

M.A.T. Elementary Education (506 MAT)

College: Gallaspy College of Education and Human Development

Prepared by: Keicia Hawkins

Date: 6-6-19

Approved by: Katrina Jordan

Date: 6-12-19

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. 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 Department of Teaching, Leadership, and Counseling 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.

Program Mission Statement: The mission of the Northwestern State University alternate certification Elementary Education Program is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in the Elementary classroom while earning teacher certification. The program prepares educators who are currently in the field to meet children's diverse needs in a variety of settings while documenting and assessing their growth over time in relation to state standards. Upon

completion of the program, which meets the state accreditation standards, candidates are equipped to meet the many demands of the teaching profession.

Methodology: The assessment process for the M.A.T. in Elementary Education is as follows:

1. Data from assessments tools are collected and returned to the department chair and program coordinator.
2. The program coordinator will analyze data to determine student learning and whether students have met the measurable outcomes.
3. Results from the assessment will be shared and discussed with program faculty.
4. The program coordinator, in consultation with program faculty, will review data and based on the analysis, faculty collaborate to make any necessary changes to course instruction and/or assessments for program improvement purposes.

Student Learning Outcomes.

SLO 1:

Course Map: Candidates take the PRAXIS PLT in their second year of coursework, prior to their residency (EDUC 5410 Elementary *Internship in Teaching*).

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1, Praxis II)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to elementary education.

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed with the PRAXIS Principles of Learning and Teaching (PLT): Grades K-6 (#5622) exam, which is nationally normed. The assessment is a computer-based standardized test, and the benchmark performance is a minimum qualifying score of 160 as required by the State of Louisiana for certification as an elementary teacher.

Quality of the assessment/evidence is assured because (1) the State of Louisiana requires this test, and (2) the test is nationally normed.

For candidates to be successful, they must achieve a qualifying score that is at least as high as the State minimum requirement of 160.

Findings: 100% of candidates met target.

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 100% of candidates met target

Analysis:

In 2017-2018, 100% of candidates met the target. The qualifying score for the PLT Grades K-6 is 160. Candidates’ scores ranged from 165 to 188, with a mean score of 177 (n = 8). Candidate mean scores exceed the national median score of 169.

In AY 2018 – 2019, 100% of candidates met the target. The qualifying score for the PLT Grades K-6 is 160. Candidates’ scores ranged from 172 to 186, with a mean score of 179 (n=4). Candidates scores continue to exceed the national median score of 177.

After examining the evidence from 2017-18, faculty proposed offering more workshops for candidates, addressing all content areas in the 2018-19 academic year. To enhance program improvement, multiple PRAXIS workshops were offered to candidates, addressing all content areas. Also, the university partnered with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation.

Action - Decision or Recommendation:

Evidence shows 100% of candidates met the target for PRAXIS in AY 2017-2018 and AY 2018 - 2019. Based on the analysis of the 2018-2019 results, in 2019-2020, faculty will offer PRAXIS workshops and provide candidates access to PRAXIS preparation resources. To drive continuous improvement, maximize student learning and to continue to improve the program, faculty will offer PRAXIS workshops in all content areas, partner with the Natchitoches Parish library and other libraries within the region to offer access to Learning Express and find other ways to support candidates in their courses to help them be successful on the licensure tests.

SLO 2

Course Map: *EDUC 5410 and EDUC 5411 Elementary Internship in Teaching*

Candidates performance in the classroom in the classroom is assessed while enrolled in *EDUC 5410 or EDUC 5411 Elementary Internship in Teaching*. Candidates must earn a minimum rating of 2 on the instrument.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4, Teacher Candidate Observation Form)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to Elementary curriculum, instruction and assessment.

