

Assessment Cycle Plan

Academic Year 2016 – 2017

Program: Middle School Masters of Art in Teaching (MS MAT) (507)

College: Education and Human Development

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Date: 6/15/2017

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Date: 6/21/2017

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development Mission (draft). The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Teaching, Leadership, and Counseling Mission. The Gallaspy College of Education and Human Development offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

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Program Mission Statement: The mission underlying the initial certification of candidates in the MAT Middle Level Program is to provide the knowledge and skills necessary to implement literacy- and standards based instructional strategies for increasing student content learning in each candidate's discipline of study. Candidates are guided by instructors to become reflective educators who differentiate for all students' needs, use assessment data to guide their teaching, and collaborate professionally with their peers to create a student-centered environment, suitable for young adolescent students.

Methodology: The assessment process for the program is as follows:

(1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.

(2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

Student Learning Outcome (SLO) 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through the PRAXIS II: Middle School Content Knowledge Exam (English 5047 or 5049 (discontinued), Social Studies 5169, Science 5440, or Math 5169). The assessment is evaluated using the State Licensure Test published by the ETS, and the benchmark performance is the successful passing of PRAXIS II.

Finding: 100% Middle School candidates met or exceeded the State cut off. Four areas of content are measured with the following results: **English** – 3 candidates with a range of 162-166 total scores-cut off 160; **Math** –1 candidate with 164 total score-165 cut off; **Science** – 2 candidates with 150 and 164 scores-150 cut off; and, **Social Studies** – 1 candidate with 184 score- 149 cut off.

Analysis: 100% passage is met for all candidates as entry requirement into the program. Candidates for the MAT Middle School program consistently meet or exceed the state's "cut-off." Data demonstrate that those candidates who seek subject area certification come into the MS MAT program with acceptable levels of content knowledge. Throughout the program

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faculty remain cognizant of the need for strong content knowledge and continue to monitor each candidate, periodically reviewing through program assessments.

Action - Decision or Recommendation: This gateway assessment continues to be a valuable indicator of candidate success.

Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	Middle level teacher candidates demonstrate depth and breadth of subject matter content & knowledge in the subjects they teach.

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is also assessed through the PRAXIS II: Middle School Content Knowledge Exam (English 0049, Social Studies 0089, Science 0439, or Math 0069); however, we are focused on first time pass rates. This focus gives critical information on how to assist candidates that are pursuing alternative certification.

Finding: Data includes all students attempting at least one of the middle school tests. These numbers do not include completers of the program in 2016-2017; rather, the number who are applying for admission. Since the same tests are used for both the MAT and practitioner programs, we looked at the first time pass rate of all examinees. Four areas of content are measured with the following results:

English (5047) – 5 candidates with a 60% first time pass rate; **Math(5169)** –11 candidates with a 27% first time pass rate; **Science(5440)** – 5 candidates with an 80% first time pass rate; and, **Social Studies(5089)** – 5 candidates with a 60% first time pass rate.

Analysis: Data indicate that increased supports are needed in multiple middle school tests. Mathematics is the most critical area of need, coupled with mathematics is a critical shortage area in Louisiana schools. Although this test is an entrance requirement to the program, faculty have discussed that offering sessions to help prepare candidates for these tests could positively impact both the number of new candidates to the 507 program and improve their effectiveness within their teaching assignments.

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Action - Decision or Recommendation: Program faculty will advertise and conduct workshops during the next academic year to help potential alternative candidates with middle grades tests. Particular emphasis will be given to the 5169 Middle School Mathematics test.

Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Middle level teacher candidates demonstrate the professional dispositions and characteristics of effective educators in their interactions with students, administrators, co-workers, parents, and university faculty throughout the program.

Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 is assessed through the Professional Dispositions and Characteristics (PDC) Scale. The assessment is evaluated using the PDC Likert scale evaluates dispositions & characteristics demonstrated by university faculty, supervisor, and cooperating principal over the course of the program; candidates self-evaluate using this instrument during EPSY 5490 as a form of personal professional reflection, and the benchmark performance is a score of 3.5-5.0. Discussion continues as to how best to rate dispositions and characteristics in online programs.

Finding: Mean scores for all indicators were above a 4.0. Faculty have discussed that this instrument does not provide meaningful data there is very little variance of scores.

Analysis: All indicators (n=41) had mean scores between 4.0 and 5.0. Multiple indicators (n=23) had mean scores of 5.0.

Action - Decision or Recommendation: Program faculty will revise the instrument and scoring guide to encourage cooperative teachers and university supervisors to give more meaningful feedback. This revision will occur in August 2017.

Student Learning Outcome (SLO) 4: This formative assessment guides program faculty to provide individual support as they enter their final semester of the internship. Projects require a wide range of activities, including those that ask candidates to plan, teach, assess, analyze data, and reflect on their teaching experiences. Candidates are also assessed on how well they engage student interest through the implementation of technology and the relevant use of technology for meeting the standards taught in the lesson.

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Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	Middle level teacher candidates demonstrate the ability to select/create appropriate formative assessments and use the results to adjust and plan following instruction

Measure: 4.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through a 2nd Semester Internship Competency Portfolio, Part 3D Assessment-Work Samples. The work sample, the major component of the instrument, is a compilation of three self-selected lesson plans taught in the classroom under university supervision during the year of internship. Section 3.D Assessment is an excerpt from these work samples; criteria from Part 3D measure eight areas of the assessment process. Scored by the field director and university supervisor. The benchmark performance is a score of 2.5-4.0.

Finding: No data is available in this cycle. Data will become available in future cycles.

Analysis: No data is available in this cycle; therefore, analysis of the assessment, based on findings, is impossible at this time.

Action - Decision or Recommendation: The work sample, the major component of the instrument, is a compilation of three self-selected lesson plans taught in the classroom under university supervision during the year of internship. Criteria from Part 3D measure eight areas of the assessment process. This evaluation is scored by the field director and university supervisor throughout the year.

Comprehensive Summary of key findings and or decisions:

Faculty continue to monitor and adjust criteria to ensure effectiveness. It was noted that program Assessments do not appropriately align with the middle school national standards in AMLE. Suggestions were offered to the Field Director by the authors of the Specialized Program Assessment (SPA) Authors. The Field Director adopted the revisions to reflect the appropriate categories for middle school instruction and pedagogy required by AMLE.

Faculty are strongly encouraged to report data regularly to TaskStream so that data reports will be available for monitoring Candidate progress. In the reporting of the data, it is believed that faculty are more likely to adjust instruction and support to better meet the needs of middle school education Candidates.