**Directions:** Please make a copy of this form and then re-title it in your group name. For example “Early Childhood and Science PDSA Form” or “Post Secondary PDSA Form”

Then complete the form with the plan and information you are collecting. If you already have results, please add them to this sheet. You might want to bookmark this form or save it in your own google folder so that you can go back and add results. This form will be uploaded to our C&I website.

Feel free to add images or other documentation to this form.

**Refer to this document for informal write ups of your projects:** [**C&I Continuous Improvement Groups 2024/25**](https://docs.google.com/document/d/1R2Qzkt8RABDFAdDEKMEiTDfhsk4nft54-hLgbt9sL8U/edit?usp=sharing)

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| **Title:** |  | | | | **Date**: | 3/31/25 | |
| **Group Members:** | Alyson Collins\*, Tasia Brafford, Steve Cuillo, Katy Davenport, Ellen Duchaine, Russell Lang, Will Lee, Amanda McClelland, Reem Muharib, Jennifer Porterfield, Kathy Randolph, Tracy Raulston | | **Cycle#**: | 1 | | **Driver:** | Alyson Collins |
| **What change idea is being tested or explored?** | | SPED Majors are required to take 5 TExES exams for teacher certification. This may be a burden and lofty goal for undergraduate students. In addition, many students do not take all of their exams before graduating.  Last year, our program worked with OEP to set a schedule to scaffold students in taking their exams as they are ready throughout our program. Specifically, for the PPR, students are now encouraged to take the exams after they have successfully received credit for CI 4372, 4370, and RDG 3323. They also must pass the Special Education TExES exam ***prior*** to clinical teaching and pass the PPR to receive credit for clinical teaching.  ​​Also, the Undergraduate Special Education Program has tracked student progress on the PPR for several years as part of their Student Learning Outcomes. In 2023, a total of 23 special education major undergraduate students took the TExES Special Education Exam. Of the students who took the exam, 20 obtained a passing score on their first attempt. Therefore, 87% of special education major undergraduate students obtained a passing score. | | | | | |
| **What is the overall GOAL of the project?\*** | | We have three primary goals for the year:  1. Review the special education course sequence for alignment and scheduling of TExES exams.  2. Continue to monitor passing rates through SLO data collection  3. Explore other factors if students do not pass. | | | | |  |

\*Identify your overall goal: To make something work better? Learn now a new innovation works? Learn how to text in a new context? Learn how to spread or implement?

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| **1) PLAN** | | |  | **3) STUDY** |
| **Questions:** Questions you have about what will happen. What do you want to learn? | **Predictions:** Make a prediction for each question. Not optional. | **Data:** Data you’ll collect to test predictions |  | **What were the results?** Comment on your predictions in the rows below. Were the correct? Record any data summaries as well. |
| When did students take the PPR exam? Were they aware of new requirements for passing to begin clinical teaching? | We predict that students may be taking the PPR before graduation but may not be taking it after they have successfully received credit for CI 4372, 4370, and RDG 3323. | Electronic survey data distributed at the end of the spring semester. | ➔ | *In progress*  We are in the process of collecting data on pass rates for the PPR for 2024. Data has been requested from OEP, but we have not received it yet. In addition, we are preparing an electronic survey to send to special education undergraduate majors at the end of the semester. |
| What is the passing rate for the PPR for special education undergraduate majors? | We predict 80% of special education undergraduate students will continue to successfully pass the PPR on their first attempt. | OEP data on passing rates for the PPR. | ➔ | *In progress* |
| What are students’ perceptions of their preparation for passing the PPR exam? | We predict special education undergraduate students feel prepared to take the exam but may express confusion about accessing preparation materials. | Electronic survey data distributed at the end of the spring semester. | ➔ | *In progress* |
| What is students’ knowledge of the requirements for taking the SPED and PPR exams before entering and completing clinical teaching, respectively. | We predict more than 50% of special education undergraduate students will be unaware of changes in OEP requirements for entry to and successful completion of clinical teaching. | Electronic survey data distributed at the end of the spring semester. | ➔ | *In progress* |
| What are students’ perceptions on taking five different TExES exam for certification and prior to graduation? | We predict more than 70% of special education undergraduate students feel overwhelmed with balancing coursework alongside test preparation. | Electronic survey data distributed at the end of the spring semester. |  |  |
| **Details**: Describe the who/what/when/where of the test. Include your data collection plan. | | |  | **What did you learn?** |
| 1. Review course sequence for (a) Course alignment with TEXES exams, (b) Identify classes that could integrate assignments to promote completion of practice and actual exams to support new OEP timelines. 2. Continue to collect TEXES certification exam passing rate data as part of SLOs. Examine if one particular exam seems to be more difficult to pass and consider alignment with our courses. 3. If a student does not pass to determine, explore other factors (e.g., GPA). 4. At the end of the spring semester, faculty will distribute a survey to special education undergraduate majors that will gather information about:   (a) When students took the PPR exam and their awareness of new requirements for passing before beginning clinical teaching. (b) Their perceptions of their preparation for passing the PPR exam. (c) Their knowledge of the requirements for taking the SPED and PPR exams before entering and completing clinical teaching, respectively. | | |  | *In progress* |

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| **2) DO**: Briefly describe what happened during the test, surprises, difficulty getting data, obstacles, successes, etc. |  | **4) ACT** Describe modifications and/or decisions for the next cycle; what will you do next? |
| *In progress* |  | *In progress*  Faculty will collect the aforementioned data and analyze PPR passing rates alongside survey data to identify effective ways of supporting students in passing the PPR at critical points in their degree path.  Beginning September 1, 2025, there will be a new TExES Special Education exam. All Special Education programs that involve certification must submit course alignment to TEA specified competencies by August 31, 2025. Faculty plan to use the data collected as part of this project to inform future program realignment. Faculty are also continuing to engage in discussions around the number of tests special education majors are required to complete during their undergraduate coursework. Finally, faculty are evaluating the demands on special education students and if all five TExES exams are necessary for successful completion of the program and future teaching. |