

Assessment Cycle 2018 – 2019

PREP Program; Alternate Certification

Division or Department: School of Education

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Date: 6-6-2019

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Date: 6-20-2019

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.

Methodology: The assessment process for the PREP program includes:

- (1) Data from assessment tools are collected and returned to the program coordinator;
- (2) Data will be analyzed to determine student learning and whether students have met

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measurable outcomes;

- (3) Results are shared with program faculty and discussed;
- (4) The program coordinator, in consultation with program faculty, will determine proposed changes to instruction or assessment tools for the next assessment period.

Student Learning Outcomes:

SLO 1.

Course Map: required before certification

- Candidates take the Praxis PLT upon completion of PREP courses prior to certification.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge. (Praxis PLT exam)	Candidates will demonstrate knowledge of best teaching practices relating to their area of certification

Measure 1.1. (Direct-Knowledge)

Demonstrate discipline-specific knowledge of teaching pedagogy

SLO 1 is addressed with the Praxis PLT (Practices of Learning and Teaching), which is nationally normed. The Praxis exams demonstrate knowledge and skill in pedagogy and instruction. This assessment is nationally validated and reliable. Candidates must meet or exceed state established minimum scores as mandated by the State Department of Education.

Findings: met

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 87.5% of candidates met target (one candidate did not attempt the exam)

Analysis:

In AY 2017-2018, 100% of candidates met the benchmark. Data from the PLT exams from 2017-2018 indicate mean scores of 177 on PLT elementary test #5622, 169 on PLT middle school #5623, and 168 on PLT secondary #5624. Although 100% of candidates met target, faculty provided resources to assist candidates in their acquisition of teaching pedagogy as they prepared for Praxis exams.

In 2018-2019, 87.5% (7 out of 8) of candidates met the benchmark. Data from the PLT exams indicate mean scores of 175 on PLT Elementary test #5622, 114 on PLT Middle School #5623, and 160 on PLT Secondary School #5624.

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Candidates were provided with information regarding the Learning Express Library as a resource tool for Praxis preparation. Concepts that are assessed on the Praxis PLT are embedded in the PREP courses. As a result, in 2018-2019, 87.5% of candidates (7 out of 8) met or exceeded the minimum Praxis PLT required score. One candidate did not attempt the exam.

Decision- action or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, the NSU faculty will provide Praxis support embedded in PREP coursework to drive improvement in the assessed areas of human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. The Learning Express Library resource will be available through the parish and university library systems for candidate's use. Coordinated efforts between the School of Education and NSU's Academic Success Center will be made to explore additional opportunities for Praxis support. Additional contact with candidates will be made to "close the loop" for completion of all requirements, including Praxis PLT required for certification.

SLO 2

Course Map: PREP Internship courses

SLO 2 is assessed through a teaching evaluation form. Candidates apply discipline-specific content knowledge in professional practice during their Internship semesters.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice	Candidates pass a teaching evaluation to assess content, pedagogical knowledge, and skills in professional practice

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

SLO 2 is assessed via a Teacher Candidate Observation form in EDUC 5410 (elementary), EDUC 5420(middle), and EDUC 5430(secondary) by a University supervisor, a mentor teacher, and a school principal. These courses are taken during the internship portion of the PREP program prescription of study.

Findings: met

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

Analysis. In AY 2017-2018, the target was met. 100% of candidates met benchmark and scored "Meets Expectations" or "Target" of the required benchmark of the rubric. The mean evaluation score for elementary PREP candidates was 2.89, for middle school PREP candidates 2.91, and for secondary PREP candidates 2.67. Specific weakness identified across the program were in the areas of: creating an environment of respect and rapport, managing classroom procedures, and using questioning and discussion techniques. Overall strengths

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were: setting instructional outcomes and organizing physical space. In 2018-2019 university supervisors who evaluated the PREP candidates provided suggestions for improvement in these areas and, if needed, indicated these components as “*area for improvement*” on the observation instrument. These areas were then included in a follow-up evaluation for indicators of improvement. As a result, in 2018-2019, 100% of candidates met benchmark and scored “Meets Expectations” or “Target” of the required benchmark of the 3-point scale rubric. The mean evaluation score from elementary PREP candidates was 3.0, for middle school PREP candidates a mean score of 2.64, and for secondary PREP candidates a mean score of 2.93. Overall weaknesses included the categories of “Adjusts lesson when appropriate” and “Makes appropriate decisions”. Many strengths were indicated with a score of 3 out of a possible 3 on the rubric. These included:

