**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)

| **Title:**  | **EARLY ELEMENTARY: ECE ESL Early Math**  | **Date**: | Spring 2025 [3apr25] |
| --- | --- | --- | --- |
| **Group Members:**  | Becca HemenwayElisha GrossenbacherMaria Luisa Illescas G.Sunmin LeeTim KinardVivien GeneserChris MilkEman ArarJesse GainerJosé Martinez HinestrozaLuz Maldonado Rodríguez | **Cycle#**:  | ? | **Driver:** | ? |
| **What change idea is being tested or explored?**  | ESL/ECE/Early math brown bag info session with ECE, ESL and math faculty, Residency faculty, OEP and advising invited to share information about block apps and exam schedule. |  |
| **What is the overall GOAL of the project?\*** | To improve, monitor and gather data about how early professional sequence teacher education students are informed about ‘next steps’ in their quest for teacher certification: Specifically, information about certification testing, clinical practice, the elementary block (both conventional version and teacher residency), applications processes, OEP communication, etc.   |  |

\*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?

| **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.  |
| If the early childhood, ESL and early math faculty organize information sessions at the beginning of each semester for students enrolled in the ECE and ESL blocks, will those students perceptions of how well informed they are about next steps and the accuracy of OEP and Advising informing them improve from the early feedback we elicited in 2023? | We predict that improvement will be made. Why else would we take the time and worry with all the logistics of implementing such an intervention? But we balk at not being given the option to predict. It is not exactly good science to have preconceived notions about interventions, and it does not bode well for the success of corporate and public collaboration if one of the two entities is rigid and demanding. | Data will be gathered using a well-designed qualtrics survey after TWO DAY EduCat CONFERENCE is held in the fall of 2025. The survey will clearly define its objective, use concise and targeted questions, avoid leading language, provide a balanced range of response options, and be appropriately structured, it will be kept relatively short to maintain respondent engagement, allowing for as accurate a data collection on the preservice teachers’ perceptions of being informed as possible. | ➔ | Results are still pending. The brown-bag info session fell on a day that the university was closed due to winter weather in the semester we were to begin collecting data.  |
|  |  |  | ➔ |  |
|  |  |  | ➔ |  |
|  |  |  | ➔ |  |
| **Details**: Describe the who/what/when/where of the test. Include your data collection plan. |  | **What did you learn?** |
| The first brown-bag session was held at the beginning of the fall 2024 semester as a pilot. Data was not gathered after this session, as it was used to test our ability to pull the appropriate entities into the conversation, recruit preservice teachers to the event and gage the organizers’ gut feeling about the tone of the event, the information shared, the engagement of the participants.The second brown-bag session was set to be more of an answer-and-question session with a panel of experts. However, that session was canceled because all university activities on the day it was planned were canceled due to severe winter weather. That non-event led to further conversation, refinement and expansion of the idea. See below for new plans.  |  | Upon the conclusion of the first event and the reflection of the organizers (ESL, ECE and early Math instructors), the tone of the event was gaged to be rather negative and pedantic, even punitive.Pending  |

| **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? |
| --- | --- | --- |
| Upon the conclusion of the first event and the reflection of the organizers (ESL, ECE and early Math instructors), the tone of the event was gaged to be rather negative and pedantic, even punitive. This gaging was purposefully done as a faculty reflection without student perception data, so that we could reflect upon the design of the event and start collecting data after we held an event that was based on a previous attempt, rather than a cold start.  |  | After the event was held, faculty reflected together and action was taken to design a second event as a question and answer session with a panel of experts from OEP, advising and C&I faculty, rather than as a presentation of procedures. It was determined that all of the data previously shared is available on websites and forms, so rather than re-presenting extant information, the students will be sent an informational message through email and Canvas and asked to bring questions about that data to the session.After the session, students will be surveyed on their perception of how well-informed they feel about next steps in the certification process. |

ECE/ESL/EC Math:

Chair: Tim

Group: Becca Hemenway, Elisha Grossenbacher, Maria Luisa Illescas G., Sunmin Lee, Tim Kinard\*, Vivien Geneser, Chris Milk, Eman Arar, Jesse Gainer, Jose Martinez Hinestroza, Luz Maldonado Rodriguez

**Group Discussion of Actionable Items (Goals for addressing):**

1) Preparedness for teaching utilizing humanizing management and responsiveness for linguistically minoritized students

2) Creating a better understanding of journey through teacher ed program and how information was communicated

3) better aligning [spiraling and paralleling] the social justice messages that our students receive in our different courses.

