

## AC 2019 – 2020 Assessment

**Program:** M.A.T. Early Childhood Education (548A)

**Division:** Gallaspy College of Education and Human Development

**Department:** School of Education

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**Date:** July 8, 2020

**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 committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

**Department of Teaching, Leadership, and Counseling Mission.** The Department of Teaching, Leadership, and Counseling Mission 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 Early Childhood Education Program is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in the Early Childhood classroom while earning teacher certification. The program prepares educators who are currently in the field to meet young children's diverse needs in a variety of settings while documenting and assessing their growth over time in relation to state standards. Upon

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completion of the program, which meets the National Association for the Education of Young Children's accreditation standards, candidates are equipped to meet the many demands of the teaching profession.

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

- Data from assessment tools are collected and returned to the program coordinator;
- The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes;
- Results are shared with program faculty; and
- The program coordinator works with program faculty analyze results; based on this 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:** second year of coursework

- Candidates take the PRAXIS PLT in their second year of coursework, prior to their residency (EDUC 5450 *Early Childhood Internship in Teaching I*).

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 early childhood.

#### Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed with the PRAXIS PLT Early Childhood exam, which is nationally normed. To meet State mandates, candidates must achieve a score of at least 157.

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 score that is at least as high as the State requirement.

#### Finding.

- **AC 2016-2017:** Target was Met. 100% of candidates met target
- **AC 2017-2018:** Target was Met. 100% of candidates met target
- **AC 2018-2019:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Met. 100% of candidates met target

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### Analysis.

In AC 2018-2019, the target was met. Based on the analysis of AC 2018-2019 results, faculty found that 100% of candidates met the target. The cutoff score for the PLT is 157. Candidates' scores ranged from 161 to 179, with a mean score of 170.7 (n = 10). This surpasses the national median score of 169.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty offered workshops for 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. All these interventions led to program improvement.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, 100% of candidates met the target. The cutoff score for the PLT is 157. Candidates' scores ranged from 158 to 179, with a mean score of 166.89 (n = 9). This mean score approaches meeting the national median score of 169.

These changes impacted/made/had a direct impact on the students' ability to demonstrate knowledge of developmentally appropriate practices relating to early childhood.

### Decision, action, or recommendation.

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide PRAXIS workshops, partner with the library to offer access to Learning Express and identify and apply innovative ways to support candidates in their course to help them achieve success on the licensure tests.

These changes will improve the students' ability to demonstrate knowledge of developmentally appropriate practices relating to early childhood, thereby continuing to push the cycle of improvement forward.

### SLO 2

**Course Map:** EDUC 5451 *Early Childhood Internship in Teaching II*.

- Candidates are assessed via a Teacher Candidate Observation Form in EDUC 5451 *Early Childhood Internship in Teaching II*, which candidates take in their last semester.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to Early Childhood

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(SPA #4, Teacher Candidate Observation Form)	development, curriculum, and assessment.
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### Measure 2.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 2 is assessed via a Teacher Candidate Observation Form in EDUC 5451 *Internship in Early Childhood Education II*, which candidates take in their semester.

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,

- 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.”

### Finding.

- **AC 2016-2017:** Target was Met. 100% of candidates met target
- **AC 2017-2018:** Target was Met. 100% of candidates met target
- **AC 2018-2019:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Not Met. 0% of candidates met target

### Analysis.

In AC 2018-2019, the target was met. Based on the analysis of AC 2018-2019 results, faculty found that 100% of candidates met target and scored at least a “2” on each area of the rubric. The mean score was 2.91, with n = 7.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In 2019-2020, faculty added instructional activities that encouraged students to:

- include instructional activities that develop objectives,
- design & implement lessons requiring students to think creatively/critically,

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- design methods of evaluation to measure learner outcomes,
- organize and use available space, materials, and/or equipment to facilitate learning,
- manage and/or adjust allotted time for planned activities,
- use techniques and available teaching materials to achieve lesson objectives,
- adjust lesson when appropriate,
- demonstrate knowledge of content and pedagogy,
- stimulate and encourage higher order thinking at the appropriate developmental levels,
- encourage student participation through questioning and discussion techniques, and
- provide timely feedback to students.

Despite these changes, in AC 2019-2020 the target was not met. In AC 2019-2020, no data were available due to campus and school closures accordingly to federal and state stay-at-home orders due to the coronavirus pandemic.

These changes had the potential to impact the students' ability to demonstrate knowledge of developmentally appropriate practices relating to early childhood development, curriculum, and assessment.

