Texas A&M University-Corpus Christi

Detailed Assessment Report
2007-2008 MS Secondary Education

Mission/Purpose
The mission of the Department of Teacher Education is to recruit and prepare professional teachers through a field-based program for the schools of Texas and the nation. Program completers will be able to provide developmentally appropriate, active, and varied instruction, create a positive, well-disciplined classroom climate, and address the educational needs of diverse student populations especially English learners. Partnerships with public school districts promote collaboration with professional educators, participation in inquiry, involvement with renewal of curriculum/instruction, mentoring of new teachers and the development of a community of learners.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Design instruction and assessment
Design instruction and assessment to promote student learning among diverse student populations.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 1: TExES PPR exams (110 and 130)
1. Domain I of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
2. Domain II of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
3. Domain III of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.

1. Domain I of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
2. Domain II of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
3. Domain III of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
At least 70% of test takers from August 1, 2007 through July 31, 2008 will pass Domain I of the TExES PPR 4-8 (110) or 8-12 exam (130).

Findings (2007-2008) - Achievement Target: Not Met
Twenty-one out of 31 test takers passed Domain I of the TExES PPR 8-12 exam (130) - 68%.

Related Action Plans:
Individual exam review and tutoring (Domain I)
Individual test review/analysis is provided to the few students that are struggling to
achieve teacher certification by the TAMU-CC College of Education State Testing Coordinator, Ms. Candy Skelton. Six of the 10 scores below 240 on the Domain I portion of the TExES PPR 8-12 exam (130), were recorded by two persons who also failed to pass the entire exam. Two other persons who failed the TExES PPR 8-12 exam (130) on their first attempt and scored below 240 on Domain I, passed the exam on their next attempt. If the scores are viewed in terms of the students’ most recent attempt on the exams the pass rate improves to 28 out of 31 (90%). Furthermore, from September 1, 2007 through December 31, 2008, 22 out of 22 Master of Science in Secondary Education program completers passed the TExES PPR 4-8 (110) or 8-12 exams (130).

For more information, see the Action Plan Details section of this report.

O 2: Promote a positive classroom climate

Promote a positive classroom climate among diverse student populations.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 1: TExES PPR exams (110 and 130)
1. Domain I of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
2. Domain II of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
3. Domain III of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
1. Domain I of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
2. Domain II of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
3. Domain III of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
At least 70% of test takers from August 1, 2007 through July 31, 2008 will pass Domain II of the TExES PPR 4-8 (110) or 8-12 exam (130).

Findings (2007-2008) - Achievement Target: Not Met
Twenty-one out of 31 test takers passed Domain I of the TExES PPR 8-12 exam (130) - 68%.

Related Action Plans:

Individual exam review and tutoring (Domain I)
Individual test review/analysis is provided to the few students that are struggling to achieve teacher certification by the TAMU-CC College of Education State Testing Coordinator, Ms. Candy Skelton. Six of the 10 scores below 240 on the Domain I portion of the TExES PPR 8-12 exam (130), were recorded by two persons who also failed to pass the entire exam. Two other persons who failed the TExES PPR 8-12 exam (130) on their first attempt and scored below 240 on Domain I, passed the exam on their next attempt. If the scores are viewed in terms of the students’ most recent attempt on the exams the pass rate improves to 28 out of 31 (90%). Furthermore, from September 1, 2007 through December 31, 2008, 22 out of 22 Master of Science in Secondary Education program completers passed the TExES PPR 4-8 (110) or 8-12 exams (130).

For more information, see the Action Plan Details section of this report.

Individual exam review and tutoring (Domain II)
Individual test review/analysis is provided to the few students that are struggling to achieve teacher certification by the TAMU-CC College of Education State Testing Coordinator, Ms. Candy Skelton. Six of the 10 scores below 240 on the Domain I portion of the TEExES PPR 8-12 exam (130), were recorded by two persons who also failed to pass the entire exam. Two other persons who failed the TEExES PPR 8-12 exam (130) on their first attempt and scored below 240 on Domain I, passed the exam on their next attempt.

For more information, see the Action Plan Details section of this report.

O 3: Implement effective instruction

Implement effective, responsive instruction and assessment as teachers among diverse student populations.

Strategic Plans:

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.

