

AC: 2019-2020 Assessment

Secondary Content in Education (320: Biology, English, Mathematics, Social Studies)

Division: Gallaspy College of Education and Human Development

Department: School of Education

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Mission Statements:

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.

School of Education. The School of Education 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 teacher preparation programs at Northwestern State University prepares critically reflective and responsive teachers who continue to learn across their careers. Several priorities distinguish our approach to teacher education including strong subject matter emphasis, intensive clinical field experiences, and

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commitment to reflective practice. These candidates are well prepared in their content areas and with the most recent research-based knowledge of instruction and curriculum. Further, candidates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors. Our goal for all is that they will become exceptional classroom teachers and take on leadership roles within school across Louisiana.

Methodology:

The assessment process for this program is as follows:

- 1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
- 2) Course instructors share data with faculty and department chair.
- 3) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

Student Learning Objectives

SLO 1

Course Map:

Candidates must take and pass the Praxis Subject Assessments, Principles of Learning and Teaching (PLT) and Secondary Content Knowledge for their content concentration of Biology, English Language, Mathematics, or Social Studies. The courses necessary will vary for the content area and candidate. Candidates should plan to take this test after taking the following courses:

EDUC 2020: Foundations of Multicultural Education

EPSY 2020: Introduction to Child and Adolescent Psychology

EDUC 3140: Planning and Assessment

EPSY 3000: Educational Psychology and Assessment

EDUC 4010: Secondary School Teaching Methods

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1, Praxis Subject Assessments: Content and Principles of Learning and Teaching.)	Candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach along with content pedagogical skills.

Measure 1.1. (Direct - Measures knowledge and skills)

SLO 1 is assessed through State Licensure Tests published by ETS. Licensure in the state of Louisiana requires the successful passing of Praxis Subject Assessments. Candidates must pass the content exam for their major (Biology, English, Mathematics, or Social Studies) before beginning Residency II semester.

All secondary education, grades 6-12, candidates complete the same Principles of Learning and Teaching test (PLT, Test #5624). However, they complete the appropriate content test for their area of concentration:

Biology: Content Knowledge, Test #5235, Qualifying Score: 150

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Business: Content Knowledge, Test #5101, Qualifying Score: 154

English: English Language Arts: Content and Analysis, Test #5039,
Qualifying Score: 168

Mathematics: Mathematics Content Knowledge, Test #5161, Qualifying Score: 160

Social Studies: Social Studies Content Knowledge, Test #5086,
Qualifying Score: 153

The quality of the assessment and the evidence from it is assured because (1) the State of Louisiana Department of Education requires this test, and (2) the test is nationally normed.

Findings: Target was Met. 100% of candidates met target.

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

AC 2017-2018

Praxis Subject Assessments:

Content	Number of Candidates	Passing Score	Range	Median	Mean
Biology	2	150	172-163	162.5	162.5
Business	0	-----	-----	-----	-----
English	4	168	181-172	177.5	177.0
Mathematics	1	160	165	165	165.0
Social Studies	2	160	167-161	164	164.0
PLT	9	157	185-157	175	172.0

AC 2018-2019

Praxis Subject Assessments:

Content	Number of Candidates	Passing Score	Range	Median	Mean
Biology	1	150	150-150	150	150.0
Business	0	-----	-----	-----	-----
English	5	168	181-154	172	171.2
Mathematics	0	160	-----	-----	-----
Social Studies	4	160	168-160	163.6	163.8
PLT	10	157	191-164	176	174.7

AC 2019-2020

Praxis Subject Assessments:

Content	Number of Candidates	Passing Score	Range	Median	Mean

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Biology	3	150	158-159	158	158.3
Business	1	154	154-154	154	154
English	2	168	173-182	177.5	177.5
Mathematics	2	160	160-163	161.6	161.5
Social Studies (old)	3	160	161-165	164	163.3
Social Studies (new)	2	153	156-161	158.5	158.5

AC 2019-2020

Praxis PLT Assessment:

Content	Number of Candidates	Passing Score	Range	Median	Mean
Biology	3	157	166-185	172	158.3
Business	1	157	164-164	164	164
English	2	157	177-188	182.5	182.5
Mathematics	2	157	160-170	165	165
Social Studies (old)	5	157	159-165	176	169.8

Analysis:

In AC 2018-2019 the target was met. Candidates performed stronger in English and weaker in Math and Social Studies.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Course instructors took the Praxis Mathematics Content Knowledge test and a course instructor also attended a professional development session given by Praxis personnel regarding the Social Studies content Test and included new information in course instruction. Faculty developed and implemented a remediation plan in AC 2019-2020 to help students become better-prepared for the Praxis Content Assessments.