- Identifies and plans for individual differences
- Actively promotes a positive learning environment
- Uses monitoring techniques continuously
- Presents content at a developmentally appropriate level
- Demonstrates knowledge of content and pedagogy
- Relates relevant examples, incidental learning, or current events to the lesson
- Answers questions correctly and/or directs students to additional resources
- Monitors ongoing performance of students
- Provides timely feedback to students regarding their progress
- Recognizes and reduces instances of discrimination
- Values and respects all students
- Exhibits a positive attitude
- Demonstrates a willingness to participate in school-related meetings
- Upholds policies and procedures of the university, district, and school
- Demonstrate ethical behavior

Action-Decision or recommendation:

Based on the analysis of the results in 2018-2019, in 2019-2020 the following actions will be taken to promote candidates’ improvement in teaching lessons: course instructors will refine the alignment of PREP courses with the new teacher competencies and provide opportunities (including a variety of field experiences) to model ways to adjust lessons and make appropriate decisions.

Currently, all field experiences are virtual. The Director of Clinical Experiences and PREP faculty will review the current assignments related to field experiences to expand opportunities and make connections to specific indicators. Decisions regarding implementation of face to face and virtual field experiences will be made. Supplemental materials will be provided through online instruction to provide opportunities with decision making in the

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classroom.

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 Ration (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, $5 \cdot CVR \text{ mean} = .03$ with CVR (Critical, 11) = .59 and no single item meeting critical value of .59. $\cdot ICC = .59$. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered “good.”

SLO 3

Course Map: EDUC 5410, EDUC 5420, EDUC 5430-PREP internship courses

- SLO 3 is assessed through a dispositions form during the PREP Internship semesters, which is a component of the certification requirement. Candidates will model professional behaviors and characteristics.

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 professional dispositions form during the internship portion of the PREP program. Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. Face validity 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.

Findings: met

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

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

Analysis: In AY 2017-2018, 100% of candidates met benchmark and scored at least “Sufficient” on the rubric. University supervisors and school administrators rate PREP candidates on a 5-point disposition scale to evaluate professional and ethical behaviors. The overall program mean scores indicated 4.99 for elementary PREP candidates, 4.99 for middle school PREP candidates, and 4.83 for secondary PREP candidates. Although 100% of candidates met benchmark, the specific disposition indicated by instructors as the weakest was “*communicates effectively, verbally, and in written work*”. As a result, in 2018-2019 faculty provided more opportunities for live interaction with candidates through Webex to strengthen oral communication skills. Opportunities were also given for candidates to make revisions on assignments after feedback had been given by instructors thereby ensuring 100% of candidates met benchmark score of at least “sufficient”. The mean score for the group was 4.93. Although not indicated as an area that needs improvement on this instrument, PREP course instructors continue to indicate this as an area of concern based on written assignments submitted in online coursework. Of the dispositions evaluated, those that received the lowest mean score of 4.75 include:

- Is realistically self-assured
- Demonstrates passion/enthusiasm about teaching and learning
- Consistently exhibits attitude and uses language that indicates high expectation of growth and success for all learners
- Consistently responds to the needs of all learners.
- Responds to unforeseen circumstances in an appropriate manner and modifies action when necessary.
- Uses appropriate tone of voice.
- Initiates communication to resolve conflict.

Action-Decision or Recommendation:

Based on the analysis of the results in 2018-2019, in 2019-2020 the following action will be taken: PREP candidates enrolled in EDUC 5680 will engage in an assignment that involves videotaping a lesson for the purposes of self-evaluation of these attributes. The video will be downloaded to a designated folder on Moodle for viewing by the instructor. Candidates will then use their self-reflection as well as the instructor’s evaluation to develop a plan for improvement. Specific indicators listed above that relate to the disposition instrument will be included in the self-reflection and plan for improvement.