Measure 2.1. (Direct – Knowledge, Skills, and Dispositions)

Beginning in AY 2018-2019 SLO 2 is assessed through a Teacher Candidate Observation Form while enrolled in *EDUC 5410 or EDUC 5411 Elementary Internship in Teaching*. Program faculty collaborated to design the assessment along with a rubric to evaluate candidates' work. Candidates' knowledge and skills in relation to state standards and SPA standards are made visible through the compilation of course artifacts they create along with written and oral reflections. Through multiple iterations of the assessment and evaluation process, program faculty have collaborated to edit and refine the assessment and rubric to ensure that the form assesses what we intend for it to assess and that the rubric continues to be a valid, reliable instrument. The target goal for this assessment is for at least 80% of candidates to score "2" on the rubric.

Findings:

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 100% of candidates met target

Analysis:

In AY 2017-2018, 100% of candidates met the target and scored "Target" (n = 6). During AY 2018-2019, candidates were evaluated using a Teacher Candidate Observation Form during the *Internship in Teaching*. 100% of candidates met the target and scored "Effective Emerging" (n = 3). Candidates' artifacts, written reflections, and oral reflections demonstrated student learning via mastery of standards. After examining the evidence from previous years and based on the analysis of results, in 2018-19 faculty revised the explanation handout candidates were given to prepare for the portfolio defense, and this seemed to clarify the process for candidates, resulting in program improvement.

Action - Decision or Recommendation:

As previously stated, 100% of candidates met the target for the portfolio defense in AY 2017-2018. In AY 2018 – 2019, 100 % of candidates met the target score of "2" on the Teacher Candidate Observation Form. AY 2018-2019 was the first full iteration of this instrument. Based on analysis of the results, faculty have decided to continue to assess candidates using this instrument in order to measure candidate performance. Candidate scores on the form provide evidence for meeting state identified standards aligned with artifacts tied to InTASC and content standards. To maximize student learning and to continue to improve the program, faculty will examine data gleaned from candidates' observation scores and oral reflections to determine necessary changes and find more ways to support candidates in their internship to help them be successful educators.

Moving forward in 2019-20, SLO 2 will be assessed via a Teacher Candidate Observation Form in EDUC 5410 and EDUC 5411 Elementary *Internship in Teaching*, which candidates take in their last two semesters of the program. This change was made in order to meet CAEP demands and to align with departmental goals.

The Teacher Candidate Observation Form is comprised of items extracted from the Danielson Framework for Teaching instrument. The rating scale was adjusted to reflect course grading requirements, but the criteria and indicators were not adjusted from the Framework. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 11 P-12 clinicians viewed two 20-minute teaching vignettes and conducted independent evaluations of the teaching performance using this tool. Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. The goal is for at least 80% of candidates to score a “2” on the rubric. To determine criteria for success,

- CVR mean = -.03 with CVR (Critical, 11) = .59 and no single item meeting critical value of .59.
- ICC = .59. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered “good.”

In AY 2017-2018, 100% of candidates met target and scored at least a “2” on each area of the rubric. The mean score was 2.61, with n = 6. In AY 2018-2019, 100% of candidates met target and scored at least a “2” on each area of the rubric. The mean score was 2.98, with n=3.

Although 100% of candidates met target in AY 2017-2018 and in AY 2018-2019, program faculty examined the evidence to determine student learning in each area, and resources related to differentiation and pedagogy will continued to be included in Education courses to provide learner support and prepare candidates for Internship. This proved to be effective, as 100% of candidates met target in AY 2018-2019.

In AY 2018-2019, areas where candidates missed points fell into these categories: identifies and plans for individual differences, accommodates individual differences and demonstrates knowledge of content and pedagogy.

Because the assessment is tied to national standards, candidates’ artifacts demonstrated student learning via mastery of those standards.

Based on changes made from analyzing the results of the previous year 2017-18, scores improved in AY 2018-2019. Although all candidates met target in 2018-2019, program faculty examined the evidence to determine student learning in each area, and additional resources will be added in 2019-20 to provide learner support in identifying and planning for individual differences, accommodating individual differences and content knowledge and pedagogy. Such ongoing program improvement will enhance candidates’ knowledge and skills relating to elementary learning environments, curriculum, instruction strategies and pedagogy.

