

AC 2020 – 2021 Assessment

B.S. Early Childhood Education (3101)

Division: Gallaspy College of Education and Human Development

Department: School of Education

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Northwestern Mission: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

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.

B.S. Early Childhood Education Mission Statement: The mission of the Northwestern State University undergraduate Early Childhood Education Program is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in the Early Childhood classroom. The program prepares educators to meet young children's diverse needs in a variety of settings while documenting and assessing their

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growth over time in relation to state standards. Upon 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.

Moving forward, candidates will enroll in a two-semester residency (EDUC 4951 and EDUC 4952) rather than a one semester student teaching course (EDUC 4950). This transition aligns with requirements set forth by the Louisiana Department of Education, Council for the Accreditation of Educator Preparation, and Class Measures.

Methodology: The assessment process for the B.S. 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: Third or fourth year of coursework.

- Candidates take the PRAXIS PLT in their third or fourth year of coursework.

| 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 required score of 157.

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Findings: Target was met.

Analysis:

In AC 2019-2020 the target was met. In AC 2019-2020, 100% of candidates met target, as candidates must pass the PRAXIS PLT exam to enter Student Teaching (EDUC 4950). Candidates' scores ranged from 158 to 168 with a mean score of 162.9 (n = 10). The cutoff score for the PLT is 157.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty enhanced and adapted workshops for candidates, addressing all content areas and attended PRAXIS workshops themselves in AC 2020-2021. Further, to engage in program improvement, faculty enhanced its partnership with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation, and to find innovative, student-centered ways to support candidates in their course to help them be successful on the licensure tests.

As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021, 100% of candidates met target, as candidates must pass the PRAXIS PLT exam to enter Student Teaching (EDUC 4950). Candidates' scores ranged from 157 to 172 with a mean score of 163.4 (n = 7). The cutoff score for the PLT is 157.

These changes had a direct impact on the student's ability to demonstrate knowledge of developmentally appropriate practices relating to early childhood.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will offer course activities involving practice praxis test questions in addition to offering workshops and partnering with the Natchitoches Parish Library to offer Learning Express. These changes will improve the student's 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 4950 *Student Teaching in the Early Childhood Classroom*

SLO 2 is assessed via a Teacher Candidate Observation Form in EDUC 4950 *Student Teaching in the Early Childhood Classroom*, which candidates take in their last semester of coursework.

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

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

SLO 2 is assessed via a Teacher Candidate Observation Form in EDUC 4950 *Student Teaching in the Early Childhood Classroom*, which candidates take in their last semester of coursework. 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 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."

Findings: Target was met.

Analysis: 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.

Based on information gathered from analysis of the AC 2018-2019 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In 2020-2021, faculty added additional videos and other resources to the course to support student learning in the following areas:

- routines and transitions in a timely manner,
- Manages and/or adjusts allotted time for planned activities,
- Uses monitoring techniques continuously to facilitate learning,

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- Adjusts lesson when appropriate,
- Demonstrates a sense of self-worth and confidence in ability to teach
- Uses correct oral and written English.

This effort to engage in program improvement strengthened candidates' knowledge and skills relating to early childhood curriculum, development, and assessment.

As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021, 100% of candidates met target and scored "Meets Expectations" or "Target" on the rubric. In accordance with the plan of action from 2019-2020, in 2020-2021, program faculty examined the evidence to determine student learning in each area, and resources were added to the course to provide learner support in areas where candidates missed points (Manages routines and transitions in a timely manner, Manages and/or adjusts allotted time for planned activities, Uses monitoring techniques continuously to facilitate learning, Adjusts lesson when appropriate, Demonstrates a sense of self-worth and confidence in ability to teach, and Uses correct oral and written English). 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 student's ability to demonstrate knowledge of developmentally appropriate practices related to early childhood development, curriculum, and assessment.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will add resources addressing designing coherent instruction, designing student assessment, managing classroom procedures, managing student behavior, using questioning and discussion techniques, and engaging students in learning. These changes will improve the student's 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 3110 *Early Childhood Methods*

SLO 3 is assessed through a dispositions form in ECED 3110 *Early Childhood Methods*, which candidates take in the second semester of their third year.