These changes had a direct impact on the student’s ability to demonstrate discipline-specific content knowledge.

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

In AC 2019-2020, candidates performed stronger in Biology and English and weaker in Business, Mathematics, and Social Studies. However, N-counts for all fields are very low (below 10) so inferences are less reliable and should be considered when applying generalizations for program improvement.

Action – Decision:

In AC 2019-2020, the target was met.

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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 develop and view the scope and sequence of documents and determine if overlap or missing topics exist in required courses. Faculty will include time in classes to strengthen candidate content knowledge and familiarity with the test administration. needed additional instruction in Mathematics and Social Studies.

Faculty will develop and view the scope and sequence of documents and determine if overlap or missing topics exist in required courses. Faculty will include time in classes to strengthen candidate content knowledge and familiarity with the test administration. Faculty changed the Plan of Study each for Mathematics and Biology to reflect an analysis of the courses and Praxis test content alignment. The Plan of Study for the remaining content areas will be changed for the AC 2020-2021 university catalog.

These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

SLO 2

Course Map:

EDUC 3140: Planning and Assessment

EDUC 4010: Secondary School Teaching Methods

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 Appropriate Practices relating to secondary education in their content areas concentration (Biology, English Language Arts, Mathematics, or Social Studies), curriculum, instruction, assessment, and managing classroom procedures.

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

The assessment instrument is used with formal observations completed by the supervising/mentor teacher and university supervisor during Residency I and by the supervising/mentor teacher, university supervisor, and principal during Residency II. The assessment was modeled after the Charlotte Danielson Teaching Rubric used by the Louisiana Department of Education for teacher evaluation. The model includes use of actual portions of the teacher evaluation assessment. With the use of this assessment the candidates are able to demonstrate the necessary components of effective teaching when observed. The four levels resulting from each score are 1-Ineffective, 2-Effective: Emerging, 3-Effective: Proficient, and 4-Highly Effective. The benchmark score is 2-Effective: Emerging.

How was the assessment developed?

The Teacher Candidate Observation Form is comprised of items extracted from the Danielson Framework for Teaching instrument. The rating scale was adjusted to reflect

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course grading requirements, but the criteria and indicators were not adjusted from the Framework.

*How does the assessment provide evidence for meeting the identified standards?
The assessment has alignment to InTASC standards and content validity exists.*

Findings: Target Not Met

- **AC 2019-2020:** Target Not Met.
- **AC 2018-2019:** Target Not Met.
- **AC 2017-2018:** Target Met. 87.5% of candidates met target
- **AC 2016-2017:** Target Met. 100% of candidates met target

AC 2018-2019

Findings: DATA NOT AVAILABLE due to development of new measurement instrument.

AC 2019-2020

Findings: INCOMPLETE DATA due to stay-at-home orders and campus and school closures related to the coronavirus pandemic during Spring 2020.

N=1 candidate during the Fall 2019 semester. The data are descriptive statistics (mean) resulting from four observations of one social science education major. No data collected during the Spring 2020 semester due to COVID-19.	Candidate #1 (4 observations)				
Demonstrating knowledge of content and pedagogy	3.00				
Demonstrating knowledge of students	3.00				
Setting instructional outcomes	2.25				
Demonstrating knowledge of resources	3.00				
Designing coherent instruction	2.75				
Designing student assessment	2.75				
Creating an environment of respect & rapport	2.75				
Establishing a culture for learning	3.00				
Managing classroom procedure	3.00				
Managing student behavior	2.50				
Organizing physical space	3.00				
Communicating with students	3.00				
Using questioning & discussion techniques	2.75				
Engaging students in learning					
Using assessment in instruction					
Demonstrating flexibility & responsiveness					
Mean	2.83				

Analysis:

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In AC 2016-2017, the target was met. AC 2016-2017 data indicated that 100% of the candidates met the target score of “2” in each rubric task/indicator.

In AC 2017-2018, the target was met. AC 2017-2018 data indicated that 87.5% of candidates met the target score of “2” in each rubric task/indicator. Since the assessment is based on state and national standard, candidate artifacts for evidence demonstrate their mastery in each of the standards.

