, 4 and 5.

For the Licensure Assessment **Task 3, Step 4**: 19 Candidates (68%) in our M.Ed. in School Leadership with Principal Certification and Principal Certification only programs who completed this portion of Task 1 over a three-semester period *Passed*. This demonstrates that many of our Candidates know how to facilitate colleagues' self-reflection on the collaborative team and your ability to reflect on future work in building collaborative teams in order to promote positive change in the school culture. Step 4 relates to CAEP Standards 1, 2, 3, 4, 5, and 6.

Regarding ethnicity one (1) White Candidate failed to pass the TExES 368 exam on the first test dual passing opportunity. The one (1) White Candidate passed the TExES 368 upon submission during the following data cycle. These data do not reflect an ethnic bias in the state certification exam, TExES 368. Upon examination of the Candidate who failed the TExES 368 on their first attempt, the Program Faculty developed a Support Plan. Details of the Support Plan are below in the *Action and Timeline* section below.

The Candidate participating in the exam who did not pass in Fall 2020 was a doctorate Candidate who did not complete the entire program as the cognate only allowed for 12 principal certification course hours. This Candidate retook the exam in Spring 2021 and *passed*. Four additional Candidates did not pass the exam on the first attempt but made revisions, resubmitted, and passed on the second attempt which allows them to count as *passed*. To address the challenge with passing the TExES 368 (PASL) on the first attempt, a one-hour PASL informational session with Q&A has been implemented the semester prior to the semester Candidates begin working on their PASL Tasks. Additionally, a professional development is being provided early in the program that focuses on the school improvement processes as most of those who have failed on the first attempt do not teach in the core content areas but fulfill auxiliary roles at the campus level so are not accustomed to the school improvement process which is the focus of the TExES 368 (PASL).

FINDINGS, IMPLICATIONS AND USE OF DATA:

Use of Data

In summary, since each Task is graded holistically, Candidates demonstrated near proficiency or proficiency across all assessed domains and aligned ELCC Advanced Standards. Overall, 95% of our Candidates passed this state certification PASL exam over the 3 analyzed data cycles. State licensure data were analyzed and have been shared as they have arrived at Department Faculty Meetings. Results have been discussed with current principals who are serving as program adjuncts along with two department faculty. Action steps were discussed.

Areas of Improvement.

Consistently, Candidates scored the lowest on Step 3 of each task. Due to the relatively low results on Step 3, articulating the implementation of a plan and articulating an analysis of a plan, we reviewed the responses to Step 3 and found that Candidates were not responding to the prompt thoroughly.

Action and Timeline.

To address the challenge of the Candidate not passing the TExES 368 (PASL) on the first attempt, a one-hour PASL informational session with Q&A was implemented at the beginning of the Spring 2021 semester prior to the semester Candidates begin working on their PASL Tasks. Additionally, a professional development is being provided early in the program that focuses on the school improvement processes as most of those who have failed on the first attempt do not teach in the core content areas but fulfill auxiliary roles at the campus level so are not accustomed to the school improvement process which is the focus of the TExES 368 (PASL).

The Texas Education Agency (TEA) disallows that the EPP (faculty) from providing support (remediation or feedback) to the Candidate about their TExES 368 submission. Thus, a Consultant (Field Expert) was hired by the EPP to provide support to the Candidate(s) who do not pass their initial attempt on the TExES 368.

Support Plan:

1. Program Faculty and the Consultant (Field Expert), provided by the EPP, reviews and disaggregates the TExES 368 results with the Advanced Educator Candidate.
2. Support Plan was developed based on Task Step results.
3. The plan included dates and times of remediation sessions and the Task Steps to be addressed.
4. The Candidate was required to develop an individual timeline to address deficient Task Steps.
5. The Support Plan was reviewed by the Program Faculty, Consultant (Field Expert) and the Advanced Educator Candidate.
6. The Support Plan was implemented, which included Zoom support sessions and feedback about revisions related to identified deficient Task Steps.
7. Upon completion of the Support Plan, the Consultant (Field Expert) determines if the Task Step revisions are appropriate for resubmission.
8. If the Advanced Educator Candidate needs further support, it is provided by the Consultant (Field Expert), otherwise, the Candidate resubmits within the resubmission timeline.

Additionally, the Consultant (Field Expert) created content specific videos which are imbedded within EDAD 5332 and 6371. These videos are an overview of expectations surrounding each of the three (3) Tasks. This was implemented in Summer 2021.

Who's Responsible.

Dr. Janene W. Hemmen, Program Coordinator, is responsible for this coordination, discussing with the Consultant (Field Expert) the need for review sessions focused on general understanding of each of the three (3) Tasks early in the program as well as a review session the semester prior to the start of each Candidate's Practicum where focus is on responding to each of the three (3) Tasks prompts thoroughly.

Sharing of Data.

The TExES 368 (PASL) results are shared with the Advisory Council. (Advisory Council Minutes). The Advisory Council (April 28, 2021) recommended that Candidates gain knowledge

through real world experiences found in scenarios. In response to the Advisory Council recommendations, PASL “similar” (real-world) assignments were developed and implemented in EDAD 6378, 6379, 5332, and 5336.

References

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M.Ed. in Special Education State Certification Exam

TITLE OF ASSESSMENT: State Certification Exam (153-253)

PROGRAM: M.Ed. in Special Education (Educational Diagnostician)

PURPOSE OF THE ASSESSMENT

External Benchmark Performance Levels

This assessment documents that the advanced program Candidate has reached a high standard for content knowledge; data- and research-driven decision making; and integration of technology in the discipline; and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning. Moreover, the state certification exam ensures that Candidates display a deep understanding of the critical concepts and principles of their discipline and can use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. The EPP uses the TExES 153/253 as one source of data, in addition to other measures, to assess Candidates' knowledge and understanding of the field of special education assessment and identification practices.

“Texas Administrative Code §230.21(a) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. The TExES program serves this purpose. The authority for implementing this assessment program resides with the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA).

All TExES exams are criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established standard of competence (a criterion) rather than in relation to the performance of other candidates. The TExES Educator Standards, based on the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES exams (Pearson Education, Inc., 2021).

Candidates complete the Licensure Assessment in SPED 5305, 6308 or 6312. Candidates take these courses in the last two semesters of the M.Ed. in Special Education and the Post-Master Educational Diagnostician programs. The purpose of the Licensure Assessment (TExES Educational Diagnostician - 153) “is to measure the requisite knowledge and skills that an entry-level professional in this field in Texas public schools must possess. The test is a requirement for candidates seeking an Educational Diagnostician certificate. There are 90 multiple-choice questions. Typically, 80 multiple-choice questions are scored, and 10 multiple-choice questions are used for pilot-testing purposes and do not contribute to the examinee's score. The Educational Diagnostician test is scored on a 100-300 scale, with a passing score of 240 (TEA, 2010).” The TExES 253 includes constructed-response questions (e.g., essay or oral responses).

Table 1 presents the alignment with Texas Education Code's (TEC) Standards. The domains of the Licensure Assessment were developed based on the CEC Advanced Specialty Set: Special Education Diagnostician Specialist. Table 1 details the specific assessment expectations of the

Licensure Assessment Description. Table 2 is the TExES 153-253 Domain alignment with CEC Advanced Specialty Set: Special Education Diagnostician Specialist standards:

Table 1

TExES 153-253 – Texas Education Code (TEC) Standards

TEC Standard	Explanation
I	The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.
II	The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities.
III	The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel.
IV	The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making.
V	The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
VI	The educational diagnostician selects, administers and interprets appropriate formal and informal assessments and evaluations.
VII	The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural and socioeconomic diversity and the significance of student diversity for evaluation, planning and instruction.
VIII	The educational diagnostician knows and demonstrates skills necessary for scheduling, time management and organization.
IX	The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning and instructional strategies.
X	The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

Table 2

TExES 153-253 Domain Alignment with CEC Standards

TExES 153 Domain	CEC Advanced Preparation Standards
Domain I Students with Disabilities	<ul style="list-style-type: none"> The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural and socioeconomic diversity and the significance of student diversity for evaluation, planning and instruction.
Domain II Assessment and Evaluation	<ul style="list-style-type: none"> The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision-making. The educational diagnostician selects, administers and interprets appropriate formal and informal assessments and evaluations.

Domain III Curriculum Instruction	<ul style="list-style-type: none"> • The educational diagnostician addresses students’ behavioral and social interaction skills through appropriate assessment, evaluation, planning and instructional strategies. • The educational diagnostician knows and understands curricula and instructional strategies for individuals with disabilities.
Domain IV Foundations and Professional Roles and Responsibilities	<ul style="list-style-type: none"> • The educational diagnostician understands and applies knowledge of the purpose and philosophy and legal foundations of evaluation and special education. • The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities. • The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and relates service personnel. • The educational diagnostician knows and demonstrates skills necessary for scheduling, time management and organization.

ADMINISTRATION

“The TExES 153-253 is a computer-administered test (CAT) with 90 selected-response questions and one (1) constructed-response question. The candidate is allowed five (5) hours total appointment time, with 15 minutes for CAT tutorial and compliance agreement and 4 hours and 45 minutes testing time. CAT sites are in Texas and nationwide. Exams may include questions that are evaluated for future administrations and do not affect a candidate's score” (Pearson Education, Inc., 2021).

VALIDITY

TExES 153/253 is a state proprietary assessment, with previously established reliability and validity (Table 3). “For the Texas Educator Certification Examination Program, the primary validity focus is content validity. Gathering content-related validity evidence includes a comprehensive process of reviewing assessment content for alignment with state requirements for licensure, reviewing content to verify it is equitable and free from bias, validating competencies and items, and establish an appropriate passing standard. Pearson works with the Texas Education Agency (TEA), Texas educators, and educator preparation faculty to implement such a process for the development of new exams in the Texas Educator certification Examination Programs, collecting key validity evidence to support the use of the assessments for the purpose of educator licensure” (Pearson Education, Inc., 2020).

According to Pearson Education, Inc. (2020), the process used to gather validity evidence to support the use of the Educational Diagnostician (153/253) exam was designed to establish and/or support the connection between the exam and its education purpose (i.e., educator licensure). The following activities were conducted to collect validity evidence to support the use of an examination:

- Task 1: Conduct Program Planning
- Task 2: Establish Texas Advisory Committees
- Task 3: Align with Texas Standards
- Task 4: Develop and Review Examination Frameworks
- Task 5: Conduct Content Validation Surveys

- Task 6: Develop Examination and Item Specifications
- Task 7: Prepare and Review Examination Items
- Task 8: Conduct Pilot Testing
- Task 9: Build Operational Examination Forms
- Task 10: Conduct Standard Setting
- Task 11: Establish Passing Standards

Table 3

Key Components of the TExES 153/253 Exam Development Process

Task	Description
Develop Exam Frameworks	Test Specialists work with Exam Development Committees, composed of Texas teachers and teacher educators, to develop exam frameworks that are based on the Educator Standards. These frameworks outline the specific competencies to be measured on the TExES exams.
Conduct Job Analysis/Content Validation Surveys	A representative sample of Texas educators are surveyed to confirm the relative job importance of each competency outlined in the exam framework. These educators include certified practitioners in the fields related to the certification exams as well as those who prepare the practitioners in those fields.
Develop and Review Exam Questions	Texas item writers develop draft questions that are designed to measure the competencies described in the exam framework. Questions undergo review by Test Specialists and Texas educators to ensure that they reflect the exam framework. The questions are also reviewed for accuracy and appropriateness of content, difficulty, clarity, and potential ethnic, gender, and regional bias. Additionally, constructed-response tasks are also pilot tested with an appropriate sample of candidates to ensure they will elicit an appropriate range of responses and perform as intended.
Develop and Review Exam Forms	TExES examinations are constructed to reflect the content in the exam framework. The completed exam forms undergo review to ensure that they accurately reflect the exam framework, that the exam questions reflect an appropriate sample of the construct, and that all questions are fair, valid, and accurate.

