

AC 2020 – 2021 Assessment

B.S. Elementary Education (3102)

Division: College: 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.

School of Education Mission. 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.

B.S. Elementary Education Program Mission Statement: The mission of the Northwestern State University undergraduate elementary education program is to prepare students with the knowledge, skills, and dispositions necessary to be effective teachers in the elementary classroom. The program prepares candidates to meet the diverse needs of children in a variety of educational settings while documenting and assessing their growth over time in relation to Louisiana state competencies.

AC 2020 – 2021 Assessment

Upon completion of the program, candidates are equipped to meet the many demands of the teaching profession.

Methodology: The assessment process for the BS in elementary education program is as follows:

1. Data from assessments tools are collected and returned to the department chair and program coordinator.
2. The program coordinator will analyze data to determine whether students have met the measurable outcomes.
3. Results from the assessment will be shared and discussed with program faculty.
4. The program coordinator, in consultation with program faculty and stakeholders, will review data and propose changes to measurable outcomes, assessment tools for the next assessment period, and where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1: Candidates will demonstrate content and pedagogical knowledge related to elementary education.

Course Map: Candidates must take and pass the Praxis Subject Assessments, Principles of Learning and Teaching (PLT) and Elementary Content Knowledge or Elementary Education: Multiple Subjects exams at the completion of the third or fourth year of coursework.

Elementary Content Knowledge/Elementary Education: Multiple Subjects EDUC 4080: Applications of Teaching Literacy in the Elementary Classroom EDUC 4230: Teaching Methods in Numeracy and Mathematical Practices in the Elementary School

EDUC 4330: Content and Techniques of Teaching Science in the Elementary School

EDUC 4430: Content and Techniques of Teaching Social Studies in the Elementary School

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1, Praxis Subject Assessments)	Candidates will demonstrate content and pedagogical knowledge related to elementary education.

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed through the Praxis Subject Assessments, Principles of Learning and Teaching (PLT): Grades K-6 test (#5622) and Elementary Content Knowledge test (#5018) / Elementary Education: Multiple Subjects (#5001). The assessment is a

AC 2020 – 2021 Assessment

computer-based standardized test, and the benchmark performance is listed in table 1.

TABLE 1 Minimum Scores on PRAXIS Subject Assessments

Test Name	Test Number	Benchmark Score
Principles of Learning and Teaching (PLT), Grade K-6	#5622	160
Elementary Content Knowledge	#5018	No longer used
Elementary Education: Reading and Language Arts	#5002	157
Elementary Education: Mathematics	#5003	157
Elementary Education: Social Studies	#5004	155
Elementary Education: Science	#5005	159

Minimum scores are required by the State of Louisiana for certification as an elementary teacher. Quality of the assessment/evidence is assured because (1) the State of Louisiana requires this test, and (2) the test is nationally normed. Based on the evidence, candidate success is assessed through the achievement of a score that meets or exceeds the state minimum required scores.

Finding. Target was met.

- **AC 2020-2021:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Met. 100% of candidates met target
- **AC 2018-2019:** Target was Met. 100% of candidates met target
- **AC 2017-2018:** Target was Met. 100% of candidates met target
- **AC 2016-2017:** Target was Met. 100% of candidates met target

Analysis: In AC 2019-2020, the target was met.

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 provided several PRAXIS preparation resources and learning opportunities for all students. The average score in reading and language arts decreased by 8 points and the average score in math increased by 3 points. The other content areas remain constant.

As a result of these changes, in AC 2020-2021 the target was met.

In AC 2020-2021, the target was 100% candidates achieved the required scores for state certification. The goal was met with 100% of the candidates earning scores that met or exceeded the state required scores and national averages. In addition, average scores increased on the PLT (#5622) and Elementary Education Multiple Subjects Social Studies (#5004) and Science (#5005) tests.

In AC 2020-2021, 100% of candidates met the target. Candidate scores ranged from 161 – 178 with a mean score of 171 on the PLT. The candidates' mean score surpassed the national median average of 166. Previously the Elementary Content test combined all content tests for one overall score; however, in September of 2017, the Elementary Content Knowledge test changed to Elementary Multiple Subjects. Candidates are now required to achieve passing scores on each individual content test

AC 2020 – 2021 Assessment

(Reading/ELA, Mathematics, Science and Social Studies) in order to meet the state requirements for certification. 100% of candidates taking this test met or exceeded the qualifying scores on each subtest.