In AC 2018-2019, the target was not met due to no data being available for this measure. This measurement instrument was not used during AC 2018-2019 due to the development of a new assessment to be implemented during AC 2019-2020.

Based on analysis of the AC 2016-2017 and AC 2017-2018 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Faculty added videos and resources addressing using questioning techniques, designing student assessments, and managing classroom procedures to courses to support candidate learning. Candidates learn and practice these skills in previous education courses. The data are collected during Residency II for secondary students. These changes had the potential to impact the students’ ability to demonstrate knowledge of developmentally appropriate practices related to early childhood development, curriculum, and assessment.

Despite these changes, in AC 2019-2020 the target was not met. In AC 2019-2020, incomplete data were available for analysis. Based on the candidate from Fall 2019, target instructional focus is needed in setting instructional outcomes and managing student behavior. Candidates strengths related to content knowledge, knowing students, and organizing and facilitating a positive learning environment. No data were available for Spring 2020 candidates due to campus and school closures according to federal and state stay-at-home orders due to the coronavirus pandemic. In AC 2019-2020, preliminary data of Spring 2020 candidates indicated that candidates were on track to meet the target in all aspects of classroom teaching.

Action - Decision:

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 gather evidence in methods courses and Residency I to implement a remediation program before the candidate enrolls in Residency II.

Beginning in AC 2020-2021, SLO 2 will be assessed via a Teacher Candidate Observation Form in *Residency I and Residency II – Teaching in the Second School*, which candidates take in their last two semesters of coursework prior to graduation. This change was made to meet CAEP accreditation demands and 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

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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."

These changes will improve the student’s ability to apply discipline-specific content knowledge in professional practice.

SLO 3

Course Map:

EDUC 2020: Foundations of Multicultural Education

EDUC 4010: Secondary School Teaching Methods

Residency I

Residency II

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional, ethical, and provide support to teachers and other school personnel.

Measure 3.1. (Direct-Measures dispositions)

The artifact is a college-developed dispositions form that EDUC 2020 course instructors complete for each candidate that completes the course. A department-developed inventory is used for collecting data. It is a 5-item Likert Scale inventory. Course instructors complete the inventory for each candidate that finished the class. The inventory uses items that describe dispositions and characteristics of effective and dedicated teachers. Instructors have used this inventory for seven years. Therefore, validity and reliability are assured. A benchmark of 4 must be met.

COEHD faculty complete the initial dispositions form when candidates complete EDUC 2020 (Data reported), Residency I, and Residency II. Data collected beyond EDUC 2020 is for remediation plans that are necessary for candidates.

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COEHD Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards.

The assessment has Alignment to InTASC standards and content validity. 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. A rating = “Sufficient” for each indicator is benchmark.

Findings: Target was Not Met

Findings:

- **AC 2019-2020:** Target Not Met.
- **AC 2018-2019:** Target Not Met.
- **AC 2017-2018:** Target Met.
- **AC 2016-2017:** Target Met.

AC 2016-2017

	Domain	Characteristic	Mean Score (n=26 forms completed for N=10 candidates)
1.	Attendance/Punctuality	a. exemplary attendance	5.00
		b. always on time	5.00
2	Professional Appearance / Demeanor	dress/demeanor always appropriate for required professional activities and field experiences.	4.96
3	Positive Attitude	demonstrates a positive attitude about working with diverse people, peers, professionals, and in diverse environments. (4, 5, 6)**	4.85
4	Self-Confidence	is realistically self-assured, and competently handles demands of coursework and/or field experiences.	4.65
5	Collegiality	willingly shares ideas, information and materials when working with others.	4.88
6	Collaboration	works effectively with professional colleagues, parents, and other adults. (4, 5, 6)**	4.77
7	Professional Ethics	a. makes decisions and acts with honesty and integrity.	4.92
		b. demonstrates truthfulness to himself/herself and to others.	4.92
		c. demonstrates professional behavior and trustworthiness.	4.92