SLO 4

Course Map:

- **SLO 4 is an assessment of lesson planning effectiveness as evaluated through a rubric associated with the candidate’s online portfolio during their Internship.**

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking	Candidates will design and

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that yields engaging ideas, processes, materials, and experiences appropriate for the discipline	implement developmentally appropriate lesson plans that reflect research on best practices.
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Measure 4.1 (Direct- Knowledge and Skills)

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 describe elements of lessons on which in-service teacher evaluations were based.

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 Ration (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability.

- 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: not met

- **AY 2017-2018:** The target of "proficient" was met.
- **AY 2018-2019:** The target of "proficient" was not met.

Analysis: In AY 2017-2018 portfolio artifact evaluations of lesson planning indicated a mean score of 3.35 out of 4.0 among Elementary PREP candidates. Based on the analysis of these results, faculty recognized the unique situation with the PREP candidates who did not have a background in education. Therefore, in 2018-2019 lesson planning opportunities were incorporated into all PREP courses, with the opportunity for faculty feedback. Portfolio artifact evaluations of lesson planning included a more complete dataset which indicated a mean score of 3.0 among Elementary candidates, 2.55 among Secondary English candidates, 2.9 among Secondary Math candidates, and 3.2 among Science candidates for a mean score of 2.91 for all PREP candidates on a 4-point scale. This score is .09 below the target goal of 3.0. Specific indicators by which candidates were evaluated included their ability to create lesson plans that:

- Show depth of understanding and extensive application of content appropriate to teaching specialty
- Present clear and extensive evidence of instructional focus on critical thinking, problem-solving, decision making and/or responsibility taking.
- Include numerous and varied instructional opportunities adapted to diverse learners.

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- Include technology integrated into lesson, involves interaction by all learners, is appropriate to content, and supports instruction.

Action-Decision or Recommendation: The AY 2018-2019 score of slightly below the target of 3.0 indicates the need for additional support in lesson planning. As a result, program faculty will include additional support, modeling, and individual feedback in candidates' lesson plans. Providing exemplary models of lesson plans, personalized feedback, and opportunities for revisions throughout Summer PREP course EDUC 5670 will strengthen candidates' ability to plan for instruction. Candidates will show more depth of understanding and extensive application of content, include varied instructional opportunities for diverse learners through the modeling and feedback practices. The component of integrating technology into lessons will be strengthened through the creation of a list of resources appropriate for candidate's grade and subject areas. Candidates will develop a list of technology resources that can be utilized by learners to support instruction. The list will be evaluated for its potential for learners' interaction, appropriate content, and support of instruction.

SLO 5

Course Map: Internship of PREP program

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (Student Learning Impact)	Candidates will assess the quality of instructional decision-making using an assessment project to analyze student learning and provide evidence of using data for instructional decision-making.

Measure 5.1. (Direct: Skills and Dispositions)

Make responsible decisions and problem-solve, using data to inform actions when appropriate.

SLO 5 is assessed through a data analysis project included in EDUC 5380.

Finding: not met

- **AY 2017-2018:** The target of at least 80% by all candidates was established as benchmark.
- **AY 2018-2019:** The target of at least 80% by all candidates was not met.

Analysis. In AY 2017-2018 the target was established that all candidates will score at least 80% on an assessment project related to student learning targets (SLT) as evaluated on a rubric. Implementation of this assessment project is the result of overall

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weakness in the area of data analysis and decisions involving instruction based on data as indicated on the Teacher Candidate Observation form. The project is directly linked to current student data the candidates utilize in establishing and analyzing their SLTs. The assessment project requires PREP candidates to disaggregate student data, identify trends, identify conceptual errors, and provide evidence of using data for instructional decision-making. As a result, in AY 2018-2019 80% of the candidates (8 out of 10) scored 80% or higher on this assessment. The area that showed the lowest mean score (16.4 out of 20 points) on the rubric is “*disaggregation of data and summary of results*” (INTASC Standards 1 & 2) Specific components within this indicator include a summary that addresses learning for the whole class as well as subgroups and individual students. References to student work samples that illustrate patterns of learning are also included.