Related Measures:

M 1: TEExES PPR exams (110 and 130)

1. Domain I of the Pedagogy and Professional Responsibilities (PPR) 4-8 TEExES Test 110 will be used.
2. Domain II of the Pedagogy and Professional Responsibilities (PPR) 4-8 TEExES Test 110 will be used.
3. Domain III of the Pedagogy and Professional Responsibilities (PPR) 4-8 TEExES Test 110 will be used.
4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) 4-8 TEExES Test 110 will be used.

1. Domain I of the Pedagogy and Professional Responsibilities (PPR) 8-12 TEExES Test 130 will be used.
2. Domain II of the Pedagogy and Professional Responsibilities (PPR) 8-12 TEExES Test 130 will be used.
3. Domain III of the Pedagogy and Professional Responsibilities (PPR) 8-12 TEExES Test 130 will be used.
4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) 8-12 TEExES Test 130 will be used.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
At least 70% of test takers from August 1, 2007 through July 31, 2008 will pass Domain III of the TEExES PPR 4-8 (110) or 8-12 exam (130).

Findings (2007-2008) - Achievement Target: Met
Twenty-three out of 31 test takers passed Domain III of the TEExES PPR 8-12 exam (130) - 74%.

Related Action Plans:

Individual exam review and tutoring (Domain I)

Individual test review/analysis is provided to the few students that are struggling to achieve teacher certification by the TAMU-CC College of Education State Testing Coordinator, Ms. Candy Skelton. Six of the 10 scores below 240 on the Domain I portion of the TEExES PPR 8-12 exam (130), were recorded by two persons who also failed to pass the entire exam. Two other persons who failed the TEExES PPR 8-12 exam (130) on their first attempt and scored below 240 on Domain I, passed the exam on their next attempt. If the scores are viewed in terms of the students' most recent attempt on the exams the pass rate improves to 28 out of 31 (90%). Furthermore, from September 1, 2007 through December 31, 2008, 22 out of 22 Master of Science in Secondary Education program completers passed the TEExES PPR 4-8 (110) or 8-12 exams (130).

For more information, see the Action Plan Details section of this report.

O 4: Articulate professional roles

Articulate and fulfill professional roles and responsibilities.

Strategic Plans:
1.1 Provide excellent academic programs & instruction.

**Related Measures:**

**M 1: TExES PPR exams (110 and 130)**
1. Domain I of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
2. Domain II of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
3. Domain III of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.
4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) 4-8 TExES Test 110 will be used.

1. Domain I of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
2. Domain II of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
3. Domain III of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.
4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) 8-12 TExES Test 130 will be used.

Source of Evidence: Certification or licensure exam, national or state

**Achievement Target:**
At least 70% of test takers from August 1, 2007 through July 31, 2008 will pass Domain IV of the TExES PPR 4-8 (110) or 8-12 exam (130).

**Findings (2007-2008) - Achievement Target: Met**
Twenty-six out of 31 test takers passed Domain IV of the TExES PPR 8-12 exam (130) - 84%.

**Related Action Plans:**

**Individual exam review and tutoring (Domain I)**
Individual test review/analysis is provided to the few students that are struggling to achieve teacher certification by the TAMU-CC College of Education State Testing Coordinator, Ms. Candy Skelton. Six of the 10 scores below 240 on the Domain I portion of the TExES PPR 8-12 exam (130), were recorded by two persons who also failed to pass the entire exam. Two other persons who failed the TExES PPR 8-12 exam (130) on their first attempt and scored below 240 on Domain I, passed the exam on their next attempt. If the scores are viewed in terms of the students' most recent attempt on the exams the pass rate improves to 28 out of 31 (90%). Furthermore, from September 1, 2007 through December 31, 2008, 22 out of 22 Master of Science in Secondary Education program completers passed the TExES PPR 4-8 (110) or 8-12 exams (130).

For more information, see the Action Plan Details section of this report.

**O 5: Design an action research project**
Design and implement an action research project that utilizes knowledge of the content and pedagogy acquired in the program to inform their teaching.

**Strategic Plans:**

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

**Related Measures:**

**M 2: Capstone course**
The final grade in the capstone course, EDCI 5304, will be used.

Source of Evidence: Capstone course assignments measuring mastery

**Achievement Target:**
At least 80% of graduate students will complete EDCI 5304 with a grade of either "A" or "B."

**Findings (2007-2008) - Achievement Target: Not Met**
Twenty-seven out of 31 students completed the Master of Science in Secondary
Education capstone course, EDCI 5304, with a grade of "A" or "B" (87%).

