

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN		STAGE 2: DO	STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	

<p>the creation of professionals with the knowledge and skills that lead to becoming leaders within deaf education as well as becoming new researchers.</p>		<p>successful completion of deficiency plans, to warrant recommendations for certification. These three elements include lesson planning, unit planning, and demonstration of teaching.</p>	<p>demonstration of teaching.</p>		<p>ratings or above.</p>	<p>students, ten received a rating above. The three students who did not meet expectations were provided additional teaching and remediation, one-on-one with faculty. Consistent with RTI practices, re-teaching, and remediation were provided to the students to achieve our target goals. Of these three students, two students made improvements and was able to meet the minimum requirements. One student made improvements but was unable to meet the minimum requirements and will retake the course. Twelve of the thirteen students successfully above.</p>
<p>DSDE will graduate students who will bridge the signing and deaf communities in the creation of professionals with the knowledge and skills that lead to becoming leaders within deaf education</p>	<p>To achieve the program mission, the first primary goal is for students to obtain a content area certification.</p>	<p>To measure teach lessons to deaf and hard of hearing children effectively, faculty will ask all students enrolled in the field experience courses (Practicum, Internship) to teach lessons for observations by faculty or</p>	<p>Courses in Practicum and Internship require documentations for TEA review. Students are to submit lesson plans, feedback, and reflections on course Blackboard.</p>	<p>85% of the students will achieve an EFFECTIVE rating on every domain before graduation.</p>	<p>None of the students took the internship course.</p>	<p>During the 2020-2021 academic year, no students were evaluated for Student Teaching. Four students were working on exams before proceeding to the field experience. The use of test-taking workshops to provide student teacher licensure exams.</p>

<p>as well as becoming new researchers.</p>		<p>cooperating teachers. Students will be observed for a minimum of three times as part of their certification requirements.</p>				
<p>DSDE will graduate students who will bridge the signing and deaf communities in the creation of professionals with the knowledge and skills that lead to becoming leaders within deaf education as well as becoming new researchers.</p>	<p>Deaf Studies/Deaf students on the thesis track will demonstrate comprehensive and intensive knowledge of research methods and analytical techniques by designing and defending a thesis proposal, conducting, and defending a thesis or an independent research project.</p>	<p>The faculty will research work to determine their research skills competency in the following components: research topic, statement of the</p>	<p>11.04 T</p>			

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results	Status	Discussion of Status
<p><i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i></p>	<p><i>C=Complete</i></p> <p><i>P=Progressing</i></p> <p><i>N=No Action Taken</i></p>	<p><i>If C, describe efforts that led to accomplishment of actions/goals.</i></p> <p><i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i></p> <p><i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i></p>
<p>The program director for the Beaumont cohort has resigned. The Austin cohort program director assumed the full responsibilities for both cohorts in April 2021.</p>	<p>C</p>	