Based on the analysis of the results in 2018-2019, in 2019-2020, the following action will be taken to continue to assess candidates' knowledge and skills relating to elementary learning environments, curriculum, instruction and assessment: Use of the Teacher Candidate Observation Form will be used to assess candidate performance during the two-semester internship.

SLO 3

Course Map: *EDUC 5410 Elementary Internship in Teaching*

- SLO 3 is assessed through a dispositions form in *EDUC 5410 Elementary Internship in Teaching*, which is the candidates first semester of the last year.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and Characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical.

Measure 3.1. (Direct – Dispositions)

SLO 3 is assessed through a dispositions form in *EDUC 5410 Elementary Internship in Teaching*, which is the candidates' first semester of the last year. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least "Sufficient." Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and face validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. Face validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. Analysis was conducted using the CAEP Evaluation Framework for EPP-Created Assessments, resulting in "below sufficient," "sufficient," or "above sufficient" ratings. The goal is for at least 80% of candidates to score "Sufficient".

Findings:

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 100% of candidates met target

Analysis:

Although 100% of candidates met target in 2016-17, program faculty examined the evidence to determine student learning in each area, and emphasis on Professionalism

and demonstrating a passion and enthusiasm for teaching was strengthened in coursework to provide learner support. This proved to be effective, as 100% of candidates met target in AY 2017-2018. In AY 2018-2019, 100% of candidates met target and scored “Above Sufficient” on the rubric. Candidates’ mean score was 4.66 (n = 3).

As this assessment is used in the Internship Course, which is one of the last courses candidates take before graduating, faculty expect scores to be strong. Because the assessment and rubric are tied to InTASC standards and state standards, candidates’ artifacts demonstrated student learning via mastery of InTASC and content standards.

Action - Decision or Recommendation:

Although 100% of candidates met target in 2018-2019, program faculty reviewed the evidence to assess student learning, and based on the analysis of the results, faculty will add resources relating to professionalism and motivation for teaching to support student learning, as this is a growing concern in the field of elementary education. This effort to engage in program improvement will strengthen candidates’ knowledge, skills, and dispositions relating to growing as professionals who teach children in the elementary grades.

Based on the analysis of the 2018-2019 results, in 2019-2020, faculty will also assess candidates’ professionalism and motivation for teaching to support student learning to maintain a pattern of continuous improvement.

SLO 4

Course Map: EDUC 5411 Elementary *Internship in Teaching*

- SLO 4 is assessed through a lesson plan assignment in EDUC 5411 Elementary *Internship in Teaching*, which is candidates’ last course.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3, Lesson Plan)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary Education.

Measure 4.1. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan assignment in EDUC 5411 Elementary *Internship in Teaching*, which is the candidates’ last course. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least a “3” on the rubric, which is aligned with the state teacher assessment. A group of faculty and cooperating teachers collaborated to create the lesson planning template to align with (at the time) new Louisiana Compass and Common Core State Standards’ expectations. The template requires candidates to plan for and explain

elements of lessons on which in-service teacher evaluations were based. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous lesson plan work samples submitted by candidates in four different initial teacher preparation programs. Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. To determine criteria for success,

- CVR mean = .58 with CVR (Critical, 8) = .75 and 13 items (62%) meeting critical value of .75
- ICC = .573. ICC of .4 - .59 reflects “fair” inter-rater agreement, and .6 is considered “good.”

Findings:

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 100% of candidates met target

Analysis:

In AY 2017-2018, candidates' mean score was 3.29 (n = 19). Candidates' lowest scores fell into three categories: Higher Order Thinking, Planning for Instruction, and Reflecting on Instruction.

In AY 2018-2019, candidates' mean score was 3.43 (n=3). Candidates' lowest scores fell into three categories: Technology, Reflection on Instruction, Integration of Critical Thinking Skills and Adaptations to Meet the Needs of All Learners.