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| 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 3110 *Early Childhood Methods*, which candidates take in the second semester of their third year. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least “Sufficient” on the rubric. Mentors evaluate candidates’ dispositions at midterm and discuss the evaluation with candidates so that they are aware of strengths and weaknesses. Mentors again use the assessment at the end of the semester (end of semester data is reported below). Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and face validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. Face validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. Analysis was conducted using the CAEP Evaluation Framework for EPP-Created Assessments, resulting in “below sufficient,” “sufficient,” or “above sufficient” ratings. The goal is for at least 80% of candidates to score “Sufficient”.

Findings: Target was met.

Analysis: In AC 2019-2020 the target was met. In AC 2019-2020, 83% of candidates met target and scored at least “Sufficient.” Candidates’ mean score was 4.48 (n = 6).

Student achievement was lowest in the following areas:

- Attendance/punctuality
- Positive attitude
- Self-Confidence
- Professional Ethics
- Respect
- Responsibility
- Interaction with Learning Community
- Emotional Maturity
- Self-initiative
- Reflective Practice
- Professional Conduct

As this assessment is used in the Practicum Course, which is one of the last courses candidates take before Student Teaching (EDUC 4950), faculty expected scores to be strong. Because the assessment is tied to national standards, including InTASC and

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NAEYC standards, and content validity has been established, candidates' artifacts demonstrated student learning via mastery of those standards.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Although 100% of candidates met target in AC 2018-2019 and 83% of candidates met target in AC 2019-2020, faculty reviewed the evidence to review student learning, and based on the analysis of the results, faculty added instructional emphasis and related resources on the following areas to support candidates' performance:

- Attendance/punctuality
- Positive attitude
- Self-Confidence
- Professional Ethics
- Respect
- Responsibility
- Interaction with Learning Community
- Emotional Maturity
- Self-initiative
- Reflective Practice
- Professional Conduct

As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021, 100% of candidates met target and scored at least "Sufficient." Candidates' mean score was 4.89 (n = 4). Points were lost in the following areas: Attendance/Punctuality, Self-Confidence, Professional Ethics, Responsibility, Emotional Maturity, and Self-initiative; faculty will add resources relating to these topics to support candidates' performance. This effort to engage in program improvement will strengthen candidates' dispositions relating to growing as early childhood professionals. As this assessment is used in the Practicum Course, which is one of the last courses candidates take before Student Teaching (EDUC 4950), faculty expect scores to be strong.

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

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will add emphasis on and resources in the following areas:

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Attendance/Punctuality, Self-Confidence, Professional Ethics, Responsibility, Emotional Maturity, and Self-initiative to support candidates' performance. Also, candidates will take EDUC 4951 and EDUC 4952 as a two-semester residency experience rather than EDUC 4950 Student Teaching. These changes will improve the student's 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 4950 *Student Teaching in the Early Childhood Classroom*

SLO 4 is assessed through a lesson plan and reflection in EDUC 4950 *Student Teaching in the Early Childhood Classroom*, which candidates take in their final semester.

| 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 Early Childhood Education. |

Measure 4.1. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan and reflection in EDUC 4950 *Student Teaching in the Early Childhood Classroom*, which candidates take in their final semester. 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. Beginning Spring 2021, the scale was changed, and the goal is for students to score at least a "2." 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 Ration (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."

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Findings: Target was met.

Analysis: 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.

Based on information gathered from analysis of the AC 2018-2019 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty included additional professional development and video modeling relating to adapting assignments and utilizing technology. This effort to engage in program improvement strengthened candidates' ability to reflect on their practice to improve student outcomes in the classroom.

As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021, the target was met. Based on the analysis of the 2020-2021 results, we found that 100% of candidates met target and scored at least a "3" in Fall 2020 and at least a "2" in Spring 2021. Candidates' mean score was 4.0 (n = 2) in Fall 2020 and 2.6 in Spring 2021 (n = 5). At the end of the course, program faculty examined the evidence to determine student learning in each area and found that candidates' lowest scores fell into the Adaptations and Technology categories. Faculty are torn about the Technology scores, as research consistently shows that hands-on learning far surpasses one-dimensional learning experiences in the early years. In accordance with the plan of action from 2019-2020, in 2020-2021, faculty increased course content on Adaptations and Technology through professional development and video modeling. These changes had a direct impact on the student's ability to design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will add resources addressing understanding central concepts, tools of inquiry, & structure of the discipline he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students; adaptations; and integrating content. Candidates will take EDUC 4951 and EDUC 4952 as a two-semester residency experience rather than EDUC 4950 Student Teaching. 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 4950 *Student Teaching in the Early Childhood Classroom*

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SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 4950 *Student Teaching in the Early Childhood Classroom*, which is the candidates' last course.

| 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 document positive impact on young children's learning and development. |

Measure 5.1. (Direct – Knowledge and Skills)

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 4950 *Student Teaching in the Early Childhood Classroom*, which is the candidates' 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 Louisiana competencies. 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 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.