Decision, action or recommendation. Based on the analysis of the results in 2018-2019, in 2019-2020 the following action will be taken to establish a pattern of continuous improvement. Specific examples of student data and a summary of results will be used as exemplar models of instruction in PREP courses. Candidates will participate in efforts to identify subgroups within whole class data sets and determine patterns of learning through simulations.

Comprehensive Summary of Key evidence of improvement based on the analysis of results:

Program faculty made several decisions after examining results of data analysis which resulted in improved student learning and program improvement during the 2018-19 year.

- After examining the evidence from last year, the university provided information found in the state and university Library systems to offer access to an online database, the Learning Express Library, as a preparation tool in order to fulfill the criteria of passing scores on the Praxis PLT to meet SLO 1.
- Identified candidate weaknesses across the program in the areas of: creating an environment of respect and rapport, managing classroom procedures, and using questioning and discussion techniques. These weaknesses were addressed through course content in EDUC 5650/5670 as well as individual support provided by university supervisors during the internship. Instructors included virtual field experiences using videos. Instructors in EDUC 5370/5380 utilized WebEx in these online courses to discuss classroom management and learning styles as a Professional Learning Community in order to meet SLO 2.
- All PREP courses emphasized effective written communication skills through online coursework. Instructors included communication skills as a component of the scoring rubric on assignments. Specific feedback was given by course instructors and university supervisors to strengthen effective written communication skills in order to meet SLO 3.

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- Under the guidance of the EDUC 5640 instructor, candidates created a literacy-based strategy file that was implemented in the internship portion of the PREP program to address SLO 4.
- An assessment project was added to EDUC 5380 PREP class which is completed during the final semester of the program. The project provides candidates with real world experience in data analysis and data-driven decision making that relates to their current SLT's to address SLO 5.
- Additional support and the use of research-based resources in analyzing student data and selecting appropriate interventions were provided to address SLO 5.
- Faculty have added Webex experiences to extend opportunities for instructor/students interactions since all PREP coursework is online.
- Faculty have placed a greater emphasis on improving candidates' written communication skills in class assignments through feedback and specific rubric indicators.

Plan of Action Moving Forward:

Program faculty have examined the evidence and results of data analysis from AY 2018-2019 and will take steps in 2019-20 to improve student learning and performance:

- We will offer online Praxis resources to assist candidates' preparation for the pedagogy-based exam required for certification through the Learning Express Library. Coordinated efforts between the School of Education and NSU's Academic Success Center will be made to explore additional opportunities for Praxis support including tutoring. Additional contact with candidates will be made to "close the loop" for completion of Praxis PLT exam required for certification to increase candidates' ability to meet SLO 1.
- The Director of Clinical Experiences and PREP faculty will review the current assignments related to field experiences to expand opportunities and make connections to specific indicators. Decisions regarding revisions for implementation of face to face and virtual field experiences will be made. Supplemental materials will be provided through online instruction to provide opportunities with decision making in the classroom. Faculty will also refine the alignment of PREP courses with the new teacher competencies to increase candidates' ability to meet SLO 2.
- Faculty will engage PREP candidates enrolled in EDUC 5680 in an assignment that involves video-taping a lesson for the purposes of self-evaluation of specific attributes. The video will be downloaded to a designated folder on Moodle for viewing by the instructor. Candidates will then use their self-reflection as well as

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the instructor's evaluation to develop a plan for improvement. Specific indicators of exhibiting a positive attitude, uses language that indicates high expectation of growth and success for all learners, responds to the needs of all learners, and responding to the needs of all learners will be the focus of supporting candidates and their ability to meet SLO 3.

- Faculty will provide additional support, modeling, and individual feedback in candidates' lesson plans. Providing exemplary models of lesson plans, personalized feedback, and opportunities for revisions will strengthen candidates' ability to plan for instruction. Candidates will show more depth of understanding and extensive application of content and include varied instructional opportunities for diverse learners. The component of integrating technology into lessons will be strengthened through the creation of a list of resources appropriate for candidate's grade and subject areas to be utilized by learners to support instruction and meet candidates' ability to meet SLO 4.
- Specific examples of student data and a summary of results will be used as exemplar models of instruction in PREP courses. Candidates will participate in efforts to identify subgroups within whole class data sets and determine patterns of learning through simulations and meet candidates' ability to meet SLO 5.