Task	Description
Set Passing Standard	A committee of Texas educators participates in a standard-setting study to recommend a passing score for the exam. TEA presents the recommendation to the Commissioner for consideration. The Commissioner makes the final determination regarding the passing score.

Source: ETS (n.d.). Texas Educator Certification Program Technical Manual. Retrieved from https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

RELIABILITY

Table 4

Statistical Summary Statistics for Total Scaled Scores of the TExES 153 Exam

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Pass Rate %	Reliability	SEM
153	Educational Diagnostician	468	256.84	15.73	86	0.78	7.46

Note: Kuder and Richardson or Chronbach's alpha was used, per technical manual.

Source: ETS (2017). Texas educator certification program technical manual.

https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

RUBRIC

TExES 153/253 is a state proprietary assessment. The 90 selected-response questions and one (1) constructed-response question are categorized by content under Domains (see Table 2 for Domain alignment). The four Domains and the approximate percentage of the total exam questions are listed in Table 5 (Pearson Education, Inc., 2021). The Free Write Rubric is in Table 6.

Table 5

TExES 153/253 Multiple Choice Questions Rubric

Domain	Domain Title	Approx. Percentage of Exam
I	Identification and Assessment	34%
II	Curriculum, Instruction, and Intervention	23%
III	Professional Responsibilities	23%
IV	Analysis and Response	20%

Source: ETS (2017). Texas educator certification program technical manual.

https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

Table 6

TExES 153/253 Free Write Rubric

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response fully addresses all parts of the assignment. • The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills. • The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.
3	<p>The "3" response reflects a general understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses most or all parts of the assignment. • The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills. • The response provides sufficient evidence, some examples, and generally sound explanations.
2	<p>The "2" response reflects a limited understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses at least some of the parts of the assignment. • The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. • The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.
1	<p>The "1" response reflects little or no understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses, few, if any, parts of the assignment. • The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills. • The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.
U	The response is unscorable because it is unreadable, not written to the assigned topic, written in a language other than English, or does not contain a sufficient amount of original work to score.
B	There is no response to the assignment.

Source: TEA (2020). *Section 5: Sample Constructed-Response Question Educational Diagnostician (253)*.

https://www.tx.nesinc.com/Content/StudyGuide/TX_SG_CRI_253.htm#Scoring

Table 7

TExES 153/253 Competencies

Competency	Domain Title
1	The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need
2	The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.
3	The educational diagnostician understands and applies knowledge of student assessment and evaluation program planning and instructional decision making.
4	The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.
5	The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.
6	The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.
7	The educational diagnostician understands the use of appropriate assessment, evaluation, planning and instructional strategies for developing students' behavioral and social skills.
8	The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.
9	The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management and organization.

Source: ETS (2017). Texas Educational Diagnostician Preparation Manual.

ASSESSMENT EXAMPLE (DESCRIPTION FOR CANDIDATES)

The TExES Educational Diagnostician (153/253) exam is designed to assess whether a Candidate has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 90 selected-response questions and the 1 constructed-response question are based on the Educational Diagnostician exam framework. Questions on this exam range from grades EC–12. The exam may contain questions that do not count toward the score.

Free Write Instructions

Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately 400 to 600 words in which you:

- identify one area of academic strength and one area of academic need for the student based on a review of the formal and informal diagnostic assessment data provided;

- describe a specific evidence-based instructional strategy or intervention that would effectively address the student's identified need and build on the student's identified strength; and
- describe how a teacher could best implement and monitor the progress of the instructional strategy or intervention (TEA, 2020)

DATA TABLES

Table 7

TEExES 153/253 (2020-2021)

TEExES 153/253 Domain	Spring 2020 <i>n</i> = 20	Fall 2020 <i>n</i> = 10	Spring/Fall 2021 <i>n</i> = 17
	% Correct	% Correct	% Correct
Domain I	78	74	84
Domain II	79	79	70
Domain III	78	77	81
Domain IV	70	80	70
	Total Score % Passed	Total Score % Passed	Total Score % Passed
Total Score	254 100	256 100	267 100

Note. Scale score for passing is 240.

Table 8

TEExES 153/253 (2020-2021) Competencies

TEExES 153/253 Competencies	Spring 2020 <i>n</i> = 20	Fall 2020 <i>n</i> = 10	Spring/Fall 2021 <i>n</i> = 17
	% Correct	% Correct	% Correct
Competency 1	71	62	82
Competency 2	83	75	88
Competency 3	83	84	87
Competency 4	72	76	68
Competency 5	80	71	76
Competency 6	73	72	83
Competency 7	83	78	81
Competency 8	72	73	-
Competency 9	73	85	-

Note. Competencies 8 and 9 were not reported in Spring/Fall 2021

Table 9

Gender and Ethnicity – TExES 153/253

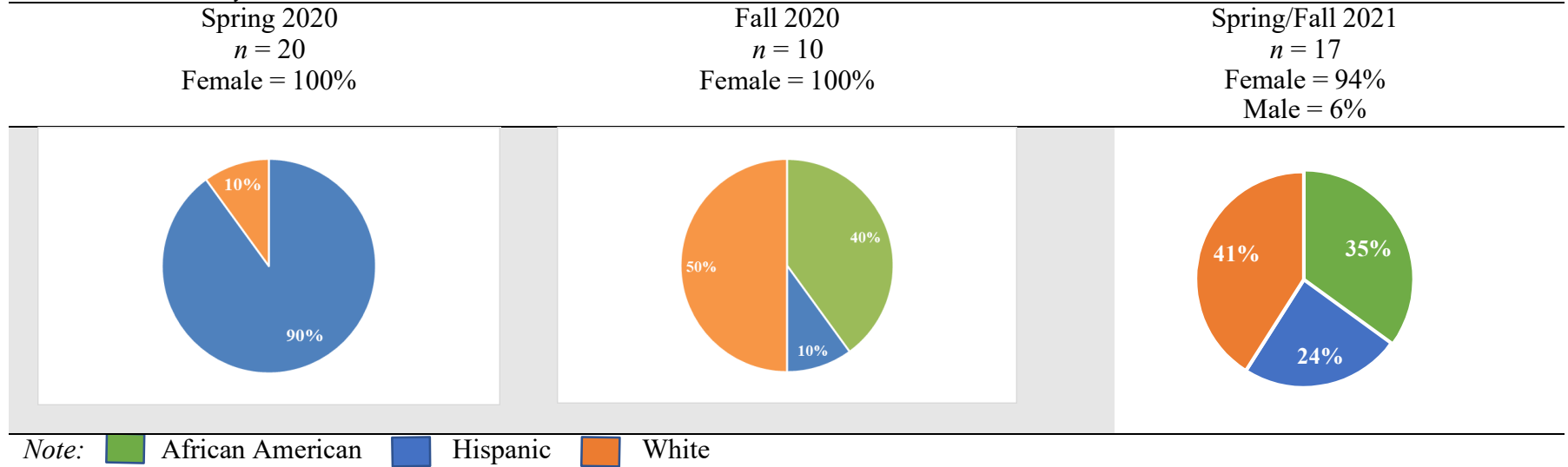
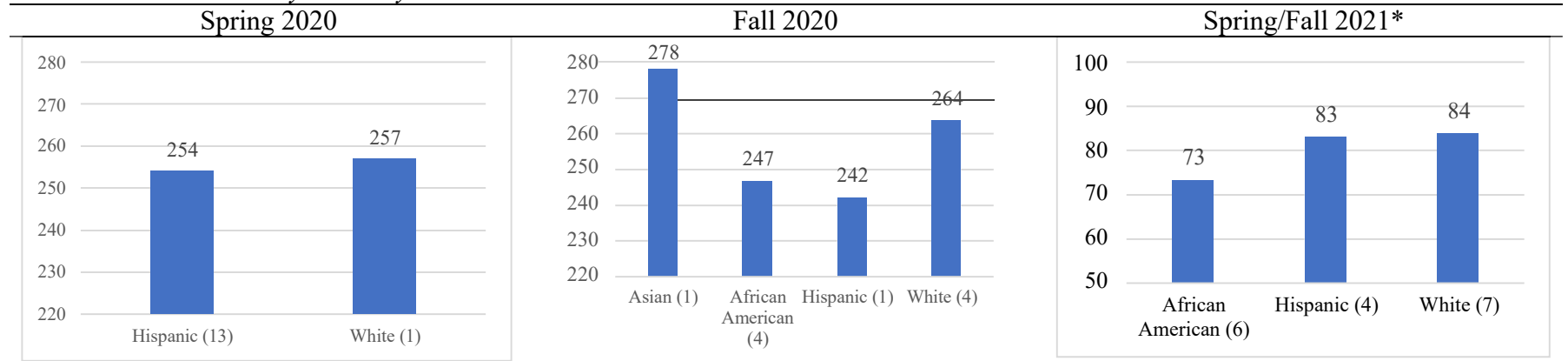


Table 10

TExES 153/253 Results by Ethnicity



Note. Average of domain scores are reported for Spring/Fall 2021, as the Total Scores were not available.

FINDINGS, IMPLICATIONS AND USE OF DATA

Table 7 shows the results of the 47 candidates in our M.Ed. in Special Education program who participated in the State Certification Exam (TExES 153/253) assessment over a three-semester period. Overall, candidates demonstrated proficiency on the State Certification Exam, since 100% of candidates *Passed*. While this result is laudable, it is our *de minimis* expectation for Candidates. Thus, we drilled down to the Domain and Competency level for our *Areas of Improvement, Action, and Timeline*. Additionally, the Spring-Fall (3rd cycle of data) results showed 100% passage on the first attempt of the state exam.

Licensure Assessment Domains I - IV

Results

Students with Disabilities, 47 candidates (100%) in our M.Ed. in Special Education and Post-Master Educational Diagnostician programs who took this assessment over a three-semester period *Passed*. This demonstrates that all our candidates

- know eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. Additionally, the candidates understand and apply knowledge of ethnic, linguistic, cultural and socioeconomic diversity and the significance of student diversity for evaluation, planning and instruction.
- understand and apply knowledge of student assessment and evaluation, program planning and instructional decision making. Additionally, our candidates select, administer, and interpret appropriate formal and informal assessments and evaluations.
- address students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies. Additionally, our candidates know and understand curricula and instructional strategies for individuals with disabilities.
- understand and apply knowledge of the purpose and philosophy and legal foundations of evaluation and special education and understand and apply knowledge of ethical and professional practices, roles, and responsibilities. Additionally, our candidates develop collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel and demonstrate the skills necessary for scheduling, time management and organization.