Because the assessment and rubric are tied to InTASC standards and state standards, candidates' artifacts demonstrated student learning via mastery of InTASC and content standards.

Action - Decision or Recommendation:

Although 100% of candidates met target in 2018-2019, program faculty reviewed the evidence used to assess student learning. Based on the analysis of the results in AY 2018-2019, in 2019-2020, program faculty will add resources relating to higher order thinking, adaptation strategies to meet the needs of learners, technology and reflecting on instruction to support student learning. This effort to engage in program improvement will strengthen candidates' knowledge, skills, and dispositions relating to meeting individual students' varying needs in the classroom.

SLO 5

Course Map: *EDUC 5480, Using Research to Improve Instructional Practice*

SLO 5 is assessed *EDUC 5480, Using Research to Improve Instructional Practice*, through a paper-in-lieu-of-thesis.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate.	Candidates applied the educational research process through a review of literature, analysis of data, and plans to improve instructional practice with empirically supported decisions.

Measure 5.1. (Direct –Skills)

Assessment: Paper-in-lieu-of-thesis

SLO 5 is assessed through a paper in *EDUC 5480, Using Research to Improve Instructional Practice*. The Graduate School required each master’s level candidate to complete a paper-in-lieu-of-thesis prior to graduation. Guidelines were specified by the Graduate Council and followed a traditional format with a paper introduction section, review of related literature and plan for a methodology.

Candidates were asked to engage in reflective teaching by evaluating their instructional communication skills, including the research variables of 1) socio-communicative orientation, including assertiveness, responsiveness, and flexibility, 2) sense of self-efficacy with instructional strategies, classroom management, and student engagement, 3) use of behavior alteration techniques (BATs) through the use of behavior alteration messages (BAMs), 4) use of nonverbal immediacy during instruction, and 5) ability to make content relevant to students. The assessment allowed candidates to self-evaluate their skills and use that data along with findings from published academic studies to inform their future instructional practices. Candidates developed specific action plans by problem-solving and making decisions about how to improve their skills on the research variables listed above.

The paper-in-lieu-of-thesis was graded using a holistic checklist rubric with five evaluative criteria and a five-point, ranking scale ranging from 0 (Missing) to 4 (Beyond Expectations).The benchmark score of 2 indicated that an evaluative criterion was minimally acceptable with the required elements from the directions present, but needed polishing. The evaluative criteria aligned with the Graduate School’s requirements and included the following parts of the paper: 1) preface, 2) introduction, 3) review of related literature, 4) methodology, and 5) references. Additionally, candidates had to earn an overall letter grade of C or higher (175 out of 250 points) on the paper-in-lieu-of-thesis before it was submitted to the Graduate School to meet the graduation requirement.

Findings:

- **AY 2018-2019:** 100% of candidates met target

In the 2017-18 academic year, no evaluation tool was used. Rather, candidates received qualitative feedback after line-editing of paper-in-lieu-of-thesis. The 2018-19 academic year included a holistic checklist rubric used to evaluate the paper-in-lieu-of-thesis. The evaluation tool served as an effective instrument to indicate to candidates how they were ranked on individual sections of the paper and provided an indication if more polishing or development was needed in those sections.

As there were no elementary teacher candidates enrolled in EDUC 5840 in the Fall 2018 semester, no data was gathered that semester. Two elementary candidates enrolled in the course in the Spring 2019 semester. One candidate earned an A on the paper-in-lieu-of-thesis with rankings on evaluative criteria ranging from 2 to 4 and 237 total points. The other candidate earned a B on the paper-in-lieu-of-thesis with rankings on evaluative criteria ranging from 1 to 4 and 221 total points. For this candidate, the introduction and methodology sections were ranked with a 1, meaning that the candidate needed to develop those sections more before the paper was submitted to the Graduate School to meet the graduation requirement. Both papers were accepted by the Graduate School in May 2019 and the student learning outcome (SLO) was met at 100%.