TABLE 2: Candidate scores

Test	Range	Mean	Benchmark Score	Number tested
5002	157-172	162	157	11
5003	160-196	179.6	157	11
5004	156-183	169	155	11
5005	157-190	169	159	11

Candidate mean scores in every test are at least 5 points above the benchmark scores. Candidate scores also continue to exceed the national median averages on all subtests.

As a result of these changes, in AC 2020-21, the target was attained with an average score of 171 on the PLT and 100% of the candidates met and exceeded the minimum score needed on all content area tests.

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

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 PRAXIS seminars, advise students to use 240 Tutoring, and partner with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability.

These changes will improve the student's ability to demonstrate content and pedagogical knowledge related to elementary education, thereby continuing to push the cycle of improvement forward.

SLO 2: Candidates will demonstrate knowledge of Appropriate Practices relating to Elementary education, curriculum, instruction, assessment, and managing classroom procedures.

Course Map: SLO 2 is assessed in **EDUC 4960: Residency II- Teaching in the Elementary School**. This course is taken during their final year in the program.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice	Candidates will demonstrate knowledge of Appropriate Practices relating to Elementary education, curriculum, instruction, assessment, and managing classroom procedures.

AC 2020 – 2021 Assessment

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

SLO 2 was assessed via a Teacher Candidate Observation Form in EDUC 4962 *Residency II – Teaching in the Elementary School*, which candidates take in their last semester of coursework. Candidate performance is assessed related to teaching (curriculum and instruction), assessing students, and managing classroom procedures. Candidates are provided with the rubric based on the Danielson Framework to evaluate their performance. The rating scale was adjusted to reflect course grading requirements, but the criteria and indicators were not adjusted from the Framework. The assessment and rubric continue to be tweaked as necessary with each iteration based on results of student learning and changes in state standards. Program faculty have reviewed the for validity and reliability, ensuring that the assessment measures what is intended to measure and this it is reliable over time. The goal is for at least 80% of all candidates to score at least a 2 out 3, “Meets Expectations,” on the evaluation instrument.

Finding. Target was met.

- **AC 2020-2021:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Not Met. 50% of candidates met target
- **AC 2018-2019:** Target was Met. 93% of candidates met target
- **AC 2017-2018:** Target was Met. 100% of candidates met target
- **AC 2016-2017:** Target was Met. 100% of candidates met target

Analysis: 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. Faculty examined the evidence to determine student learning in each area, and professional development sessions on managing classroom procedures and selecting resources to add in Elementary methods courses to provide learner support and prepare candidates for Student Teaching/Residency. This effort to engage in program improvement strengthened candidates’ knowledge and skills relating to elementary education curriculum, instruction, assessment, and managing student behavior.

SLO 2 was made to align with departmental goals and meet CAEP accreditation demands. 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.

AC 2020 – 2021 Assessment

- ICC = .59. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered "good."

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

As a result of these changes, in AC 2020-21, the target was met. 100% of the students in scored greater than an average of 2 on their observation rubrics in residency II. The average score for 2020-2021 was 2.75 on lesson observations.

Even though the number of students scoring at target decreased in the last two years, the results of 2020-2021 are evidence of improvement in the desired direction of the SLO in the 2020-2021 year with the mean score rising to a 2.75. An increase in this year's observation average is evidence that supporting student learning through the use of videos and more detailed explanations in course work was a success. Faculty provide learner support via videos, more detailed explanations, and specific course content in the areas where candidates missed points which were the same areas (Demonstrating Knowledge of Resources and Managing Student Behavior) as in the previous iteration. The results continue to provide evidence of student growth because program faculty has focused on instructional planning, curriculum and assessment. Because the assessment and rubric are tied to InTASC standards, state standards, and Louisiana teacher competencies, candidates' artifacts demonstrated student learning via mastery of state and content standards.

The observation rubrics from residency one were used to determine attainment of the SLO target. Teacher candidates are scored on 50 criteria areas and 100% of their averages for all observed lessons were greater than a 2. The mean was 2.75 for all criteria incorporated on the observation rubrics.

These changes had a direct impact on the student's ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

The areas of questioning, engaging students in learning, planning interdisciplinary lessons that connect concepts and differentiating instruction and learning tasks appropriate to the needs of learners were the lowest areas of the observation rubric scoring an average of 2.5. 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. The faculty will focus on explicit instruction on teacher and student questioning, integrating cross curricular lessons and ideas, as well as differentiating specific content, processes, and products for individual or groups of learners. Some instructional methods could include practice within the classroom placement, viewing videos, and implementing these strategies with peers in content areas.