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	Domain	Characteristic	Mean Score (n=26 forms completed for N=10 candidates)
8	Respect	a. demonstrates self-respect and respect for others. (4, 5, 6)**	4.81
		b. interacts with other colleagues, administrators, parents, and other community members with courtesy and civility. (4, 5, 6)**	4.81
		c. acknowledges perspectives of individuals from diverse cultural and experiential backgrounds. (4, 5, 6)**	4.85
9	Responsibility	a. accepts consequences for personal actions or decisions	4.88
		b. meets all task/assignments in a timely fashion	4.62
		c. prepares well for activities, meetings, and group work	4.65
		d. manages time effectively	4.69
		e. seeks clarification and/or assistance as needed	4.81
		f. ensures accuracy of information for which he/she is responsible	4.85
		g. uses sound judgment in decision making	4.85
10	Commitment to diversity	a. values multiple aspects of diversity; (1, 2, 3, 4, 5)**	4.85
		b. respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. (1, 2, 3, 4, 5)**	4.85
1.	Passion/Enthusiasm	demonstrates passion/enthusiasm about learning and teaching.	4.81
2.	Expectation of Learners	consistently exhibits attitude and uses language that indicates high expectation of growth and success for all learners. (1, 2, 3, 5)**	4.81
3.	Interaction with Learning community	demonstrates positive interactions with peers, professionals, and other personnel.(1, 2, 3, 4, 5, 6)**	4.77
4.	Fairness/Equity	consistently responds to the needs of all learners. (1,2,3,5)**	4.73
5.	Problem Solving	analyzes problems critically and attempts to resolve them independently (as appropriate).	4.73
1.	Emotional Maturity	a. Respond to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary.	4.69
		b. uses appropriate tone of voice.	4.65
		c. initiates communication to resolve conflict.	4.85
		d. accepts feedback from others.	4.81
		e. identifies personal responsibility in conflict/problem situations.	4.81
2.	Communication	a. communicates effectively, verbally and in written work. (4)**	4.81

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	Domain	Characteristic	Mean Score (n=26 forms completed for N=10 candidates)
		b. routinely models standard English in professional settings. (4)**	4.92
3.	Educational Technology	incorporates technology into professional work.	4.77
4.	Self-Initiative	a. works effectively with limited or no supervision	4.77
		b. goes beyond which is expected	4.62
5	Reflective Practice	a. evaluates and reflects on his/her own experience and work	4.81
		b. uses appropriate professional and/or content standards	4.85
		c. continues to seek knowledge and professional development.	4.81
6.	Professional Conduct	a. exercises sound judgment and ethical professional behavior. (6)**	4.81
		b. represents a positive role model for others. (6)**	4.85

AC 2017-2018

	Domain	Characteristic	Mean Score (n=8 candidates)
1.	Attendance/Punctuality	a. exemplary attendance	5.00
		b. always on time	4.88
2	Professional Appearance / Demeanor	dress/demeanor always appropriate for required professional activities and field experiences.	4.88
3	Positive Attitude	demonstrates a positive attitude about working with diverse people, peers, professionals, and in diverse environments. (4, 5, 6)**	4.63
4	Self-Confidence	is realistically self-assured, and competently handles demands of coursework and/or field experiences.	4.75
5	Collegiality	willingly shares ideas, information and materials when working with others.	4.75
6	Collaboration	works effectively with professional colleagues, parents, and other adults. (4, 5, 6)**	4.50
7	Professional Ethics	d. makes decisions and acts with honesty and integrity.	5.00
		e. demonstrates truthfulness to himself/herself and to others.	5.00
		f. demonstrates professional behavior and trustworthiness.	5.00
8	Respect	d. demonstrates self-respect and respect for others. (4, 5, 6)**	5.00
		e. interacts with other colleagues, administrators, parents, and other community members with courtesy and civility. (4, 5, 6)**	4.75