Findings (2006-2007) - Achievement Target: Partially Met
Thirty-nine out of 47 MS in Secondary Education graduate students completed the EDCI 5304 capstone course with either an A or a B during 2006-07.

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 6: Faculty scholarship
One hundred percent of the full-time, tenure-track faculty teaching graduate courses in the Department of Teacher Education will make scholarly contributions as identified in the Annual Development and Evaluation Plan (ADEP).

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:
M 3: Faculty members’ ADEPs
The Annual Development and Evaluation Plan (ADE) document and conference process involving department faculty members and the department chair will be used to review individual's scholarship and service activity.
Source of Evidence: Evaluations

Achievement Target:
One hundred percent of the full-time, tenure-track faculty teaching graduate courses in the Department of Teacher Education will make one or more scholarly contributions related to teaching as indicated in the Annual Development and Evaluation Plan (ADEP).

Findings (2006-2007) - Achievement Target: Met
All nine of the full-time, tenure-track graduate faculty members in the Department of Teacher Education made scholarly contributions related to teacher education as documented in their ADEPs. All nine of the full-time, tenure-track graduate faculty members in the Department of Teacher Education made significant service contributions related to teacher education as documented in their ADEPs.

O 7: Faculty service
Full-time, tenure track faculty teaching graduate courses in the Department of Teacher Education will make service contributions as identified in the ADEP.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.

Related Measures:
M 3: Faculty members’ ADEPs
The Annual Development and Evaluation Plan (ADE) document and conference process involving department faculty members and the department chair will be used to review individual's scholarship and service activity.

Achievement Target:
One hundred percent of the full-time, tenure-track faculty teaching graduate courses in the Department of Teacher Education will make one or more service contributions related to teaching as indicated in the ADEP.

Findings (2006-2007) - Achievement Target: Met
All nine of the full-time, tenure-track graduate faculty members in the Department of Teacher Education made scholarly contributions related to teacher education as documented in their ADEPs. All nine of the full-time, tenure-track graduate faculty members in the Department of Teacher Education made significant service contributions related to teacher education as documented in their ADEPs.
related to teacher education as documented in their ADEPs.

**O 8: Faculty teaching**
Full-time, tenure track faculty teaching graduate courses in the Department of Teacher Education will demonstrate effective teaching.

**Strategic Plans:**
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

**Related Measures:**

**M 4: End-of-course evaluations completed by students**
End-of-course evaluations of instructors by students featuring a Likert-scale scantron and an open-ended response form that are completed anonymously.

Source of Evidence: Student course evaluations on learning gains made

**Achievement Target:**
One hundred percent of the full-time, tenure track faculty teaching graduate courses in the Department of Teacher Education will demonstrate effective teaching by attaining at least a 4.0 overall mean on the end-of-course student evaluations.

**Findings (2007-2008) - Achievement Target: Met**
The five full-time, tenure-track faculty that taught graduate courses during the fall and spring semesters of 2007-08 received 4.0 or higher end-of-course student evaluations.

**Findings (2006-2007) - Achievement Target: Met**
The three full-time, tenure-track faculty achieved 4.0 or higher end-of-course student evaluations for both the fall and spring semesters of 2006-07.

**Details for Action Plans Established This Cycle**

**Individual exam review and tutoring (Domain I)**
Individual test review/analysis is provided to the few students that are struggling to achieve teacher certification by the TAMU-CC College of Education State Testing Coordinator, Ms. Candy Skelton. Six of the 10 scores below 240 on the Domain I portion of the TExES PPR 8-12 exam (130), were recorded by two persons who also failed to pass the entire exam. Two other persons who failed the TExES PPR 8-12 exam (130) on their first attempt and scored below 240 on Domain I, passed the exam on their next attempt. If the scores are viewed in terms of the students' most recent attempt on the exams the pass rate improves to 28 out of 31 (90%). Furthermore, from September 1, 2007 through December 31, 2008, 22 out of 22 Master of Science in Secondary Education program completers passed the TExES PPR 4-8 (110) or 8-12 exams (130).