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."

Findings: Target was met.

Analysis: 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.

Based on information gathered from analysis of the AC 2018-2019 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty added enhanced and adapted content related to Student Learning Targets to ECED courses.

As a result of these changes, in AC 2020-21, the target was met.

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In AC 2020-2021, the target was met. Based on the analysis of the 2020-2021 results, we found that 100% of candidates (n = 2) met target by scoring at least “3” on the rubric. The mean score was 3.39 in Fall 2020. In Spring 2021, the scale was changed, and the goal was for students to score at least a “2” on the rubric. In Spring 2021, the mean score was 3.674 (n = 5). In accordance with the plan of action from 2019-2020, in 2020-2021, we increased focus on student learning targets. These changes had a direct impact on the student’s ability to document positive impact on young children’s learning and development.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will increase emphasis on setting assessment criteria and student learning targets. Candidates will take EDUC 4951 and EDUC 4952 as a two-semester residency experience rather than EDUC 4950 Student Teaching. 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 2019-2020 data analysis which resulted in improved student learning and program improvement.

- SLO 1: Faculty offered workshops for candidates, addressing all content areas. Faculty enhanced its partnership with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation.
- SLO 2: Faculty added additional videos and other resources addressing:
 - Manages routines and transitions in a timely manner
 - Manages and/or adjusts allotted time for planned activities
 - Uses monitoring techniques continuously to facilitate learning
 - Adjusts lesson when appropriate
 - Demonstrates a sense of self-worth and confidence in ability to teach
 - Uses correct oral and written English
- SLO 3: Faculty invited recent completers to speak to ECED 3110 *Early Childhood Methods* candidates about their experiences, thus supporting candidate success. Faculty added instructional emphasis and related resources in the following areas to support candidates’ performance:
 - Attendance/punctuality
 - Positive attitude

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- Self-Confidence
 - Professional Ethics
 - Respect
 - Responsibility
 - Interaction with Learning Community
 - Emotional Maturity
 - Self-initiative
 - Reflective Practice
 - Professional Conduct
- SLO 4: Faculty included additional professional development relating to adapting assignments and utilizing technology in Early Childhood courses.
 - SLO 5: Faculty added enhanced and adapted resources related Student Learning Targets in ECED courses.
 - Faculty strengthened service-learning components in each ECED course, improving the overall program.
 - Faculty placed greater emphasis on professionalism in all courses.
 - Faculty added professional development sessions on CLASS, the instrument used to evaluate all preschool teachers in LA and some Kindergarten teachers in Louisiana.
 - Faculty strengthened the experiential learning component of our undergraduate program as part of our QEP.
 - Faculty added courses relating to family literacy and culturally responsive teaching to the program.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2020-2021 and will take steps to continue to improve student learning in AC 2021-2022:

- Multiple PRAXIS workshops will be offered to candidates, addressing all content areas; practice test questions will be added to courses; Longsdale Publishing PRAXIS support will be offered; and the university will partner with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.
- We will add additional resources addressing designing coherent instruction, designing student assessment, managing classroom procedures, managing student behavior, using questioning and discussion techniques, and engaging students in learning to support student learning and their ability to meet SLO 2.

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- In AC 2021-2022, faculty will add emphasis on and resources in the following areas: Attendance/Punctuality, Self-Confidence, Professional Ethics, Responsibility, Emotional Maturity, and Self-initiative in Early Childhood courses to positively impact candidates' professional dispositions to help them meet SLO 3.
- Faculty will add professional development related to understanding central concepts, tools of inquiry, & structure of the discipline he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students; adaptations; and integrating content to Early Childhood courses to provide learner support and help them meet SLO 4.
- Faculty will add resources related to setting assessment criteria and student learning targets in ECED courses, thus supporting candidate learning and their ability to meet SLO 5.
- Faculty will strengthen service-learning components in each ECED course, including field components, improving the overall program.
- Faculty will place greater emphasis on professionalism in all courses.
- Faculty will add professional development sessions on CLASS, the instrument used to evaluate all preschool teachers in LA and some Kindergarten teachers in Louisiana.
- Finally, faculty will strengthen the experiential learning component of our undergraduate program as part of our QEP.