### **Decision, action, or recommendation.**

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, program faculty will provide instructional resources to provide learner support for students to:

- include instructional activities that develop objectives,
- design & implement lessons requiring students to think creatively/critically,
- design methods of evaluation to measure learner outcomes,
- organize and use available space, materials, and/or equipment to facilitate learning,
- manage and/or adjust allotted time for planned activities,
- use techniques and available teaching materials to achieve lesson objectives,
- adjust lesson when appropriate,
- demonstrate knowledge of content and pedagogy,
- stimulate and encourage higher order thinking at the appropriate developmental levels,
- encourage student participation through questioning and discussion techniques, and
- provide timely feedback to students regarding their progress.

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Such ongoing program improvement effort will positively enhance candidates' knowledge and skills relating to early childhood curriculum, development, and assessment.

These changes will improve the students' ability to demonstrate knowledge of developmentally appropriate practices relating to early childhood development, curriculum, and assessment, thereby continuing to push the cycle of improvement forward.

### SLO 3

**Course Map:** ECED 5010 *Advanced Child Development*

- SLO 3 is assessed through a dispositions form in ECED 5010 *Advanced Child Development*, which is one of candidates' first courses.

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 ECED 5010 *Advanced Child Development*, which is one of candidates' first courses. 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".

### Finding.

- **AC 2016-2017:** Target was Met. 100% of candidates met target
- **AC 2017-2018:** Target was Met. 100% of candidates met target
- **AC 2018-2019:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Met. 100% of candidates met target

### Analysis.

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In AC 2018-2019, the target was met. Based on the analysis of AC 2018-2019 results, faculty found that 100% of candidates met target and scored “Above Sufficient” on the rubric. Candidates’ mean score was “3” (n = 10).

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty added videos and resources related to Professionalism to Early Childhood courses to facilitate candidates’ professional dispositions.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, 100% of candidates met target and scored “Above Sufficient” on the rubric. Candidates’ mean score was “3.95” (n = 7). Although 100% of candidates met target, program faculty examined the evidence to determine student learning in each area and found that points lost were in the following categories: Meets all tasks/assignments in a timely fashion and Manages time effectively. Because the assessment is tied to national standards, including InTASC and NAEYC standards, and content validity has been established, candidates’ artifacts demonstrated student learning via mastery of those standards.

These changes had a direct impact on the students’ ability to model behaviors and characteristics that are professional and ethical.

### **Decision, action, or recommendation.**

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide videos and other resources related to Professionalism (Meets all tasks/assignments in a timely fashion and Manages time effectively) to support student learning, as this is a growing concern in the field. This effort to engage in program improvement will strengthen candidates’ knowledge, skills, and dispositions relating to growing as professionals who prepare young children for life and learning in the classroom and beyond.

These changes will improve the students’ ability to model behaviors and characteristics that are professional and ethical, thereby continuing to push the cycle of improvement forward.

### **SLO 4**

**Course Map:** EDUC 5451 *Internship in Early Childhood Education II*

- SLO 4 is assessed through a lesson plan assignment in EDUC 5451 *Early Childhood Internship in Teaching II*, which is candidates’ last course.

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
Exhibit creative thinking that yields engaging ideas, processes, materials,	Candidates will design and implement developmentally appropriate lesson

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and experiences appropriate for the discipline (SPA #3, Lesson Plan)	plans that reflect research on best practices in Early Childhood Education.
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### Measure 4.4. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan assignment in EDUC 5450 *Early Childhood Internship in Teaching II*, which is 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."

### Finding.

- **AC 2016-2017:** Target was Met. 100% of candidates met target
- **AC 2017-2018:** Target was Met. 100% of candidates met target
- **AC 2018-2019:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Not Met. 0% of candidates met target

### Analysis.

In AC 2018-2019, the target was met. Based on the analysis of the AC 2018-2019 results, faculty found that candidates' mean score was 3.48 (n = 10). The mean score was 3 or greater in each category except for Technology, with a mean of 2.90. Faculty were conflicted with this score because many candidates taught preschool, and research consistently supports the notion that hands-on experiences are far superior to one-dimensional experiences in Early Childhood.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty added resources relating to Technology in Early Childhood courses to provide learner support.

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Despite these changes, in AC 2019-2020 the target was not met. In AC 2019-2020, no data were available due to campus and school closures accordingly to federal and state stay-at-home orders due to the coronavirus pandemic.