Remediation Plan

Evidence of Effective Support for Candidates Falling Behind

Of the advanced educator candidates participating in the exam, 44 out of 47 passed the certification exam on their first attempt. Of the three who did not pass the exam on their first attempt, the Advanced Educator Candidates passed the certification exam on their subsequent attempt. To address the examination struggle, two of the special education diagnostician faculty members implemented the remediation plan, which included:

1. Reviewed and disaggregated TExES 153/253 results with program faculty and Advanced Educator Candidate.

2. Remediation Plan was developed based on Domain and Competency results.
3. The plan included dates and times of remediation sessions and the Domains and Competencies to be addressed.
4. The student was required to develop an individual study plan to address deficient Domains and Competencies.
5. The Remediation Plan was reviewed by the Program Faculty and the Advanced Educator Candidate.
6. The Remediation Plan was implemented which included twice weekly Zoom remediation sessions at three hours per session for four weeks (eight three-hour sessions).
7. Upon completion of the remediation Plan, the Advanced Educator Candidate was administered the TExES 153/253 Representative Exam (a practice exam).
8. Upon achieving 80% or higher on the TExES 153/253 Representative Exam (practice exam), the Advanced Educator Candidate took the TExES 153/253 Certification Exam.

Use of Data

In summary, candidates demonstrated proficiency across all assessed domains and aligned CEC and CAEP Advanced Standard 1.

Ethnicity. Given the low *n*'s in Spring 2020 (White) and Fall 2020 (Hispanic and Asian), trends could not be noted in the results. It is worth attending to the fact that all Candidates (regardless of ethnicity) passed the state certification exam.

Areas of Improvement. Consistently, students scored the lowest on Competencies 1, 6, and 8. Due to the relatively low results on Competency 1, understanding and applying knowledge of federal and state disability criteria and determining the presence of an educational need, Federal/State Regulations, and a corresponding assignment for Candidates to locate and explain disability criteria was added to SPED 5301 for Summer 2021, going forward. Candidates struggled (but passed) test items related to Competency 6 (curricula and instructional strategies for students with disabilities). This result was rather confounding, as the prerequisite for acceptance into the program is to have a minimum of three (3) years of creditable teaching experience and state teaching certificate. This underlines a need to focus on instructional recommendations for students with disabilities, based on evaluation information and research-based interventions. Each of the Interpretive Reports, which include a Recommendations section, will have more guidance (instruction and resource links) about where to obtain relevant recommendations (SPED 5302/6322, 5305/6319, and 6310). The average of Competency 8 over three cycles of data, indicates that Candidates need to better understand and apply knowledge of professional practices, roles and responsibilities and the philosophical, legal, and ethical foundations of evaluation related to special education. Due Process rights and school responsibilities are largely addressed in SPED 5301 and 6311; however, given this result, embedding content related to informed consent, continuum of services, eligibility, and state and federal monitoring will be included in a newly created SPED 6308 learning module, entitled "Procedural Safeguards" and "Parent Guide to the ARD Process".

Action and Timeline. As special education "Recommendations" are driven by data, both cognitive profiles and academic proficiency, a better understanding of how to leverage the cognitive strengths to address the academic weaknesses of students with disabilities is critical for

educational outcomes. Thus, a focus on instructing Candidates on from where “Recommendations” are derived, and the location of these resources will be made to SPED 5302, 5305, 6310, 6319, and 6322. The timeline for completion of this work is Spring 2022.

Who’s Responsible. Drs. Mertie M. Gomez and Corinna Cole, Program Coordinators, are responsible for this coordination, syllabi updates and Interpretive Report template updates. Dr. Cole is responsible for editing course content to facilitate a better understanding of Competency 6 and 8 in SPED 6319 and 6322. Dr. Gomez is responsible for editing course content to facilitate a better understanding of Competency 1, 6, and 8 SPED 5302, 5305, and 6310.

Sharing of Data

The TExES exam results are shared in several ways: with the student, with the program faculty, and with stakeholders. First (and most importantly), we individually conferenced with each student about their TExES Exam results. Secondly, we create a program update document and share this document with the program faculty (Program Meeting Minutes). Lastly, we share this program update document with our stakeholder groups annually (Stakeholder Meeting Minutes, A2.1.2). The Stakeholder group explained that Candidates need to understand the Texas Dyslexia Handbook and its impact on evaluation and identification (Competency 1); however, it is under review by the State Board of Education (SBOE), now.

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M.Ed. in Reading State Certification Exam (151)

TITLE OF ASSESSMENT: State Certification Exam (151)

Program: M.Ed. in Reading/Language Arts

PURPOSE OF THE ASSESSMENT

External Benchmark Performance Levels

This assessment documents that the advanced program Candidate has reached a high standard for content knowledge; data- and research-driven decision making; and integration of technology in the discipline; and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning. Moreover, the state certification exam ensures that Candidates display a deep understanding of the critical concepts and principles of their discipline and can use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. The EPP uses the TExES 151 as one source of data, in addition to other measures, to assess Candidates' knowledge and understanding of the field of special education assessment and identification practices.

“Texas Administrative Code §230.21(a) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. The TExES program serves this purpose. The authority for implementing this assessment program resides with the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA).

All TExES exams are criterion-referenced examinations designed to measure a Candidate's knowledge in relation to an established standard of competence (a criterion) rather than in relation to the performance of other Candidates. The TExES Educator Standards, based on the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES exams (Pearson Education, Inc., 2021).

Candidates seeking state certification as a Reading Specialist complete the Licensure Assessment (TExES 151) in course READ 6320 Research and Literacy Leadership. Candidates take this assessment in the last semester of the M.Ed. in Reading and Language Arts, the M.Ed. in Reading and Language Arts with the Reading Specialist Certification and Post-Masters Reading

Specialist Certification programs. This exam assesses the culmination of content covered in these programs.

The TExES Reading Specialist (151) exam is designed to assess whether a Candidate has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the Reading Specialist exam framework. Questions on this exam range from grades EC–12. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions (TExES, 2021).

The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Table 1 presents the alignment with Texas Education Code’s (TEC) Standards. Table 1 details the specific assessment expectations of the Reading Specialist Certification Assessment Description. Table 2 is the TExES 151 Domain alignment with International Literacy Association Literacy (ILA) Specialist standards:

Table 1

TExES 151 – Texas Education Code (TEC) Standards

TEC Standard	Explanation
I	Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.
II	Assessment and Instruction: The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
III	Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.
IV	Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates

and takes a leadership role in designing, implementing and evaluating professional development programs

Table 2

TExES 153-253 Domain Alignment with ILA Standards

TExES 153	ILA Advanced Reading/Literacy Specialist Standards
Domain	ILA Advanced Reading/Literacy Specialist Standards
Domain I Components of Reading	<ul style="list-style-type: none"> • The literacy specialist Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices. • The literacy specialist Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.
Domain II Assessment and Instruction	<ul style="list-style-type: none"> • The literacy specialist Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.
Domain III Strengths and Needs of Individual Students	<ul style="list-style-type: none"> • The literacy specialist Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. • The literacy specialist Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
Domain IV	<ul style="list-style-type: none"> • The Literacy Specialist Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of

Professional Knowledge and Leadership	<p>literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.</p> <ul style="list-style-type: none"> • The literacy specialist Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.
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Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

The competencies subsumed under the four domains mentioned above include:

- Domain I
 - Competency 001 (Oral Language)—The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills and instructional methods that promote students’ oral language development at the levels of early childhood through grade 12.
 - Competency 002 (Phonological and Phonemic Awareness)—The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students’ phonological and phonemic awareness at the levels of early childhood through grade 12.
 - Competency 003 (Concepts of Print and the Alphabetic Principle)—The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students’ reading acquisition at the levels of early childhood through grade 12.
 - Competency 004 (Word Identification)—The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students’ reading competence at the levels of early childhood through grade 12.

- Competency 005 (Fluency)—The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students’ reading competence at grades 1 through 12.
- Competency 006 (Comprehension)—The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students’ reading comprehension at the levels of early childhood through grade 12.
- Competency 007 (Vocabulary Development)—The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students’ oral and written vocabulary knowledge at the levels of early childhood through grade 12.
- Competency 008 (Written Language)—The reading specialist understands and applies knowledge of written language and instructional to reinforce reading and writing at the levels of early childhood through grade 12.
- Domain II
 - Competency 009 (Assessment)—The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.
 - Competency 010 (Instructional Methods and Resources)—The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.
- Domain III
 - Competency 011 (Instruction for English-Language Learners)—The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.
 - Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities)—The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia and reading disabilities at the levels of early childhood through grade 12.
- Domain IV
 - Competency 013 (Theoretical Foundations and Research-Based Curriculum)—The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.
 - Competency 014 (Collaboration, Communication and Professional Development)—The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and

for designing, implementing, evaluating and participating in professional development.

ADMINISTRATION

“The TExES 151 is a computer-administered test (CAT) with 100 selected-response questions. The Candidate is allowed five (5) hours total appointment time, with 15 minutes for CAT tutorial and compliance agreement and 4 hours and 45 minutes testing time. CAT sites are in Texas and nationwide. Exams may include questions that are evaluated for future administrations and do not affect a Candidate's score” (Pearson Education, Inc., 2021).

VALIDITY

TExES 151 is a state proprietary assessment, with previously established reliability and validity (Table 3). “For the Texas Educator Certification Examination Program, the primary validity focus is content validity. Gathering content-related validity evidence includes a comprehensive process of reviewing assessment content for alignment with state requirements for licensure, reviewing content to verify it is equitable and free from bias, validating competencies and items, and establish an appropriate passing standard. Pearson works with the Texas Education Agency (TEA), Texas educators, and educator preparation faculty to implement such a process for the development of new exams in the Texas Educator certification Examination Programs, collecting key validity evidence to support the use of the assessments for the purpose of educator licensure” (Pearson Education, Inc., 2020).

According to Pearson Education, Inc. (2020), the process used to gather validity evidence to support the use of the Reading Specialist (151) exam was designed to establish and/or support the connection between the exam and its education purpose (i.e., educator licensure). The following activities were conducted to collect validity evidence to support the use of an examination:

- Task 1: Conduct Program Planning
- Task 2: Establish Texas Advisory Committees
- Task 3: Align with Texas Standards
- Task 4: Develop and Review Examination Frameworks
- Task 5: Conduct Content Validation Surveys
- Task 6: Develop Examination and Item Specifications
- Task 7: Prepare and Review Examination Items
- Task 8: Conduct Pilot Testing
- Task 9: Build Operational Examination Forms
- Task 10: Conduct Standard Setting
- Task 11: Establish Passing Standards

Table 3

Key Components of the TExES 151 Exam Development Process

Task	Description
Develop Exam Frameworks	Test Specialists work with Exam Development Committees, composed of Texas teachers and teacher educators, to develop exam frameworks that are based on the Educator Standards. These frameworks outline the specific competencies to be measured on the TExES exams.
Conduct Job Analysis/Content Validation Surveys	A representative sample of Texas educators are surveyed to confirm the relative job importance of each competency outlined in the exam framework. These educators include certified practitioners in the fields related to the certification exams as well as those who prepare the practitioners in those fields.
Develop and Review Exam Questions	Texas item writers develop draft questions that are designed to measure the competencies described in the exam framework. Questions undergo review by Test Specialists and Texas educators to ensure that they reflect the exam framework. The questions are also reviewed for accuracy and appropriateness of content, difficulty, clarity, and potential ethnic, gender, and regional bias. Additionally, constructed-response tasks are also pilot tested with an appropriate sample of Candidates to ensure they will elicit an appropriate range of responses and perform as intended.
Develop and Review Exam Forms	TExES examinations are constructed to reflect the content in the exam framework. The completed exam forms undergo review to ensure that they accurately reflect the exam framework, that the exam questions reflect an appropriate sample of the construct, and that all questions are fair, valid, and accurate.
Set Passing Standard	A committee of Texas educators participates in a standard-setting study to recommend a passing score for the exam. TEA presents the recommendation to the Commissioner for consideration. The Commissioner makes the final determination regarding the passing score.