While only 2 candidates completed the course in the 2018-19 academic year, the holistic checklist rubric will serve as a valuable instrument as more candidates complete the course and conclusions can be drawn across the evaluative criteria to pinpoint areas where candidates might need additional assistance in meeting the smaller elements of the SLO. Based on the two completers, candidates appear to have met the SLO because they successfully applied the educational research process through a review of literature, analysis of data, and plans to improve instructional practice with empirically supported decisions.

Action - Decision or Recommendation:

For the 2019-20 academic year, the following changes will be made in EDUC 5840 to improve the paper-in-lieu-of-thesis submission and evaluation process: First, candidates will receive two model papers that earned an A in previous semesters to view as a guide. This will give candidates opportunities to see end products that met the SLO. Second, a pre-evaluation self-checklist will be added to the course for candidates to use to improve the overall quality of submissions. The self-checklist will include items for checking plagiarism, following paper-in-lieu-of-thesis directions and length requirements, and checking formatting and citations guidelines. These changes will be implemented to help candidates achieve the SLO as they apply the educational research process through a review of literature, analysis of data, and plans to improve instructional practice with empirically supported decisions.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of data analysis which resulted in improved student learning and program improvement.

- Multiple PRAXIS workshops were offered to candidates, addressing all content areas. Also, the university partnered with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.
- Faculty added resources related to addressing demonstrating knowledge of students, managing classroom procedures, managing student behavior, organizing physical space, engaging students in learning, using questioning and discussion techniques and using assessment in instruction to coursework, helping them achieve SLO 2.
- Content addressing Professionalism, motivation and passion for teaching was added to Education courses to facilitate candidates' professional dispositions and enhance their ability to meet SLO 3.
- Faculty increased course content on Differentiation, Higher Order Thinking, and Instructional Planning and increased opportunities for student to practice Reflecting on Instruction to provide learner support and help them meet SLO 4.
- Faculty increased focus on research writing and on APA format in courses taken prior to *EDUC 5480, Using Research to Improve Instructional Practice*, and sample papers and online resources were shared with candidates to support student learning and to help them achieve SLO 5.
- Service learning components were added to select courses in the Elementary Education program.

Plan of Action Moving Forward:

Based on the analysis of data in 2018 – 2019, program faculty will take the following steps to continue to improve student learning in 2019- 2020.

- We will offer PRAXIS workshops and partner with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.
- More videos and other resources will be added to Elementary coursework to provide learner support in addressing identifying and planning for individual differences, accommodating individual differences and content knowledge and pedagogy to help them meet SLO 2.

- Moving forward, SLO 2 will be assessed via a Teacher Candidate Observation Form in EDUC 5410 and EDUC 5411 Elementary *Internship in Teaching*, which candidates take in their last year of the program. This change was made to meet CAEP demands and to align with departmental goals.
- Videos and resources relating to Professionalism and motivation will be added to Education courses to facilitate candidates' professional dispositions and enhance their ability to meet SLO 3.
- Faculty will add resources relating to Higher Order and Critical Thinking, adaptation strategies to meet the needs of learners, technology and reflecting on instruction to support student learning in Education courses to provide learner support and help them meet SLO 4.
- Faculty will increase focus on research writing and on APA format in courses taken prior to *EDUC 5480, Using Research to Improve Instructional Practice*, using holistic rubrics. Also, sample papers and additional online resources will be shared with candidates to support student learning and to help them achieve SLO 5.
- Moving forward, SLO 5 will be assessed with a paper-in-lieu-of-thesis in *EDUC 5480, Using Research to Improve Instructional Practice*, using holistic rubrics and P12 Student Learning Impact assessment in order to meet CAEP requirements and to align with departmental goals.
- Service learning will be a stronger focus in selected Elementary education courses to align with QEP goals.