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	Domain	Characteristic	Mean Score (n=8 candidates)
		f. acknowledges perspectives of individuals from diverse cultural and experiential backgrounds. (4, 5, 6)**	4.75
9	Responsibility	h. accepts consequences for personal actions or decisions	5.00
		i. meets all task/assignments in a timely fashion	4.88
		j. prepares well for activities, meetings, and group work	4.88
		k. manages time effectively	4.75
		l. seeks clarification and/or assistance as needed	5.00
		m. ensures accuracy of information for which he/she is responsible	4.88
		n. uses sound judgment in decision making	4.88
10	Commitment to diversity	a. values multiple aspects of diversity; (1, 2, 3, 4, 5)**	4.63
		b. respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. (1, 2, 3, 4, 5)**	4.63
1.	Passion/Enthusiasm	demonstrates passion/enthusiasm about learning and teaching.	4.75
2.	Expectation of Learners	consistently exhibits attitude and uses language that indicates high expectation of growth and success for all learners. (1, 2, 3, 5)**	4.88
3.	Interaction with Learning community	demonstrates positive interactions with peers, professionals, and other personnel.(1, 2, 3, 4, 5, 6)**	4.88
4.	Fairness/Equity	consistently responds to the needs of all learners. (1,2,3,5)**	4.88
5.	Problem Solving	analyzes problems critically and attempts to resolve them independently (as appropriate).	4.50
1.	Emotional Maturity	f. Respond to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary.	4.50
		g. uses appropriate tone of voice.	4.88
		h. initiates communication to resolve conflict.	4.75
		i. accepts feedback from others.	5.00
		j. identifies personal responsibility in conflict/problem situations.	5.00
2.	Communication	c. communicates effectively, verbally and in written work. (4)**	4.88
		d. routinely models standard English in professional settings. (4)**	4.88
3.	Educational Technology	incorporates technology into professional work.	4.63
4.	Self-Initiative	a. works effectively with limited or no supervision	4.88
		b. goes beyond which is expected	4.75

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	Domain	Characteristic	Mean Score (n=8 candidates)
5	Reflective Practice	d. evaluates and reflects on his/her own experience and work	4.75
		e. uses appropriate professional and/or content standards	4.75
		f. continues to seek knowledge and professional development.	4.88
6.	Professional Conduct	c. exercises sound judgment and ethical professional behavior. (6)**	4.88
		d. represents a positive role model for others. (6)**	4.88

Analysis:

In AC 2016-2017, the target was met. The candidate performance was at benchmark level and beyond.

In AC 2017-2018, the target was met. The candidate performance was at benchmark level and beyond.

In AC 2018-2019, the target was not met. Data were not available in AC 2018-2019 due to the revision of the Dispositions Form based on analysis of assessment data from AC 2016-2017 and AC 2017-2018 and in accordance with the plan of action for AC 2018-2019.

Based on analysis of AC 2016-2017 and AC 2017-2018 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Faculty placed greater emphasis on professionalism, based on conversations with principals and other stakeholders in the field, to strengthen dispositions. Faculty also added emphasis on current assessments and curricular programs because of conversations with principals and other stakeholders in the field to meet. Finally, faculty added an experiential learning component to our undergraduate program as part of our QEP. Faculty did notice relative weaknesses in self-initiative, collaboration, problem solving, and emotional maturity. Faculty decided that teacher candidates needed to be assessed according to general teaching competencies as developed by the Louisiana Department of Education. As a result, in AC 2019-2020, faculty employed the department-developed inventory for collecting data. It is a 5-item Likert Scale inventory. Course instructors complete the inventory for each candidate that finished the class. The inventory uses items that describe dispositions and characteristics of effective and dedicated teachers. Instructors have used this inventory for seven years. Therefore, validity and reliability are assured. A benchmark of 4 must be met.

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 according to federal and state stay-at-home orders due to the coronavirus pandemic.

These changes had the potential to impact the students' ability to model professional behaviors and characteristics.

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Action - Decision:

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 ensure alignment of the revised inventory with other assessments that focus on pedagogical knowledge and a better measure of dispositions for long-term candidate growth. If the data are more appropriate, then candidates can have a personalized plan for activities completed during field experience and teaching assignments. In addition, faculty will add the inventory to Residency I and Residency II to provide candidates with information on time management and professionalism.

These changes will improve the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

SLO 4

Course Map:

EDUC 3140: Planning and Assessment

EPSY 3000: Educational Psychology and Assessment

EDUC 4010: Secondary School Teaching Methods

Residency I

Residency II

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 their area of concentration (Biology, English Language Arts, Mathematics, or Social Studies) within Secondary Education.

Measure 4.1. (Direct: Knowledge and skills.)

SLO 4 is assessed through lesson plans and reflections in EDUC 4080, Residency I and Residency II. The assessment is evaluated by course instructors, site/university supervisors, and classroom mentors using a rubric. 80% of all students will score at least 2 out of 3 on the benchmark performance during EDUC 4080 and Residency I and 80% of all students will score at least 3 out of 4 on the benchmark performance during Residency II.

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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 had Alignment to InTASC standards and content validity.

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. 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: Target was Met

- **AC 2019-2020:** Target Met.
- **AC 2018-2019:** Target Not Met.
- **AC 2017-2018:** Target Met.
- **AC 2016-2017:** Target Met.