Source: ETS (n.d.). Texas Educator Certification Program Technical Manual. Retrieved from https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

RELIABILITY

Table 4

Statistical Summary Statistics for Total Scaled Scores of the TExES 151 Exam

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Pass Rate %	Reliability	SEM
151	Reading Specialist	248	274.31	10.06	100	0.77	n/a

Note: Kuder and Richardson or Chronbach's alpha was used, per technical manual.

Source: ETS (2017). Texas educator certification program technical manual.

https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

RUBRIC

TExES 151 is a state proprietary assessment. The 100 selected-response questions and one (1) constructed-response question are categorized by content under Domains (see Table 2 for Domain alignment). The four Domains and the approximate percentage of the total exam questions are listed in Table 5 (Pearson Education, Inc., 2021).

Table 5

TExES 151 Multiple Choice Questions Rubric

Domain	Domain Title	Approx. Percentage of Exam
I	Components of Reading	57%
II	Instruction and Assessment: Resources and Procedures	14%
III	Meeting the Needs of Individual Students	14%
IV	Professional Knowledge and Leadership	14%

Source: ETS (2017). Texas educator certification program technical manual.

https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

ASSESSMENT EXAMPLE (DESCRIPTION FOR CANDIDATES)

The TExES Reading Specialist (151) exam is designed to assess whether a Candidate has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the Reading Specialist exam framework. Questions on this exam range from grades EC–12. The exam may contain questions that do not count toward the score.

DATA TABLES (include ethnicity tables)

Table 6

TEExES 151 (2019-2021)

	2019 <i>n</i> = 5	2020 <i>n</i> = 8	2021 <i>n</i> = 5	Average 3 cycles <i>n</i> = 18
TEExES 151 Domain				
	% Correct	% Correct	% Correct	
Domain I*	79.8	77.3	77.8	78.3
Domain II	100	80.5	88.2	90
Domain III	84	83.25	83.8	83.6
Domain IV*	87.4	76.13	73.6	79
	Total Score % Passed	Total Score % Passed	Total Score % Passed	Total Score % Passed
Total Score	275.60 100	269.13 100	268.60 100	271.11 100

Note. Scale score for passing is 240. *Indicates lowest Domains

Table 7

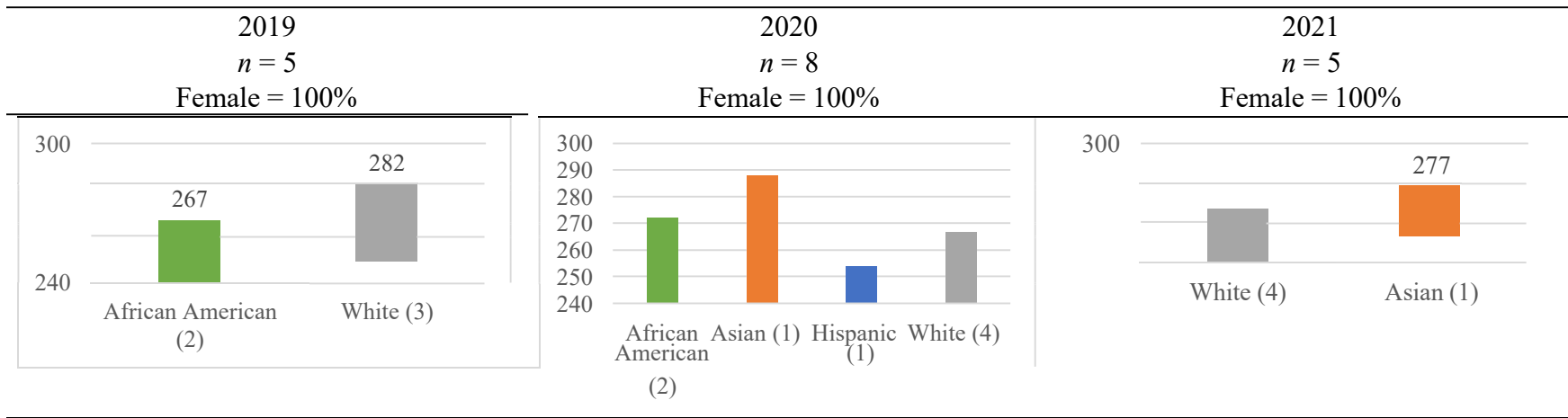
TEExES 151 (2019-2021) Competencies

	2019 <i>n</i> = 5	2020 <i>n</i> = 5	2021 <i>n</i> = 5	Average 3 cycles <i>n</i> = 18
TEExES 151 Competencies	% Correct	% Correct	% Correct	
Domain I				
Competency 1	86	87.4	76.60	83.33
Competency 2*	82	73	68.40	73.27
Competency 3	82.5	86.14	80	82.88
Competency 4	85.75	72.5	82.20	80.15
Competency 5	91.5	85	85.80	87.43
Competency 6*	86.75	67.88	72.60	75.74
Competency 7	95	79.63	88	87.44
Competency 8*	87.5	72.37	70.20	76.69
Domain II				
Competency 9	100	70	84	84.67
Competency 10	100	88.75	91.40	93.38
Domain III				
Competency 11	93.75	90	80	87.92
Competency 12	78.50	78	85.20	80.57
Domain IV				
Competency 13*	83.4	74.13	65.40	74.31
Competency 14	92	78.13	82.20	84.11

Note. * Indicates lowest Competencies

Table 8

Gender and Ethnicity – TExES 151



Note: African American Hispanic White Asian

FINDINGS, IMPLICATIONS AND USE OF DATA

Table 6 shows the results of the 18 Candidates in our M.Ed. in Reading and Language Arts and Reading Specialist Certification programs who participated in the State Certification Exam (TExES 151) assessment over a three-year period. Overall, Candidates demonstrated proficiency on the State Certification Exam, since 100% of Candidates *Passed*. All Domains and Competencies showed mastery. While this statistic is laudable, the M.Ed. in Reading and Language Arts and Reading Specialist Certification programs strive for a scale score of 275 (240 is passing).

Reading Specialist Assessment Domain I

Results

Components of Reading, 18 Candidates (100%) in our M.Ed. in Reading and Language Arts and Reading Specialist Certification programs who took this assessment over a three-semester period *Passed*. This demonstrates that all our Candidates know how to apply knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12. Domain I relates to CAEP Standard 1. Though Domain 1 showed mastery, averages over three cycles of data indicate only 78.3% mastery. Additionally, three of the four lowest Competencies are in Domain 1.

- Competency 002 (Phonological and Phonemic Awareness)—The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students’ phonological and phonemic awareness at the levels of early childhood through grade 12.
- Competency 006 (Comprehension)—The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students’ reading comprehension at the levels of early childhood through grade 12.
- Competency 008 (Written Language)—The reading specialist understands and applies knowledge of written language and instructional to reinforce reading and writing at the levels of early childhood through grade 12.

Reading Specialist Domain II

Results

Instruction and Assessment: Resources and Procedures, 18 Candidates (100%) in our M.Ed. in Reading and Language Arts and Reading Specialist Certification programs who took this assessment over a three-semester period *Passed*. This demonstrates that all our Candidates understand and apply expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied

learning needs of all students. Domain II relates to CAEP Standard 1 and 3. Domain averages over three cycles of data indicate 90% mastery.

Reading Specialist Domain III

Results

Meeting the Needs of Individual Students, 18 Candidates (100%) in our M.Ed. in Reading and Language Arts and Reading Specialist Certification programs who took this assessment over a three-semester period *Passed*. This demonstrates that all our Candidates recognize how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy. Domain III relates to CAEP Standard 1 and 3. Domain averages over three cycles of data indicate 83.6% mastery.

Reading Specialist Domain IV

Results

Professional Knowledge and Leadership, and Responsibilities, 18 Candidates (100%) in our M.Ed. in Reading and Language Arts and Reading Specialist Certification programs who took this assessment over a three-semester period *Passed*. This demonstrates that all our Candidates understand and apply knowledge of the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs. Domain IV relates to CAEP Standard 3. Though Domain IV showed mastery, averages over three cycles of data indicate only 79% mastery. Additionally, one of the four lowest Competencies are in Domain IV.

- Competency 013 (Theoretical Foundations and Research-Based Curriculum)—The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

Evidence of Effective Support for Candidates Falling Behind

Remediation Plan

Of the advanced educator Candidates participating in the exam, 18 of 18 passed the certification exam on their first attempt. While all passed on the first time, to address the possibility of future examination struggles, the Program Coordinator and faculty members created the remediation plan, which included:

1. Reviewed and disaggregated TExES 151 results with program faculty and Advanced Educator Candidate.
2. Develop Remediation Plan based on Domain and Competency results.
3. Include dates and times of remediation sessions and the Domains and Competencies to be addressed.

4. Candidate develops an individual study plan to address deficient Domains and Competencies.
5. The Remediation Plan is reviewed by the Program Faculty and the Advanced Educator Candidate.
6. Upon completion of the remediation Plan, the Advanced Educator Candidate retakes the TExES 151 Representative Exam (a practice exam).
7. Upon achieving 80% or higher on the TExES 151 Representative Exam (practice exam), the Advanced Educator Candidate retakes the TExES 151 Certification Exam.

Use of Data (Areas of Improvement, Action, Timeline, and Who's Responsible)

In summary, Candidates demonstrated proficiency across all assessed domains and aligned ILA and CAEP Advanced standards. State certification data were analyzed and shared at the Department Faculty Meeting on February 5, 2021, and August 13, 2021. Results were discussed and action steps were deliberated.

Areas of Improvement.

Implications:

Across the three data cycles, Candidates showed weaker skills for Competency 2, 6, 8, and 13 (though passing). Competency 2 required Candidates to apply knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12. A new course on Multisensory Language Learning was added in Fall 2020 (READ 5304) including additional materials on phonological and phonemic awareness and the connection to reading difficulties. Candidates create materials that are structured and multisensory for phonological and phonemic awareness skills.

Competency 6 required Candidates to demonstrate understanding and application of knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12. A new text on reading comprehension was added to READ 5307 and more guidance on applying the knowledge gained in this text on reading comprehension strategies to the intervention weekly lesson plans was added in Fall 2021.

Competency 8 requires Candidates to demonstrate understanding and to apply knowledge of written language and instructional to reinforce reading and writing at the levels of early childhood through grade 12. The program will update an older course READ 5315 and will add this back into the degree plan beginning Fall 2022 that focused more on the written language.