**Priority:** Medium
**Target Date:** 12/2009
Next calendar cycle for program completers

**Responsible Person/Group:** Ms. Candy Skelton, TAMU-CC COE State Testing Coordinator

**Individual exam review and tutoring (Domain II)**
Individual test review/analysis is provided to the few students that are struggling to achieve teacher certification by the TAMU-CC College of Education State Testing Coordinator, Ms. Candy Skelton. Six of the 10 scores below 240 on the Domain I portion of the TExES PPR 8-12 exam (130), were recorded by two persons who also failed to pass the entire exam. Two other persons who failed the TExES PPR 8-12 exam (130) on their first attempt and scored below 240 on Domain I, passed the exam on their next attempt.

**Priority:** Medium
**Target Date:** 12/2009
Next calendar cycle for program completers

**Responsible Person/Group:** Ms. Candy Skelton, COE State Testing Coordinator

**Analysis Answers**
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The assessments of the Master of Science in Secondary Education degree program showed that all 22 of the program completers passed the state-mandated teacher certification exams during program completion year 2008 (August 1, 2007 - December 31, 2008). Furthermore, students' success with the degree program's culminating action research project is reflected in the final grades for the capstone course. The faculty in the Department of Teacher Education have aligned the MAC curriculum with the State of Texas teacher certification standards. Regular department meetings and recent degree plan revisions serve to make the review/improvement of teacher education curriculum and instruction an on-going process. Also, the Annual Development and Evaluation Plans, along with student end-of-course evaluations of instructors provide evidence of the reported high levels of faculty teaching, scholarship and service.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
The MAC degree programs have recently been revised to feature WebCT-based/hybrid instruction, compacted course delivery, course scheduling alignment and increased scholarship funds in efforts to bolster enrollment. The curriculum is aligned with state standards and the instruction is provided by experienced, successful educators who are full-time, tenure-track faculty of the College of Education. Hopefully, the new innovative revisions of the MAC degree programs coupled with the continued strong instruction will result in enrollment increases.

Annual Reports

Executive Summary
Program reviews are in progress for the Master of Science in Elementary Education and the Master of Science in Secondary Education degree programs. Among other things, these reviews will focus upon the declining enrollment in both degree programs that began occurring six to seven years ago primarily due to significantly increased competition in the post-bac/alternative teacher certification arena. In December of 2007, a strategic planning committee comprised of faculty, staff and administration from the College of Education was convened to address the declining enrollment. That planning session resulted in specific plans to implement MAC WebCT-based/hybrid courses, the development of efficient program completion tracks based upon students entry into the MAC program, production/dissemination a new MAC brochure, and increased scholarship funding. All of these plans have been implemented and continue to be improved/revised. The continued quality of the Master of Science in Secondary Education is reflected, in part, by the teacher certification examinations results. All 22 of the post-bac Master of Science in Secondary Education program completers passed the TEES PPR 4-8 (110) or 8-12 (130) exams for completion year 2008 (August 1, 2007 - December 31, 2008). In addition to the continued high quality of this degree program, enrollment gains were achieved for the Fall 2008 and Spring 2009 semester (at the time that this 2007-08 annual report was being written).

Public/Community Service
SELECTED PUBLIC/COMMUNITY SERVICE:

Dr. Bolick served on the Advisory Board for the Corpus Christi Museum of Science and History.

Dr. Bolick participated in K-12 Science Conversations that involved area teachers and administrators.

Dr. Bolick reviewed grant proposals for the Flour Bluff ISD Foundation for Educational Excellence.

Dr. Canales served as team member of the Rhode Island Program Approval Visit to Rhode Island College.

Dr. Cunningham served on the Flour Bluff Independent School District Advisory Committee.

Dr. Cunningham served on the Board of Directors for the TAMU-CC Women’s Center for Education and Services.

Dr. Hill served as a member of the Coastal Bend Bays & Estuaries Program’s Education Outreach
Committee.

Dr. Kelly worked with CCISD to promote enrollment in the SOS Program. The district allotted over $20,000 to pay for the tuition of first, second and third-year teachers, however only five teachers took advantage of this opportunity.

Dr. Paciotti is joined Delta Kappa Gamma Society International for Key Women Educators and was a member in good standing.

Dr. Paciotti participated in the Coastal Bend Phi Delta Kappa chapter activities during 2007-08.

Dr. Sanders was elected president of the Texas Association for Childhood Education International and presided over the Texas ACEI meeting on March 27, 2008. As Texas ACEI president, Dr. Sanders is a member of the national ACEI President’s Council.

