

Assessment Cycle

Academic Year 2016 – 2017

Program: Elementary Education (Grades 1-5) (3102)

College: COEHD

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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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Educational Education (Grades 1-5) Program Mission Statement: The program intended to prepare teacher candidates with content knowledge and pedagogical skills necessary for success as a certified, highly-qualified teacher. Courses that candidates complete focus on diversity and appropriate use of technology. Finally, teacher candidates use self-reflection to improve their pedagogical and content pedagogy skills use in the classroom.

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) | Content Knowledge |

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through the Praxis II Elementary Content Knowledge test (#5018) The assessment is evaluated using a computer-based standardized test, and the benchmark performance is a minimum score of 163 as required by the State of Louisiana for state certification.

Finding: Students are required to earn a minimum score of 163 as required by the State of Louisiana for state certification; therefore, students must achieve a passing score on Praxis II prior to student teaching, residency. The first time pass rate for students in 2016-2017 was 63.6% (n=55). This pass rate includes all students taking test 5018, which includes Early Childhood Education (undergraduate and alternative certification) and Elementary (undergraduate and alternative certification). There is not a mechanism to break out by program since all take the same licensure test.

Analysis: Based on a review of Praxis II Elementary Content Knowledge test (#5018), 100% of completers received scores at or above the minimum score of 163 as required by the State of Louisiana for state certification. Since the first time pass rate is 63%, more study is needed to

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make modifications to raise this percentage. Additionally, the median score was 157 and mean of 157.27. These measures of central tendency are 6 points BELOW the cut score required. This indicates that many of our students are struggling to be successful on this test. Also, as of August 2017, the test is changing from 5018 to four subtests (5002, 5003, 5004, and 5005).

Action - Decision or Recommendation: It is recommended that program faculty take the four new subtests to devise preparation materials and resources for candidates. The focus should be to raise the first time pass rate as well as the average score for all examinees.

Student Learning Outcome (SLO) 2:

| Departmental Student Learning Goal | Program Student Learning Outcome |
|---|--|
| Apply discipline-specific content knowledge in professional practice (SPA #2) | Elementary candidates demonstrate depth and breadth of content knowledge in subjects they teach through their lesson planning. |

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through the lessons that teacher candidates prepare and teach in Mathematics, Science, Social Studies, and English Language Arts during student teaching/residency. The assessment is evaluated by their university supervisor and classroom mentor using the evaluation tool for classroom observations, placed in the portfolio.

Finding:

Candidates are assessed in three criteria under the category of “planning for instruction”. These include a) depth of understanding and extensive application of content, b) evidence of instructional focus, and c) includes varied instructional opportunities adapted to diverse learners. The mean score for items a and c were 3.5 on a 4 point scale (1-unsatisfactory, 2-needs improvement, 3-proficient, 4-exemplary). Item b reported a mean score of 3.17, proficient.

Analysis:

Candidates scored lower in item b “lesson plans present clear and extensive evidence of instructional focus on critical thinking, problem solving, decision making and/or responsibility taking”. Increased attention should be given to this area to insure candidates are prepared to write lesson plans with instructional focus.

Action - Decision or Recommendation:

A group of K-12 stakeholders and university faculty are considering changes in the observation

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tool used to evaluate teacher candidates. This information will be shared in their decision making process.

Comprehensive Summary of key findings and or decisions:

Candidates posted a first time pass rate of 63% on the PRAXIS II content tests. We seek to improve this percentage; therefore, at least one faculty member will take the new PRAXIS content tests to provide first-hand information on the requirements and needed preparation materials. Continued monitoring will occur regarding lesson planning criteria on the student teaching/residency portfolio. A group of stakeholders (K-12 teachers and university faculty) are considering a change to the lesson observation tool; this data will be presented for additional information.