Competency 13 required Candidates to understand and apply knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum. READ 5306 Survey of Reading is one of the first courses in the degree plan. Ways to spiral this course content throughout the remaining courses were designed into the program beginning Fall 2021. An assignment designed to address transferability and independence of literacy theory was added for

the Fall 2021 cycle to READ 5306. Candidates created a *Theories and Models Matrix* throughout the semester that guided them to evaluate their pedagogy based on the matrix through classroom observation. Beginning in Fall 2021, Candidates used this Matrix to aid with transfer and independence in the *Seminal to Research Assessment*. From this Matrix, they demonstrated independence by adding a *Letter to the Principal* that demonstrated a form of literacy advocacy based on the theoretical content learned from the assessment. To address the concept of transferability throughout the program, a companion assignment was added to the capstone course READ 6320 for the spring of 2022. This assignment asked Candidates to revisit the assignment and theories and models matrix, reflect and evaluate the independent transfer of knowledge to their classroom practice from a more experienced perspective. Additionally, this matrix is a resource for connecting theory to the action research project in READ 6320. Data from that assignment will be used to inform additional changes to improve mastery of this competency.

Ethnicity

The highest scoring Ethnicity group over the three data cycles is Asians (2) with an average score of 281, followed by Whites (11) with an average of 271, African Americans (2) with an average of 269, and then Hispanics (1) with 255. Though the population size is small (1), the data informs the program that it is possible Hispanic Candidates may need support for testing and should take proactive measures when viewing the data across ethnicity groups.

Action and Timeline.

Thus, a focus on instructing Candidates to apply knowledge of phonological and phonemic awareness and the other components of Competency 2 had already been considered when creating the course READ 5304 Multisensory Language Learning and integrated into the degree plan starting Summer 2019 term. It became an official course in the sequence in Fall 2020. Together with READ 5335 Cognition and Emergent Literacy, Candidates will have more opportunities through course modules and assignments to demonstrate this knowledge. Since READ 5304 was added officially in Fall 2020 to the degree plan, a two-year timeline for the program to demonstrate improvement for Competency 2 will be Spring 2022 as that will be the semester that the first cohort of Candidates would have been exposed to these changes and ready to test.

Enhancements to the Intervention Project Plan for reading comprehension skills were added in Fall 2021. Additionally, Program Faculty will create 2 webinars for Candidates in their last semester and who are expected to take the TExES 151 in Spring 2022. One webinar focuses on Competency 2 related to phonological awareness and the other on Competency 6 related to comprehension skills. All Candidates who meet the criteria will be invited to attend, however, those who specifically score low on these two competencies on the practice exam will be counseled to attend. Additionally, personal communication by the Program Coordinator with Hispanic Candidates to participate in the seminars will be done to be proactive in setting up support for success with testing.

Who's Responsible.

Dr. Patricia Durham, Program Coordinator, is responsible for this coordination, syllabi updates and Interpretive report template updates. Along with input from Program Faculty, Drs. Miller, Durham, and Price were responsible for editing course content to facilitate a better understanding of this assessment in READ 5304, 5306, 5335.

Sharing of Data

The TExES exam results were shared with the program faculty and with stakeholders (see program advisory board minutes). A program update document is shared with the program faculty at the annual data dissemination meeting held as a college (October 9, 2019, September 3, 2020, October 9, 2019, September 3, 2020; February 5, 2021, May 5, 2021, and August 13, 2021).

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M. in Library Science State Certification Exam (150)

TITLE OF ASSESSMENT: State Certification Exam (150)

PROGRAM: M. in Library Science

PURPOSE OF THE ASSESSMENT

This assessment documents that the advanced program Candidate has reached a high standard for content knowledge; data- and research-driven decision making; and integration of technology in the discipline; and demonstrates the ability to create, maintain, and enhance supportive environments for effective EC-12 learning. Moreover, the state certification exam ensures that Candidates display a deep understanding of the critical concepts and principles of their discipline and can use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. The EPP uses the TExES School Librarian - 150 as one source of data, in addition to other measures, to assess Candidates' knowledge and understanding of the field of school librarian assessment and identification practices.

Texas Administrative Code §230.21(a) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. The TExES program serves this purpose. The authority for implementing this assessment program resides with the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA).

All TExES exams are criterion-referenced examinations designed to measure a Candidate's knowledge in relation to an established standard of competence (a criterion) rather than in relation to the performance of other Candidates. The TExES Educator Standards, based on the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES exams (Pearson Education, Inc., 2021).

Candidates complete the Licensure Assessment in LSSL 5366 Library Internship. Candidates take this course in the last semester of the Master of Library Science (MLS) and Certification-Only programs. The Certification-Only program is for Candidates who hold a master's degree in Education when entering the program. These Candidates are required to complete 24 hours of library science coursework that includes practicum or internship for them to be considered for school librarian certification in Texas. The MLS program requires 36 hours of library science coursework. The purpose of the Licensure Assessment (TExES School Librarian - 150) "is to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the School Librarian exam framework. Questions on this exam range from grades EC–12. The exam may contain questions that do not count toward the score. The final scaled score will be based only on scored questions (Educational Testing Service, 2017)."

Table 1 presents the alignment with Texas Education Code’s (TEC) Standards. Table 1 details the specific assessment expectations of the Licensure Assessment Description. Table 2 is the TExES 150 School Librarian domain assessment expectations:

Table 1

TExES 150 – Texas Education Code (TEC) Standards

TEC Standard	Explanation
I	The school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.
II	The school librarian is an educational leader who promotes the success of all students by acquiring, organizing, and managing information for use in a creative and exemplary library program.
III	The school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications and information systems to enrich the curriculum and enhance learning.
IV	The school librarian is an educational leader who promotes the success of all students by establishing a climate in the library that enables and encourages all members of the learning community to explore and meet their information needs.
V	The school librarian is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and fostering the use of community resources.
VI	The school librarian is an educational leader who promotes the success of all students by possessing and utilizing a unique knowledge base that draws from both education and library information science to provide experiences that helps learners locate, evaluate, and use information to solve problems while becoming lifelong readers and learners.

Table 2

TExES 150 Domain Alignment with ALA/AASL Standards

TExES 150 Domain	ALA/AASL Standards for Initial Preparation of School Librarians (2010)
Domain I	<ul style="list-style-type: none"> • 1.1 Knowledge of learners and learning • 1.2 Effective and knowledgeable teacher
Teaching, Learning and the School Library Environment	<ul style="list-style-type: none"> • 1.3 Instructional partner • 1.4 Integration of twenty-first skills and learning standards • 2.1 Literature • 2.2 Reading promotion • 2.3 Respect for diversity • 3.1 Efficient and ethical information-seeking behavior • 3.2 Access to information

	<ul style="list-style-type: none"> • 3.3 Information technology • 4.1 Networking with the library community • 4.3 Leadership • 4.4 Advocacy • 5.1 Collections • 5.3 Personnel, funding, and facilities • 5.4 Strategic planning and assessment
Domain II	<ul style="list-style-type: none"> • 3.1 Efficient and ethical information-seeking behavior • 3.2 Access to information
Program Management, Leadership and Connections to the Community	<ul style="list-style-type: none"> • 3.3 Information technology • 3.4 Research and knowledge creation • 5.1 Collections • 5.2 Professional ethics • 5.3 Personnel, funding, and facilities
Domain III	<ul style="list-style-type: none"> • 1.1 Knowledge of learners and learning • 1.3 Instructional partner • 1.4 Integration of twenty-first skills and learning standards • 2.4 Literacy strategies
Librarianship, Information Science and Technology	<ul style="list-style-type: none"> • 3.1 Efficient and ethical information-seeking behavior • 3.2 Access to information • 3.3 Information technology • 3.4 Research and knowledge creation • 4.1 Networking with the library community • 4.2 Professional development • 4.3 Leadership • 4.4 Advocacy • 5.1 Collections • 5.2 Professional ethics

ADMINISTRATION

The TExES 150 is a computer-administered test (CAT) with 100 selected-response questions. The Candidate is allowed five (5) hours total appointment time, with 15 minutes for CAT tutorial and compliance agreement and 4 hours and 45 minutes testing time. CAT sites are in Texas and nationwide. Exams may include questions that are evaluated for future administrations and do not affect a Candidate's score (Pearson Education, Inc., 2021).

RELIABILITY AND VALIDITY

TExES 150 is a state proprietary assessment, with previously established reliability and validity (Table 3). “For the Texas Educator Certification Examination Program, the primary validity focus is content validity. Gathering content-related validity evidence includes a comprehensive process of reviewing assessment content for alignment with state requirements for licensure, reviewing content to verify it is equitable and free from bias, validating competencies and items, and establish an appropriate passing standard. Pearson works with the Texas Education Agency

(TEA), Texas educators, and educator preparation faculty to implement such a process for the development of new exams in the Texas Educator certification Examination Programs, collecting key validity evidence to support the use of the assessments for the purpose of educator licensure” (Pearson Education, Inc., 2020).

According to Pearson Education, Inc. (2020), the process used to gather validity evidence to support the use of the School Librarian (150) exam was designed to establish and/or support the connection between the exam and its education purpose (i.e., educator licensure). The following activities were conducted to collect validity evidence to support the use of an examination:

- Task 1: Conduct Program Planning
- Task 2: Establish Texas Advisory Committees
- Task 3: Align with Texas Standards
- Task 4: Develop and Review Examination Frameworks
- Task 5: Conduct Content Validation Surveys
- Task 6: Develop Examination and Item Specifications
- Task 7: Prepare and Review Examination Items
- Task 8: Conduct Pilot Testing
- Task 9: Build Operational Examination Forms
- Task 10: Conduct Standard Setting
- Task 11: Establish Passing Standards

Table 3

Key Components of the TExES 150 Exam Development Process

Task	Description
Develop Exam Frameworks	Test Specialists work with Exam Development Committees, composed of Texas teachers and teacher educators, to develop exam frameworks that are based on the Educator Standards. These frameworks outline the specific competencies to be measured on the TExES exams.
Conduct Job Analysis/Content Validation Surveys	A representative sample of Texas educators are surveyed to confirm the relative job importance of each competency outlined in the exam framework. These educators include certified practitioners in the fields related to the certification exams as well as those who prepare the practitioners in those fields.
Develop and Review Exam Questions	Texas item writers develop draft questions that are designed to measure the competencies described in the exam framework. Questions undergo review by Test Specialists and Texas educators to ensure that

Task	Description
	they reflect the exam framework. The questions are also reviewed for accuracy and appropriateness of content, difficulty, clarity, and potential ethnic, gender, and regional bias. Additionally, constructed-response tasks are also pilot tested with an appropriate sample of Candidates to ensure they will elicit an appropriate range of responses and perform as intended.
Develop and Review Exam Forms	TEExES examinations are constructed to reflect the content in the exam framework. The completed exam forms undergo review to ensure that they accurately reflect the exam framework, that the exam questions reflect an appropriate sample of the construct, and that all questions are fair, valid, and accurate.
Set Passing Standard	A committee of Texas educators participates in a standard-setting study to recommend a passing score for the exam. TEA presents the recommendation to the Commissioner for consideration. The Commissioner makes the final determination regarding the passing score.