This change had the potential to impact the students' ability to design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education.

### **Decision, action, or recommendation.**

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide additional resources related to Technology 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.

These changes will improve the students' ability to design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education, thereby continuing to push the cycle of improvement forward.

### **SLO 5**

**Course Map:** EDUC 5451 *Early Childhood Internship in Teaching II*

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 5451 *Early Childhood Internship in Teaching II*, which is the last course.

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5, Student Learning Impact)	Candidates will document positive impact on young children's learning and development.

### **Measure 5.1. (Direct – Knowledge, Skills, and Dispositions)**

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 5951 *Early Childhood Internship in Teaching II*, which is the last course. The assessment is evaluated using a rubric, and the target performance is that at least 80% of candidates will score at least a "3" on the rubric.

A group of faculty and cooperating teachers collaborated to create the student learning impact assessment to align with (at the time) new Louisiana Compass and Common Core State Standards' expectations. The assessment requires candidates to plan for, create, administer, and analyze student learning. Candidates then reflect on and make instructional decisions based on their analyses. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous student learning

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impact 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. 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."

### Finding.

- **AC 2016-2017:** Target was Met. 100% of candidates met target
- **AC 2017-2018:** Target was Met. 100% of candidates met target
- **AC 2018-2019:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Not Met. 0% of candidates met target

### Analysis.

In AC 2018-2019, the target was met. Based on the analysis of AC 2018-2019 results, faculty found that 100% of candidates met target and scored "Target" on the rubric. Candidates' mean score was 3.455 (n = 10).

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty increased instructional focus on data analysis and student learning targets to support student learning.

Despite these changes, in AC 2019-2020 the target was not met. In AC 2019-2020, no data were available due to campus and school closures accordingly to federal and state stay-at-home orders due to the coronavirus pandemic.

This change had the potential to impact the students' ability to document positive impact on young children's learning and development.

### Decision, action, or recommendation.

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide additional instructional resources related to data analysis and SLTs 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.

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These changes will improve the students' ability to document positive impact on young children's learning and development, thereby continuing to push the cycle of improvement forward.

### **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.

- SLO 1: 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.
- SLO 2: Faculty added instructional activities to course content
  - include instructional activities that develop objectives,
  - design & implement lessons requiring students to think creatively/critically,
  - design methods of evaluation to measure learner outcomes,
  - organize and use available space, materials, and/or equipment to facilitate learning,
  - manage and/or adjust allotted time for planned activities,
  - use techniques and available teaching materials to achieve lesson objectives,
  - adjust lesson when appropriate,
  - demonstrate knowledge of content and pedagogy,
  - stimulate and encourage higher order thinking at the appropriate developmental levels,
  - encourage student participation through questioning and discussion techniques, and
  - provide timely feedback to students.
- SLO 3: Faculty added course content addressing Professionalism to Early Childhood courses.
- SLO 4: Faculty added resources related to Technology in Early Childhood courses.
- SLO 5: Faculty increased instructional focus on data analysis and student learning targets
- Service learning components were strengthened in each Early Childhood course in the program.

### **Plan of Action Moving Forward:**

Program faculty have examined the evidence and results of data analysis from AC 2019-2020 and will take steps to continue to improve student learning:

- SLO 1: Faculty will offer PRAXIS workshops and partner with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test

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preparation, and identify and apply innovative ways to support candidates in their course to help them achieve success on the licensure tests.

- SLO 2: Faculty will provide instructional resources to provide learner support for students to:
  - include instructional activities that develop objectives,
  - design & implement lessons requiring students to think creatively/critically,
  - design methods of evaluation to measure learner outcomes,
  - organize and use available space, materials, and/or equipment to facilitate learning,
  - manage and/or adjust allotted time for planned activities,
  - use techniques and available teaching materials to achieve lesson objectives,
  - adjust lesson when appropriate,
  - demonstrate knowledge of content and pedagogy,
  - stimulate and encourage higher order thinking at the appropriate developmental levels,
  - encourage student participation through questioning and discussion techniques, and
  - provide timely feedback to students regarding their progress.
- SLO 3: Faculty will provide additional videos and other resources related to Professionalism (Meets all tasks/assignments in a timely fashion and Manages time effectively) in Early Childhood courses.
- SLO 4: Faculty will provide additional instructional resources related to Technology in Early Childhood courses.
- SLO 5: Faculty will provide additional instructional resources related to data analysis and student learning targets.
- Service learning will be a stronger focus in each Early Childhood course.