

Assessment Cycle Plan

Academic Year 2016 – 2017

Program: Secondary Grades 6-12 Masters of Art in Teaching (MS MAT) (508)

College: Education and Human Development

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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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Program Mission Statement: The mission underlying the initial certification of candidates in the MAT Secondary 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 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)	Secondary 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: Secondary Content Knowledge Exams (Business 5101, FACS 5122, English 5039 or 5041 (discontinued), Social Studies 5086, Biology 5235, Chemistry 5245, or General Science 5435). 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% Secondary School candidates met or exceeded the State cut off. MAT Completers in 2016-2017 crossed areas of content are measured with the following results: **Chemistry** – 1 candidate with a 158 total score-cut off 151; **Spanish** –1 candidate with 195 total score-157 cut off; **Math** – 1 candidate with 135 total score- cut score 135; **English (5041)** – 4 candidates with scores ranging from 169 to 184-cut scores 160, **English (5039)**- 2 candidates with scores ranging from 169-192-cut score 168; **Biology (5235)**- 2 candidates with scores ranging from 171-178-150 cut score and, **Social Studies (5086)** – 3 candidates with 1scores ranging from 167-175- 160 cut score.

Analysis: 100% passage is met for all candidates as entry requirement into the program.

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Candidates for the MAT Secondary program consistently meet or exceed the state’s “cut-off.” Data demonstrate that those candidates who seek subject area certification come into the Secondary MAT program with acceptable levels of content knowledge. Throughout the program 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)	Secondary 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: Secondary Content Knowledge Exam (Business 5101, FACS 5122, English 5039 or 5041 (discontinued), Social Studies 5086, Biology 5235, Chemistry 5245, or General Science 5435); 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 secondary 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 undergraduate and alternative certification programs, we looked at the first time pass rate of all examinees. Nine areas of content are measured with the following results:

English (5039), Business (5101), Family and Consumer Science (5122), Spanish (5195), Biology (5235), and Chemistry (5245) all had at least one candidate attempt the test but less than 5 attempting. Therefore, no analysis of data was provided. **Social Studies (5086)** – 6 candidates with a 0% first time pass rate; **Mathematics (5161)** – 6 candidates with a 16% first time pass rate; and, **General Science(5435)** – 5 candidates with a 20% first time pass rate.

Analysis: Data indicate that increased supports are needed in multiple secondary content tests. Social Studies and Mathematics are the most critical area of improvement Both tests have very low first time passing rates nationally but we must do more to assist potential students.

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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 508 program and improve their effectiveness within their teaching assignments.

Action - Decision or Recommendation: Program coordinator has spoken to state LDOE representative regarding tests and exploration of trends in these two tests. Have requested revision to cut score or perhaps change in tests.

Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Secondary 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.

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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.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	Secondary 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 4 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: In fall 2016, the mean score for the Assessment work sample for MAT candidates was 2.87. In spring 2017, the mean score for the Assessment work sample for MAT candidates was 3.47. Both terms the data was within the acceptable benchmark performance range.

Analysis: All scores for MAT portfolios was conducted by the Director of Field Experiences and Clinical Practice. Although this ensures fair scoring, it does not account for the particular expertise that is needed within different content areas.

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. For 2017-2018, interrater reliability scoring will be done to ensure that there is consistency; however, it will allow content experts to add depth of knowledge to the scoring.

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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 multiple secondary national standards in NCTE, NCTM and others. 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 secondary instruction and pedagogy required by each SPA.

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.