Source: ETS (n.d.). Texas Educator Certification Program Technical Manual. Retrieved from https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

Table 4

Statistical Summary Statistics for Total Scaled Scores of the TExES 150 Exam

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Pass Rate	Reliability	SEM
150	School Librarian	388	252.74	16.69	78	0.71	8.81

Note: Kuder and Richardson or Chronbach's alpha was used, per technical manual.

Source: ETS (2017). Texas educator certification program technical manual. https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

RUBRIC:

TEExES 150 is a state proprietary assessment. The 100 selected-response questions are categorized by content under Domains (see Table 2 for Domain assessment expectations). The

three Domains and the approximate percentage of the total exam questions are listed in Table 5 (Pearson Education, Inc., 2021).

Table 5

TExES 150 Multiple Choice Questions Rubric

Domain	Domain Title	Approx. Percentage of Exam
I	Teaching, Learning and the School Library Environment	25%
II	Program Management, Leadership and Connections to the Community	30%
III	Librarianship, Information Science and Technology	45%

Source: ETS (2017). *Texas educator certification program technical manual*.

https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

ASSESSMENT EXAMPLE (DESCRIPTION FOR CANDIDATES):

The TExES School Librarian (150) exam is designed to assess whether a Candidate has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the School Librarian exam framework. Questions on this exam range from grades EC–12. The exam may contain questions that do not count toward the score. The final scaled score is based only on scored questions.

DATA TABLES:

Table 6

TExES 150 (2020-2021)

	Fall 2020 <i>n</i> = 36	Spring 2021 <i>n</i> = 42	Summer/Fall 2021 <i>n</i> = 35
TExES 150 Domain	% Correct	% Correct	% Correct
Domain I	72.41	69.72	71.62
Domain II	73.70	71.22	65.84
Domain III	72.02	72.33	73.3
Total Score	244.545	241.50	245.8

Note. Scale score for passing is 240.

Table 7

TExES 150 (2020-2021) Competencies

	Fall 2020 <i>n</i> = 36	Spring 2021 <i>n</i> = 42	Summer/Fall 2021 <i>n</i> = 35
TExES 150 Competencies			

	% Correct	% Correct	% Correct
Competency 1	69	72	71
Competency 2	71	73	72
Competency 3	69	74	67
Competency 4	73	76	65
Competency 5	68	70	70
Competency 6	78	77	76

Table 8

TExES 150 Pass/Fail Rates – All Attempts

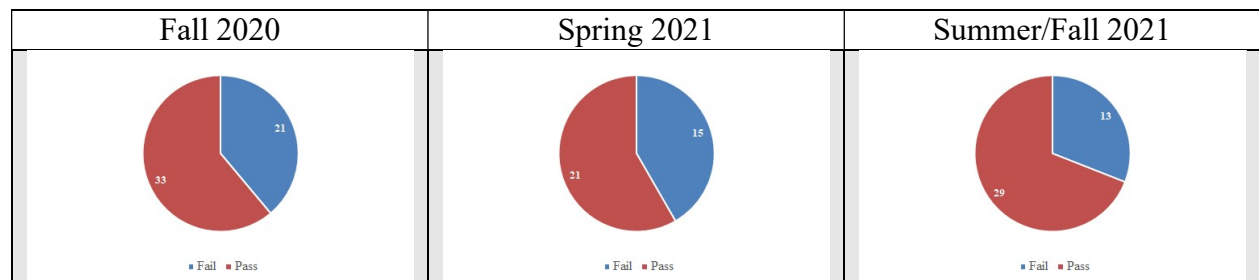
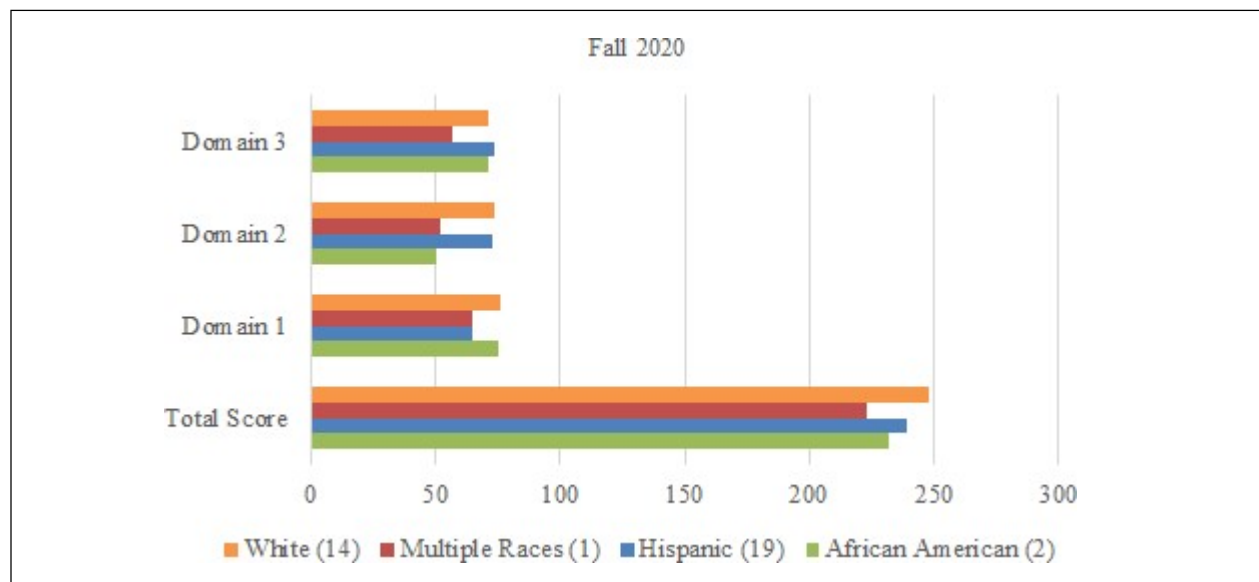
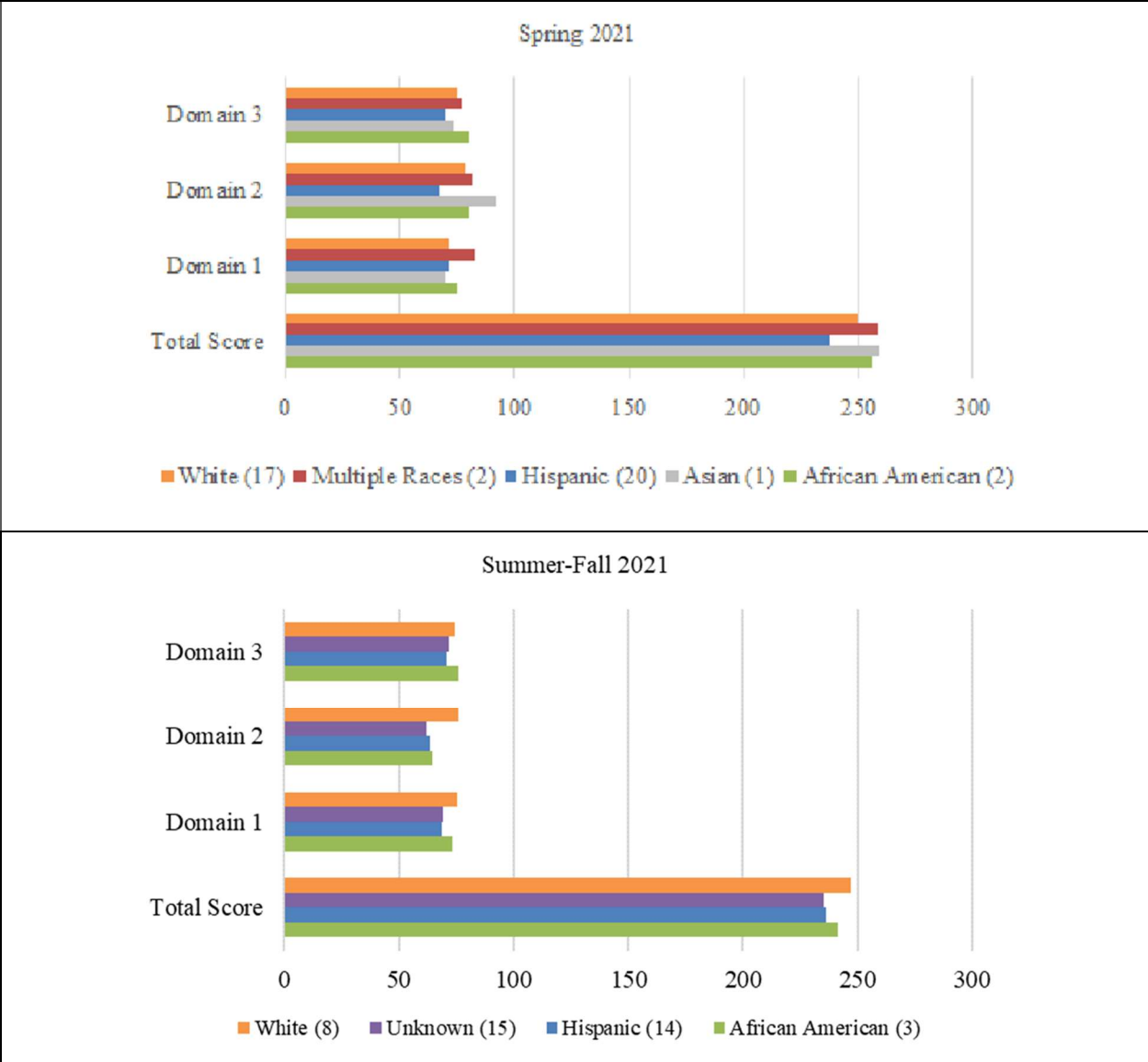


Table 9

TExES 150 (2020-2021) Ethnicities and Gender





FINDINGS, IMPLICATIONS AND USE OF DATA:

In the research cycle of interest, there were 110 unique test takers. Of these, 67 passed, for a first-time pass rate of 61%. This percentage was lower than the desired goal of 100% first time pass rate for the library science program. Five Candidates took the exam again. One passed on this second attempt, but the other four failed. Part of the issue is that the program does not prohibit Candidates from attempts if they feel they are ready. The implication of this is that Candidates attempt the licensure exam before they are truly capable. Part of the impetus for these hasty attempts on the part of Candidates is that, in the state of Texas, more is being asked of the classroom teacher in terms of time not spent in direct classroom instruction. Two areas of note are the 60 hours of reading certification required for all elementary teachers that need to be completed by the end of the school year. Another issue is remediation for students prompted by the downward trend in state test scores because of lack of learning during the time students were out of school

during the COVID-19 pandemic. External pressures from local school districts were causing some Candidates to put their program completion on hold.

Licensure Assessment Domains I, II, and III

Results

For the Licensure Assessment Domain I: Teaching, Learning and the School Library Environment, 110 Candidates in Master of Library Science and Certification-Only programs who took this assessment over a three-semester period scored an average of 71.15%. Domain I relates to ALA/AASL Standards 1, 2, and 3.

For the Licensure Assessment Domain II: Program Management, Leadership and Connections to the Community, 110 Candidates in our Master of Library Science and Certification-Only programs who took this assessment over a three-semester period scored an average of 70.25%. Domain II relates to ALA/AASL Standards 3 and 5.