Analysis:

In AC 2018-2019, the target was met. The evidence indicated that candidates' scores for AC 2018-2019 improved over AC 2017- 2018 scores in planning instruction. The improvement may be because faculty increased course content on Differentiation and added professional development sessions to provide learner support and help them meet SLO 4. However, they still showed a weakness in reflecting on instruction. These skills complemented the inventory used in SLO 3. Candidates must be able to plan and implement effective instruction.

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 modeled deep reflection methods. This enabled the candidates to truly reflect on the result of their actions on student learning.

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

In AC 2019-2020, the target was met. The evidence indicates that candidates' scores have improved in the area of planning instruction, but they still show a weakness in reflecting on instruction. These skills complement the inventory used in SLO 3. Candidates must be able to plan and implement effective instruction. Based on the analysis of the results, the

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current inventory appears to be an appropriate measure of the objective for this SLO. The reflection scores are similar when compared to other measures.

These changes had a direct impact on the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

Action - Decision:

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 increase instructional focus on integrating across and integration within content fields. Faculty will support candidates to begin work on these skills in EDUC 4010 and Residency I in preparation for data gathering in Residency II. Faculty will also support longitudinal measures collected to view candidate growth through Residency II.

These changes will improve the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

SLO 5

Course Map:

EDUC 4980: Student Teaching

EDUC 4982: Residency II

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5, Student Learning Impact)	Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

Measure 5.1. (Direct: Skills and Dispositions)

Residency II. The assessment is evaluated using a rubric, and 80% of all students will score 3 out of 4 on the benchmark performance.

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.

The assessment has alignment to InTASC standards and content validity.

AC: 2019-2020 Assessment

A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous student learning impact 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.

CVR mean = -.61 with CVR(Critical, 8) = .75 and 7 items (78%) meeting critical value of .75

ICC = .954. ICC greater than .75 reflects “excellent” inter-rater reliability.

Findings:

- **AC 2019-2020:** Target Not Met.
- **AC 2018-2019:** Target Met.
- **AC 2017-2018:** Target Met.
- **AC 2016-2017:** Target Met.

AC 2018-2019 English

Group Name	Rubric Criteria	n	Average	Overall
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	5	3.6	
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	5	3.4	
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	5	3.8	
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	5	3.6	
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	5	3.4	
6. Student Learning Targets	3.D.3 Student Learning Targets	5	4.0	
7. Student Learning Targets	3.D.3 Student Learning Targets	5	3.6	
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	5	3.6	
9. Reflective Practice	3.D.3 Student Learning Targets	5	3.8	

AC 2018-2019 Biology

Group Name	Rubric Criteria	N	Average	Overall
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AC: 2019-2020 Assessment

1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	1	3.0
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	1	3.0
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	1	3.0
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	1	3.0
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	1	3.0
6. Student Learning Targets	3.D.3 Student Learning Targets	1	3.0
7. Student Learning Targets	3.D.3 Student Learning Targets	1	3.0
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	1	3.0
9. Reflective Practice	3.D.3 Student Learning Targets	1	3.0

AC 2019-2020 Social Studies

Group Name	Rubric Criteria	N	Average	Overall
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	4	3.75	
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	4	3.75	
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	4	4.00	
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	4	3.50	
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	4	3.50	
6. Student Learning Targets	3.D.3 Student Learning Targets	4	3.75	
7. Student Learning Targets	3.D.3 Student Learning Targets	4	3.75	
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	4	3.75	
9. Reflective Practice	3.D.3 Student Learning Targets	4	4.0	

Analysis

AC: 2019-2020 Assessment

In AC 2016-2017, target was met.

In AC 2017-2018, target was met.

In AC 2018-19, the target was met. In AC 2018-2019, the English and Social Studies program completers were well above the target of 3.0 for all areas. The one Biology program completer had a score of 3.0 for all items. These scores also meet the target score.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Candidates must complete reflections of their teaching in EDUC 3140, EPSY 3000, and EDUC 4010. Course instructors worked with candidates on the art of true reflection without cursory comments in AC 2019-2020. In AC 2019-2020, the course instructor placed emphasis on reflection in the courses listed.

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 according to federal and state stay-at-home orders due to the coronavirus pandemic.

These changes had the potential to impact the students' ability to make responsible decisions and problem-solve, using data to inform actions when appropriate thereby continuing to push the cycle of improvement forward.