Dr. Sanders served as the Bay Area Association for the Education of Young Children Vice-President of Advocacy and played a key role in the October 2008 Texas ACEI conference.

Dr. Sanders, along with Ms. Norma Zunker, served as a faculty advisor for the Islander Association for Childhood Education International and facilitated the attendance/presentations of five students at the international conference during March 2008 held in Atlanta. One of the students was awarded a highly competitive scholarship.

Ms. Tierce served as a Regional Judge for the 2008 HEB Excellence in Education Awards.

Ms. Tierce served on the Executive Board of the Corpus Christi International Reading Association.

Ms. Tierce served on the 2007-08 Texas Teacher Leadership Council and participated in the October 2007 meeting held in Austin.

Ward, M. J. participated in the “Live United” walk to reduce high drop outs at Miller High School in August 2008.

Dr. Wells emceed the College of Education Hooding and Pinning Ceremonies both semesters.

Ms. Zunker was elected Vice-President of the Texas Association of Childhood Educators International in March 2008.

Ms. Zunker served as head judge for the Literacy Council annual Scrabble Tournament.

Ms. Zunker and Dr. Jana Sanders, at the request of County Commissioner, Peggy Banales, involved their students in providing healthy activities for children at the Juneteenth Diabetes Awareness program held at Coles High School in Corpus Christi.

Ms. Zunker served on the planning committee for the Corpus Christi Children’s Book Festival during 2007-08.

Anticipated Challenges
Program reviews are in-progress for the elementary and secondary MAC degree programs. The program reviews will highlight the declining enrollment in both of these degree programs in recent years due significantly increased competition in the post-bac/alternative teacher certification arena.
Closing the Loop / Planned Actions

Strategic plans involving WebCT-based/hybrid course delivery, improved (quicker, more efficient) degree plan-of-study, and increased scholarship funding aimed at bolstering the MAC enrollment were developed in December 2007 and implemented in the Summer of 2008. The Dean supported faculty training in WebCT course delivery with instruction, tutorials and stipends. Continued efforts to bolster graduate student enrollment and improve preparation for MAC students on the teacher certification exams will be discussed in the Department of Teacher Education faculty meeting on Wednesday, February 4.

Summary of Requested Resources

Increased scholarship funding for the MAC degree programs was requested by the department chair and supported by the Associate Dean of the College of Education.

Administrative Unit Accomplishments

Not applicable, pertains to administrative units.

Teaching Results / Accomplishments

From September 1, 2007 through December 31, 2008, 22 out of 22 Master of Science in Secondary Education program completers passed the TExES PPR 4-8 (110) or 8-12 (130) exams. And, all nine of the full-time, tenure-track faculty who taught graduate courses achieved 4.0 or higher end-of-course student evaluations during 2007-08. Furthermore, Dr. Denise Hill was recognized with the TAMU-CC Excellence in Teaching Award.

Research/Scholar Activity Accomplishment

PUBLICATIONS:

Dr. Bolick and Dr. Hill’s manuscript entitled *Project TEACH: A study to assess the Centers for the Professional Development of Teachers and predict the success of the beginning teacher* was published in the 2007 CEDER Yearbook *Supporting Student Success*.

Dr. Hill’s manuscript entitled *Mathematics + Science = Success* was published the December 2007 issue of *Science Scope*, a middle school science journal sponsored by the National Science Teachers Association.

Dr. Paciotti’s manuscript about hiring considerations of middle school teachers was published in the journal of the Texas Association of Secondary School Principals.


**Ward, M. J. & Lucido, F.** *Low Performance on Teacher Certification Exams: A Hidden Consequence of English Learners’ Underdeveloped First Language?* (Accepted for publication in the *Journal of Intercultural Disciplines* – February 2007.)

GRANTS:

Dr. Bolick will serve as the “Education Partner” with the $112,911 Teacher Quality Grant-funded project *Quantitative Experience for Decision-Making – Making Q.E.D.*

Dr. Bolick, as a Co-PI, submitted a pre-proposal for NOAA grant *An Ocean and Atmosphere Theme for Texas Fifth-Grade Science Education* ($544,533) in partnership with the University of Texas and University of Texas Pan-American.
Dr. Bolick and Dr. Hill wrote a proposal for the funding of EDCI 5330 – Teaching Environmental Science I and EDCI 5331 – Teaching Environmental Science II to the Coastal Bend Bays and Estuaries Program. Funding of $20,000 funding was awarded.