For the Licensure Assessment Domain III: Librarianship, Information Science and Technology, 110 Candidates in our Master of Library Science and Certification-Only programs who took this assessment over a three-semester period scored an average of 72.55%. Domain III relates to ALA/AASL Standards 1, 2, 3, 4, and 5.

Of the advanced educator Candidates participating in the exam, 63 of 110 passed the certification exam on their first attempt. Of the 47 who did not pass the exam, four passed the certification exam on the second attempt. This leaves 43 Candidates who did not pass during the three-semester period. These Candidates did not try again and did not reach out after they had matriculated from the program.

Use of Data

Areas of Improvement

Candidates have multiple opportunities to take and retake practice tests for the Certification test. They sometimes do not elect to practice as much as they need to to be successful, as evidenced by scores. In addition, during the School Library Administration course (LSSL 5337), which is one of the last courses before taking practicum, Candidates are required to take and pass an online practice 4 of 5 practice tests at 80% or better to have experience taking tests online as well as to familiarize themselves with the types of test questions they might have to answer. Candidates purchase ExamEdge materials for this exercise (<https://www.examedge.com/texas/>). As well, in the Program Handbook, this is especially emphasized and has been made more vital to Candidates so that they will practice early in the program, such as the Reference and Information Sources I course, which generally occurs early in the program.

The state exam's results show that there is a systemic issue for these Candidates in Domain I. Domain I (71.28%, 76.92%, and 70.76% passing for the three semesters) reflects a need for improvement in curricular content to increase the Candidate's understanding of teaching and learning in the school library environment that includes the processes and promoting of the

integration of curriculum, *specifically school library resources and teaching strategies to ensure all students' experience success as creators and users of ideas and information.*

Ethnicity

An analysis of ethnicity of Candidates in the Master of Library Science program who take the TExES exam shows that the largest proportion of test takers were Hispanic. While the declaration of ethnicity tells little regarding first language, language acquisition, or English proficiency, this topic has been of concern for the Library Science program as regards the TExES 150 test. While a sizable number of Candidates are Hispanic, identified White and African American Candidates tend to achieve success on the TExES at a higher rate. The reasons for this are not clear, since the Candidates do well in other measures of fitness for the profession, and the state of being bilingual is an asset to the populations served by school librarians in Texas. Measures to account for and support the relative lack of success for Hispanic Candidates are discussed below.

Action and Timeline

Domain I deficits were addressed in LSSL 5337 (School Library Administration) and LSSL 5366 (Library Internship) Fall 2021 course content, with an emphasis on collaborating with classroom teachers. To ensure the collaborative teaching and practice activities within each course were appropriately aligned with the skills and competencies, the program faculty reviewed each of the courses used to teach Domain I through the lens of the EPP's state exam results and make the necessary revisions and/or additions, most notably in LSSL 5366 whereby Candidates work in collaboration to teach or co-teach a lesson using school library resources ethically and responsibly in support of the curriculum. LSSL 5366 was enhanced with increased collaborative opportunities and evidence of research in the practicum. These enhancements included the addition of collaborative lessons (working with classroom teachers). Additionally, Candidates must provide evidence of research through a written work product detailing their use of contribution to the library program (i.e., teacher survey, gap analysis, needs assessment, generifying the collection with a rationale for why). This will be an iterative process, occurring each semester.

While the objective was for Candidates to achieve a higher first-time pass rate, this three-semester period was preceded by the beginning of the COVID-19 pandemic. It must be noted that restrictions imposed by health requirements during the COVID-19 pandemic increased difficulty in accessing seats just to take the certification exam. This is based on anecdotal evidence that the Candidates provided. For example, testing sites had been closed from April to June 2020 pushing Candidates who completed the program in Spring 2020 into the Fall 2020 testing period. Once the testing sites opened again, with limited seating due to social distancing, Candidates reported that they were having difficulty securing a seat. Additional complications arose because even after Candidates had a confirmed seat at a testing site, some of them were informed that these sites had to be closed due to the pandemic infection rate and would reopen later. These Candidates scrambled to locate another site that may have been hours away from where they lived and worked. Candidates reported frustration with the situation they found

themselves in, yet they persisted in completing their certification examination. Added to that was the additional stress Candidates experienced regarding their professional responsibilities. It is fair to assume that the sudden pivot from in-person, face-to-face teaching and learning to a remote environment in the middle of a school semester with little experience or guidance consumed Candidates' attention. As well, concerns over personal and family health and morbidity were complicit in lower-than-expected Candidate performance.

To address the struggle that some of the Candidates experienced with the examination, the faculty implemented a remediation plan for Candidates who were not successful in their first administration of the TExES 150 exam that included:

1. Candidates and Dr. Brock (Program Faculty) develop a Remediation Plan based on their Domains and Competencies results. This results in a personalized exam study regimen. The Remediation Plan is reviewed by the Program Faculty and the Candidate to determine the effectiveness of sufficiently targeting the identified deficiencies.
2. Upon completion of the Remediation Plan, the Candidates take the TExES 150 Representative Exam (practice exam).
3. Upon achieving 80% or higher on the TExES 150 Representative Exam (practice exam), the Candidates retake the TExES 150 Certification Exam.

Presently, Program faculty disaggregate the state exam results at the end of each semester (after December 1, 2020, May 1, 2021, and August 1, 2021). The exam results by ethnicity indicate that Candidates score lower on Competency V, Library and Information Science. Thus, remediation sessions focusing on topics in the area of library and information science will be provided each semester to all Candidates, beginning in Spring 2022. Additional practice exams were deployed in the Learning Management System (LMS) Blackboard in LSSL 5334 and 5337 in Fall 2021. This allows Candidates' exposure to similarly worded questions (syntax and language) and a similar delivery system (computer).

Who's Responsible. Dr. Holly Weimar, department chair, was primarily responsible for overseeing and delegating work to implement the planned improvements to the program. Dr. Rose Brock, Program Faculty, implements the second-time test-takers' remediation plans.

Sharing of Data

The data were analyzed and shared at the Program Faculty Meeting on January 23, 2021, April 13, 2021, and July 15, 2021. A review of the three cycles of disaggregated TExES 150 results was conducted. Results were discussed. The data were also shared with stakeholders (Advisory Council Minutes, April 2021). Stakeholders reviewed and advised on best steps to help improve the results for Candidates (Advisory Council Minutes, April 2021). Recommendations included increasing the number of chances that Candidates were able to practice questions that were similar to actual exam questions as well as practice of test-taking techniques.

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State Certification Exam (195)

TITLE OF ASSESSMENT: State Certification Exam (195)

PROGRAM: Superintendent

PURPOSE OF THE ASSESSMENT

This assessment documents that the advanced program Candidate has reached a high standard for content knowledge; data- and research-driven decision making; and integration of technology in the discipline; and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning. The TExES superintendent 195 test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level superintendent or assistant superintendent in Texas public schools must possess. The EPP uses the TExES 195 as one source of data, in addition to other measures, to assess Candidates' knowledge and understanding of the that of an entry-level superintendent or assistant superintendent.

“Texas Administrative Code §230.21(a) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. The TExES program serves this purpose. The authority for implementing this assessment program resides with the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA).

All TExES exams are criterion-referenced examinations designed to measure a Candidate's knowledge in relation to an established standard of competence (a criterion) rather than in relation to the performance of other Candidates. The TExES Educator Standards, based on the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES exams (Pearson Education, Inc., 2021).

Candidates complete the Licensure Assessment in EDAD 6384. Candidates take this course in the last semester of the superintendent certification program. The purpose of the Licensure Assessment (TExES Superintendent - 195) “is to measure the requisite knowledge and skills that an entry-level professional in this field in Texas public schools must possess. The test is a requirement for Candidates seeking a Superintendent certificate. There are 110 multiple-choice scenario-based questions based on the Superintendent test framework. Questions on this test range from grades EC-12. The test contains also contains two case studies and a set of questions pertaining to Texas Academic Performance Reports (TAPR) with authentic materials. Forty percent of the test questions will cover the leadership of the educational community domain, thirty percent will cover the instructional leadership domain and thirty percent will cover administrative leadership domain. A total test scaled score is reported on a scale of 100-300, with a minimum passing scaled score of 240 (80%). (TEA, 2010).”

Table 1 presents the alignment with Texas Education Code's (TEC) Standards. The domains of the Licensure Assessment were developed based on the educator standards for this field. Each

domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Table 1 details the specific assessment expectations of the Licensure Assessment Description. Table 2 is the TExES 195 Domain alignment with ELCC standards:

Table 1

TExES 195 – Texas Education Code (TEC 242.15) Standards (Competencies)

TEC Standard	Explanation
1	The superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
2	The superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
3	The superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.
4	The superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.
5	The superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6	The superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
7	The superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.
8	The superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.
9	The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.
10	The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Table 2

TExES 195 Domain Alignment with ELCC Advanced Program Standards

TExES 195	ELCC District Level Standards
Domain I	<ul style="list-style-type: none"> <li data-bbox="423 449 1438 737">• A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders. (ELCC 1) <li data-bbox="423 743 1438 1031">• A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district. (ELCC 2) <li data-bbox="423 1037 1438 1402">• A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners. (ELCC 4) <li data-bbox="423 1409 1438 1774">• A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling. (ELCC 5) <li data-bbox="423 1780 1438 1877">• A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context within the
Leadership of the Education Community	

district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies. (ELCC 6)

- A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor. (ELCC 7)

Domain II

Instructional
Leadership

- A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders. (ELCC 1)
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 - A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high quality instruction and student learning. (ELCC 3)
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	internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor. (ELCC 7)
Domain III Administrative Leadership	<ul style="list-style-type: none"> • A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high quality instruction and student learning. (ELCC 3) • A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling. (ELCC 5) • A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies. (ELCC 6) • A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor. (ELCC 7)

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- Task 1: Conduct Program Planning
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RELIABILITY

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Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Pass Rate	Reliability	SEM
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Note: Kuder and Richardson or Chronbach's alpha was used, per technical manual.

Source: ETS (2017). Texas educator certification program technical manual.

https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

RUBRIC

TE_xES 195 is a state proprietary assessment. The 110 selected-response questions and one (1) constructed-response question are categorized by content under Domains (see Table 2 for Domain alignment). The three Domains and the approximate percentage of the total exam questions are listed in Table 5 (Pearson Education, Inc., 2021).

Table 5

TE_xES 195 Multiple Choice Questions Rubric

Domain	Domain Title	Approx. Percentage of Exam
I	Leadership of the Educational Community	40%
II	Instructional Leadership	30%
III	Administrative Leadership	30%

Source: ETS (2017). *Texas educator certification program technical manual*.
https://tea.texas.gov/sites/default/files/texas_technical_manual_8.31.18.pdf

ASSESSMENT EXAMPLE (DESCRIPTION FOR CANDIDATES):

The TE_xES Superintendent (195) exam is designed to assess whether a Candidate has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 110 selected-response questions are based on the Superintendent exam framework. Questions on this exam range from grades EC–12. The exam may contain questions that do not count toward the score.

DATA TABLES:

These are the three most recent data cycles, as no Candidates took the TE_xES 195 in Fall 2021.