Action - Decision:

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

Based on information gathered from analysis of the AC 2016-2017, AC 2017-2018, and AC 2018-2019 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will increase instructional focus on integrating across and integration within content fields. Faculty will support candidates to begin work on these skills in EDUC 4010 and Residency I in preparation for data gathering in Residency II. Faculty will also support longitudinal measures collected to view candidate growth through Residency II.

These changes will improve the student's ability to make responsible decisions and problem-solve, using data to inform actions when appropriate 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 from AC 2018-2019 which resulted in improved student learning and program improvement in AC 2019-2020.

- SLO 1: Faculty took the Praxis Mathematics Content Knowledge test and a course instructor also attended a professional development session given by Praxis

AC: 2019-2020 Assessment

personnel regarding the Social Studies content Test and included new information in course instruction. Faculty developed and implemented a remediation plan to help students become better-prepared for the Praxis Content Assessments. Faculty increased course content on differentiation and added professional development sessions. Faculty offered multiple PRAXIS seminars 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 videos and resources addressing using questioning techniques, designing student assessments, and managing classroom procedures to courses to support candidate learning. Candidates learn and practice these skills in previous education courses. The data are collected during Residency II for secondary students. These changes had the potential to impact the students' ability to demonstrate knowledge of developmentally appropriate practices related to early childhood development, curriculum, and assessment. Faculty redesigned several courses including changes in assessments along with scope and sequence. The courses are EDUC 3140, EDUC 4010, and EPSY 3000. Faculty added videos and resources addressing using questioning techniques, designing student assessments, and managing classroom procedures were added to courses to support candidate learning.
- SLO 3: Faculty placed greater emphasis on professionalism, based on conversations with principals and other stakeholders in the field, to strengthen dispositions. Faculty also added emphasis on current assessments and curricular programs because of conversations with principals and other stakeholders in the field to meet. Finally, faculty added an experiential learning component to our undergraduate program as part of our QEP. Faculty employed the department-developed inventory for collecting data. Faculty redesigned several courses including changes in assessments along with scope and sequence. The courses are EDUC 3140, EDUC 4010, and EPSY 3000.
- SLO 4: Faculty modeled deep reflection methods. This enabled the candidates to truly reflect on the result of their actions on student learning. Faculty have added emphasis on current assessments and curricular programs as a result of conversations with principals and other stakeholders in the field.
- SLO 5: Faculty modeled deep reflection methods. This enabled the candidates to truly reflect on the result of their actions on student learning.

AC: 2019-2020 Assessment

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 in AC 2020-2021:

- SLO 1: Faculty will develop and view the scope and sequence of documents and determine if overlap or missing topics exist in required courses. Faculty will include time in classes to strengthen candidate content knowledge and familiarity with the test administration. needed additional instruction in Mathematics and Social Studies. Faculty will develop and view the scope and sequence of documents and determine if overlap or missing topics exist in required courses. Faculty will include time in classes to strengthen candidate content knowledge and familiarity with the test administration. Faculty changed the Plan of Study each for Mathematics and Biology to reflect an analysis of the courses and Praxis test content alignment. The Plan of Study for the remaining content areas will be changed for the AC 2020-2021 university catalog.
- SLO 2: Faculty will gather evidence in methods courses and Residency I to implement a remediation program before the candidate enrolls in Residency II. Beginning in AC 2020-2021, SLO 2 will be assessed via a Teacher Candidate Observation Form in *Residency I and Residency II – Teaching in the Second School*, which candidates take in their last two semesters of coursework prior to graduation.
- SLO 3: Faculty will ensure alignment of the revised inventory with other assessments that focus on pedagogical knowledge and a better measure of dispositions for long-term candidate growth. Faculty will add the inventory to Residency I and Residency II to provide candidates with information on time management and professionalism.
- SLO 4: Faculty will increase instructional focus on integrating across and integration within content fields. Faculty will support candidates to begin work on these skills in EDUC 4010 and Residency I in preparation for data gathering in Residency II. Faculty will also support longitudinal measures collected to view candidate growth through Residency II.
- SLO 5: Faculty will increase instructional focus on integrating across and integration within content fields. Faculty will support candidates to begin work on these skills in EDUC 4010 and Residency I in preparation for data gathering in Residency II. Faculty will also support longitudinal measures collected to view candidate growth through Residency II.