**Action:**

The actions taken in the two months since our last faculty meeting have been quite a lot, but not enough for us to have data to present. We have scheduled and created an invitation for the 2025 EduCat NEW EDUCATOR CONFERENCE Tuesday and Wednesday September 2 & 3 in The College of Education Rooms ED 2128, ED 3066, ED 3039, ED 3041, ED 2112 and ASBN 450-B.

**Data:**

Qualitative and Quantitative survey data possible. Focus Groups, etc. designed to highlight growth and gaps in the students understanding of the logistical demands of the beginning semesters of the field-based experiences, as well as their notions, obstacles, and implementations of theory and practices presented in those semesters. The methods will be designed for collection of the data over this coming summer [2025].

**Findings:**

**Next Steps:**

Send out [this invitation](https://txst-my.sharepoint.com/%3Aw%3A/g/personal/tk17_txstate_edu/EQCLqX8V7qxKn2rKrnD5tQoBGvTcF8mNk_WUbXbvIpt87w?e=ruXsyF&CID=3ab1f4f1-ba05-7a0b-ba74-c9bcb16c49da&clickParams=eyJYLUFwcE5hbWUiOiJNaWNyb3NvZnQgT3V0bG9vayBXZWIgQXBwIiwiWC1BcHBWZXJzaW9uIjoiMjAyNTAzMjAwNTUuMjMiLCJPUyI6Ik1hYyBPUyBYIHVuZGVmaW5lZCJ9) (after it is wordsmithed a bit and final arrangements have been made). And use [this form to collect RSVPs](https://docs.google.com/forms/d/e/1FAIpQLSexT5-Fl2uiAy3niEy-vDTPtSTiYwKSqurg0uPrgau7fMBT9w/viewform), and finally design a method for collecting and analyzing the data generated from the event.

***Invitation DRAFT:***

Dear New Generation of Teachers!

Thank you for becoming a teacher. You are needed, and we—the faculty of C&I—are so proud to be working with you as you learn the art of teaching.

You are invited to the EduCat NEW EDUCATOR CONFERENCE Tuesday and Wednesday September 2 & 3 in The College of Education Rooms ED 2128, ED 3066, ED 3039, ED 3041, ED 2112 and ASBN 450-B.

 As you know, there are many requirements —certification exams, hours in local schools, work in TXST classrooms, organizations, applications, options for clinical teaching (another way of saying ‘student teaching,’ ‘residency’ or ‘internships’) and more!— that are involved in becoming a certified teacher.

We want to help you navigate all the requirements and all the opportunities here at the original, oldest, and largest university graduating certified teachers in Texas.

Therefore, we are convening the NEW EDUCATOR CONFERENCE held the second week of the semester in the Education Building.

There you will be invited to visit classrooms and hallways with folks who have important information at tables, podiums, booths and displays to answer questions you might have about the journey from beginning college student, to “The Blocks,” to clinical practice, to certified teacher!

We will have representatives posted around the College of Education who you can visit, hear from, and ask questions of.

Some of those representatives will be from:

ADVISING

OEP (the Office of Educator Preparation)

The RESIDENCY PROGRAM

ESL Block

ECE Block

Elementary Block

STUDENT ORGANIZATIONS

PROFESSIONAL ORGANIZATIONS

So that you do not have to take time out of your busy schedule. This conference will be held during regular class times on Tuesday and Wednesday the second week of class, Sept. 2 and 3 (you are welcome to come both days, but only need to attend one to engage with all the folks who have info for you). You can drop in to different information and presentation and Q&A sessions. Your participation in the conference will count for your class assignment for that day (week?).

Again, thank you for becoming a teacher, and thank you for being a Texas State Bobcat.

Teach ‘Em Up, Cats!