Table 6

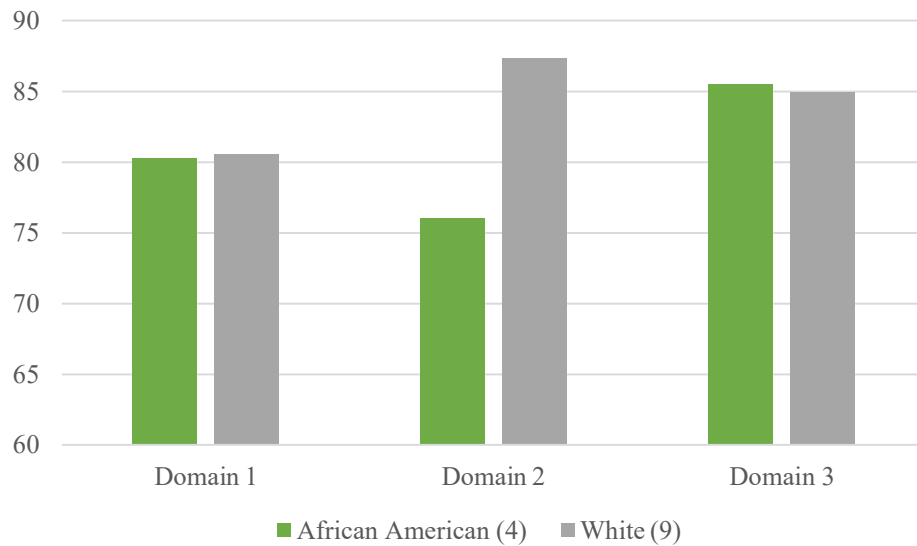
TE_xES 195 (2020-2021)

	Spring 2020 <i>n</i> = 8	Fall 2020 <i>n</i> = 4	Spring 2021 <i>n</i> = 7
TE _x ES 195 Domain	% Correct	% Correct	% Correct
Domain I	79.38	83.25	79.43
Domain II	85.13	83.50	80.29
Domain III	81.38	89.75	75.71
Total Score	261	267	256

Note. Scale score for passing is [240](#).

Table 7

TExES 195 Domains by Ethnicity (2020-2021)



Note. Due to low *n*'s in the three cycles of data, all data were combined for trend analysis.

Table 8

TExES 195 (2020-2021)

TExES 195 Competencies	Spring 2020 <i>n</i> = 8 % Correct	Fall 2020 <i>n</i> = 4 % Correct	Spring 2021 <i>n</i> = 7 % Correct
Competency 1	75.75	92.00	78.7
Competency 2	73.38	75.25	66.9
Competency 3	89.38	85.75	87.9
Competency 4	80.63	78.00	84.3
Competency 5	89.13	83.75	81.9
Competency 6	79.38	80.75	83.6
Competency 7	86.88	85.00	77.3
Competency 8	83.25	93.75	72.0
Competency 9	83.38	87.00	78.6
Competency 10	76.50	91.75	76.6

FINDINGS, IMPLICATIONS AND USE OF DATA:

Table 7 shows the results of the 19 Candidates in our Superintendent program who participated in the TExES Superintendent (195) exam over a three-semester period. Overall, Candidates demonstrated proficiency across all assessed domains and aligned ELCC standards (Table 6). 95% of Candidates *Passed* on Rubric Components that address the ELCC District Level Standard 1: Vision/District Plan, Standard 2: Learning Culture, Standard 3: Human Resources and Business

Policy Standard 4: Collaboration and Communication, Standard 5: Ethics and Equity, Standard 6: Influence and Advocacy, Standard 7: Application of Content Knowledge in Field Experience

Interpretation of How Data Provides Evidence for Meeting Standards:

For the TExES Superintendent (195) exam Domain I: Leadership of the Educational Community, 18 of 19 Candidates (95%) in our Superintendent program who took this assessment over a three-semester period *Passed*. This demonstrates that 18 out of 19 Candidates know how to act with integrity and fairness and shape the district culture, using data while developing, implementing a district vision that encourages success for all students. Additionally, the Candidates understand and apply knowledge while responding to the larger influences and at the same time applying their knowledge of appropriate leadership decision making and problem-solving skills. Domain I relate to CAEP Standard 1, 3.5, 3.6.

For the TExES Superintendent (195) exam Domain II: Instructional Leadership, 19 Candidates (100%) in our Superintendent program who took this assessment over a three-semester period *Passed*. This demonstrates that all our Candidates understand and apply knowledge of promoting curriculum and instruction to meet all student needs within the vision and culture of the district. Additionally, our Candidates can sustain a culture conducive to successful student learning for all and applying the appropriate decision making and problem-solving skills to the learning process. Domain II relates to CAEP Standard 1.

For the TExES Superintendent (195) exam Domain III: Administrative Leadership, 18 of 19 Candidates (95%) in our Superintendent program who took this assessment over a three-semester period *Passed*. This demonstrates that 18 of the 19 (95%) Candidates understand the principles of district management and organizational monitoring while also examining the influence of the district leadership on the larger community. Additionally, our Candidates know and understand how to apply decision making and problem solving in varied contexts. Domain III relates to CAEP Standard 3.5, 3.6.

In summary, all Candidates demonstrated proficiency in Domain II and aligned ELCC Advanced program standards. In Domains I and III, 95% of the Candidates demonstrated proficiency with the aligned ELCC Advanced program standards. TExES Superintendent (195) exam data were analyzed and shared at the Department Faculty/Coordinator Meeting on February 5, 2021. Program Faculty meeting with actions steps included addressing the Candidate who did not pass the TExES Superintendent (195) exam, specifically in Domain I (Competency 2) and Domain III, (Competencies 8, 9 and 10), despite passing the TExES 195 Representative Exam. Thus, TExES 195 Representative Exam results were analyzed by Domain and Competency after each semester, beginning in Fall 2021. This resulted in not merely looking at the Overall Percent Correct but disaggregating the results by Domain and Competency. This better informed the Remediation Plan (see below for Remediation Plan Details).

Of the advanced educator Candidates participating in the exam, eighteen out of nineteen passed the certification exam on their first attempt. Of the Candidates that were unsuccessful on their first attempt, superintendent program faculty members implemented the remediation plan, which included:

1. Reviewed and disaggregated TExES 195 results with program faculty and advanced educator Candidate.
2. Remediation Plan was developed based on Domain and Competency results.
3. The plan included dates and times of remediation sessions and the Domains and Competencies to be addressed.
4. The Candidate and Faculty Advisor were required to develop an individual study plan to address deficient Domains and Competencies.
5. The Remediation Plan was reviewed by the Program Faculty and the Advanced Educator Candidate.
6. The Remediation Plan was implemented which included up to twice monthly zoom remediation sessions at one hour per session for two months (four one-hour sessions).
7. Upon completion of the remediation Plan, the Advanced Educator Candidate was administered the TExES 195 Representative Exam (practice exam).
8. Upon achieving 80% or higher on the TExES 195 Representative Exam (practice exam), the Advanced Educator Candidate retook the TExES 195 Certification Exam.

Use of Data

Once again, the TExES Superintendent (195) exam data indicates that Candidates have high academic achievement and ability. Moreover, Candidates also have been prepared adequately through their coursework and high course assessment performance outcomes for the representative certification assessment. There is also some evidence that TExES 195 representative assessment data, in specific cases, may need additional disaggregation along with Candidate remediation prior to approval to take the TExES 195 certification exam.

Areas of Improvement

As part of the program continuous improvement plan, Program Faculty disaggregated TExES 195 exam results each semester, reviewed TExES 195 Representative Exam scores more thoroughly, to better inform TExES 195 certification exam approval. 18 of 19 Candidates passed the TExES 195 certification exam, and upon examination of the disaggregated competency scores the faculty determined improvement was needed in analysis of the TExES 195 Representative Exam scores prior to Candidate approval to take the TExES 195 certification exam. Of the three (3) cycles of data, 1 of 19 Candidates was unsuccessful on the first attempt of the TExES 195 certification exam. Beginning Fall 2021, all Candidates' TExES 195 Representative Exam data was analyzed and disaggregated by Competency to determine if there was information that may foretell an unsuccessful outcome on the TExES 195 exam. If data supports the need for additional remediation, the Candidate is required to participate in the remediation plan outlined above.

In summary, 95% of Candidates demonstrated proficiency across all Domains assessed in the TExES 195 certification exam. Domain and competency data were analyzed and shared at the Program Coordinator Meetings (March and May 2021). Results were discussed and action steps were deliberated. While 95% of the Candidates passed the TExES 195 certification exam, it is evident that TExES 195 Representative Exam data needed to be further disaggregated by

competency to determine if Candidates are prepared in all domains and competencies to take the TExES 195 certification exam.

Ethnicity

As part of the program continuous improvement plan, Program Faculty disaggregated state exam results overall to see trends by ethnicity, by domain. Overall, all Candidates included in the disaggregation were successful in the domain. In Domain I, both White and African American Candidates performed at 81%. In Domain II, White Candidates performed at 85%, while African American Candidates performed at 76%. In Domain III, White Candidates performed at 85%, while African American Candidates performed at 86%.

Upon disaggregation of the data, while 18 of 19 (95%) of Candidates reached the overall 80% passing score, African American Candidates in Domain II, scored at 76%. In the future, actions will be taken to focus on the domain disaggregation of the TExES 195 Exam of all Candidates by ethnicity to determine the possibility of necessary remediation needed for any domain scores below 80% prior to approval for the TExES 195 certification exam. The remediation plan will include required Zoom practice sessions with the program coordinator, additional focus on practice questions in the recommended exam preparation resources and personalized plans for remediation for individual Candidates.

In summary, 95% of Candidates demonstrated proficiency across all Domains assessed in the TExES 195 certification exam. Domain and competency data were analyzed by ethnicity and shared at the Program Coordinator Meetings (March and May 2021). Results were discussed and action steps were deliberated. While 95% of the Candidates passed the TExES 195 certification exam, it is evident that TExES 195 Representative Exam data needed to be further disaggregated by competency and ethnicity to determine if all Candidates are prepared in all domains and competencies to take the TExES 195 certification exam.

Action and Timeline

This action was reflected in the Fall 2021 EDAD 6384 course content and syllabi. This additional content consisted of Learning Management System (LMS) Blackboard study resources, including practice exam books (*Preparing for and Passing the School Superintendent Test of Texas by Pauline Sampson and Passing the TExES Superintendent Exam by Elaine Wilmore*). Based on these three data cycles and the exceptional Candidate test results, the program will continue its biannual systemic cycle of data review, program faculty deliberation, stakeholder sharing of data, and course revision (as needed).

Who's Responsible

These actions were reflected beginning in the Fall 2021 EDAD 6384 course content and syllabus. Dr. Susan K. Borg, Program Coordinator, is responsible for ensuring that the disaggregation of the TExES 195 Representative Exam occurs each semester. She will disaggregate the data for the representative exams each semester, meet with individual Candidates about data disaggregation results, develop an individualized remediation plan when needed, and monitor the outcomes of subsequent attempts and outcomes of Candidates retaking the representative exam.

Sharing of Data

The EPP program shares this data after each application closing cycle (Fall 2021) with the Program Faculty and Program Coordinators (Drs. Hemmen, Combs, Lane, Silvestre, Saxton, Fuller, and Knox). Additionally, this data is shared with the Advisory Committee (see Meeting Minutes February 2021) annually.

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