Dr. Kelly coordinated the Transition to Teaching grant through the Texas A&M University System’s Regents Initiative for Excellence in Education which provided interns training in the use of e-mentoring.

Dr. Kelly worked with CCISD to promote enrollment in the SOS Program. The district allotted over $20,000 to pay for the tuition of first, second and third-year teachers, however only five teachers took advantage of this opportunity.

Dr. McDonald continued to serve as Co-Principal Investigator and Project Director, along with PI Kit Price-Blount, provided training to math and science faculty of TAMU-CC and the University of Texas Pan American through NSF grant Preservice Teachers Learning to Engage Hispanic Parents in Mathematics and Science.

Dr. McDonald continued to serve as the Co-PI, along with fellow Co-PI Dr. Jim Silliman, for the NSF grant The Cabeza de Vaca Earthmobile that organized events in the Aransas County, Riveria, San Diego and Premont ISDs.

Dr. McDonald served as PI for the 2007-08 TAMU-CC/ESC2 Regional Collaborative for Excellence in Science Teaching (funded for $137,000 for one year). The grant provides mentoring and professional development for 40 elementary science teachers, in addition to outreach training for 85 TAMU-CC preservice teachers in Project WILD.

PRESENTATIONS:

Dr. Bolick presented Wondering . . . about Clouds at the Association for Science Education annual meeting in Liverpool, England in January 2008.

Dr. Bolick, along with Dr. Denise Hill, presented Project TEACH: The Emerging Reflection of Teaching Effectiveness and Interactive Notebooks for Preservice Teachers with Dr. Glennis Cunningham at the National Association of Professional Development Schools Conference in Orlando in April 2008.

Dr. Canales delivered three presentations involving TAMU-CC graduate students and junior faculty at the American Association of Hispanics in Higher Education conference held in Miami during March 2008. The presentations were entitled Increasing the Number of Hispanics in STEM, College Readiness Programs: What to Do and How to Do It, and Promising Models for Engaging Hispanic Students and Their Families in Quality Math and Science Instruction.

Dr. Canales, along with TAMU-CC graduate students and junior faculty presented Increasing the Number of Hispanics in STEM, Particularly Technology, and HSI Funding Opportunities to Get Them There at the Hispanic Association of Colleges and Universities in Chicago during October 2007.

Dr. JoAnn Canales, Dr. JoAnn McDonald and Dr. Cherie McColough presented Family Science and Math Learning Events for Hispanic Students and Their Families: Personal and Professional Growth Opportunities at the CEDER conference on November 30, 2007.

Dr. Cunningham and Dr. Margaret Bolick presented Interactive Notebooks for Preservice Teachers at the 2008 National Association for Professional Development Schools Conference in Orlando during April.
Dr. Paciotti presented her research on middle school repeaters’ perceptions of teacher caring behaviors at the Southwest Educational Research Association conference in New Orleans during February 2008 and also at the TAMU-CC Reading Conference in April 2008.

Dr. JoAnn Canales, Dr. JoAnn McDonald and Dr. Cherie McCollough presented *Family Science and Math Learning Events for Hispanic Students and Their Families: Personal and Professional Growth Opportunities* at the CEDER conference on November 30, 2007.


**OTHER SCHOLARSHIP:**

Dr. Canales finalized an evaluation report entitled *Academic Rising Scholars: Evaluation Report 2006-07* concerning the partnership between TAMU-CC and local school districts.

Dr. Bolick assembled the manuals *Expanding the Floating Classroom Program from Coast to Classroom: Moving Upstream – Elementary Science Investigations and Expanding the Floating Classroom Program from Coast to Classroom – Moving Upstream – Secondary Science Investigations* (as a part of the Coastal Management Program grant requirements) for distribution among area school teachers.


Ward, M. J. served on two dissertation committees - Amber Daub and Nicole during 2007-08.

Dr. Wells served as a member of five dissertation committees – Debbie Litton, Daniel Ceballos, Gabe Munoz, Chris Leal and Cathy Salinas during 2007-08.

Dr. Wells served Lola Lazarte’s math thesis committee during 2007-08.