These changes will improve the student's ability to demonstrate knowledge of Appropriate

AC 2020 – 2021 Assessment

Practices relating to Elementary education, curriculum, instruction, assessment, and managing classroom procedures, thereby continuing to push the cycle of improvement forward.

SLO 3: Candidates will model behaviors and characteristics that are professional and ethical.

Course Map: SLO 3 is assessed in **EDUC 4080, Applications of Teaching Literacy in the Elementary Classroom** and **EDUC 4230, Teaching Methods in Numeracy and Mathematical Practices in Elementary School**. These courses were previously taken the semester before student teaching. Now, these courses taken during the final year in the program as part of the yearlong residency.

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 disposition's form/observation form in EDUC 4080, Applications of Teaching Literacy in the Elementary Classroom and EDUC 4230, Teaching Methods in Numeracy and Mathematical Practices in Elementary School. 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".

Finding. Target was met.

- **AC 2020-2021:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Met. 100% of candidates met target
- **AC 2018-2019:** Target was Met. 100% of candidates met target
- **AC 2017-2018:** Target was Met. 100% of candidates met target
- **AC 2016-2017:** Target was Met. 100% of candidates met target

Analysis:

As this assessment is used in the Methods Course, which is one of the last courses candidates take before Student Teaching (EDUC 4961 and 4962), faculty expect scores to be strong. Because the assessment and rubric are tied to national standards, candidates' artifacts demonstrated student learning via mastery of those standards.

AC 2020 – 2021 Assessment

This assessment was used in Residency I (EDUC 4961) and Residency II (EDUC 4962) as the courses that were formerly referred to as Methods Courses became part of the year-long Residency block of courses. These courses are taken during the candidates last year of the program.

Based on the analysis of the 2019-2020 results, in 2020-2021 the following changes were implemented. Additional resources were added that focused on professionalism in Elementary courses to positively impact candidates' professional dispositions. Faculty added enhanced and adapted emphasis on Time Management (Attendance and Punctuality) and Professionalism (Appearance and Demeanor) to support candidates' performance. This effort to engage in program improvement strengthened candidates' dispositions relating to growing as culturally responsive professionals. As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021 the target was met. In AC 2020-2021, 100% of candidates met target and scored at least "Sufficient." Candidates' mean score was 4.5. Although 100% of candidates met the target, program faculty examined the evidence to determine student learning in each area, and emphasis on Diversity was strengthened in coursework to provide learner support. This proved to be effective.

The AC 2019-2020 mean score was 4.2, and in the AC 2020-2021 the mean grew to 4.5. The candidates showed improvement in seeking clarification and/or assistance when needed, in valuing multiple aspects of diversity, and in positive interactions with peers, professionals, and other personnel.

These changes had a direct impact on the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, in AC 2021-2022 faculty will implement the following changes to drive the cycle of improvement. Faculty will add additional enhanced and adapted emphasis on Time Management (Attendance and Punctuality) and Professionalism (Appearance and Demeanor) to support candidates' performance. This effort to engage in program improvement strengthens candidates' dispositions relating to growing as culturally responsive professionals.

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: Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary Education.

AC 2020 – 2021 Assessment

SLO 4 is assessed through a lesson plans and reflections in EDUC 4080, Applications of Teaching Literacy in the Elementary Classroom; EDUC 4230, Content and Techniques of Teaching Mathematics in the Elementary School; and EDUC 4961 (Residency I) and EDUC 4962 (Residency II) *Student Teaching in the Elementary Classroom*, which candidates take in their final year.

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

Measure 4.1 (Direct – Knowledge and Skills)

SLO 4 is assessed through lesson plans and reflections in EDUC 4080, Applications of Teaching Literacy in the Elementary Classroom; EDUC 4230, Content and Techniques of Teaching Mathematics in the Elementary School; and EDUC 4961 (Residency I) and EDUC 4962 (Residency II) *Student Teaching in the Elementary Classroom*, which candidates take in their final year. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least a “2” 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 Louisiana 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 eight 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.”

Finding. Target was met.

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

AC 2020 – 2021 Assessment

Analysis: In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the following changes were implemented in 2020-2021. The faculty included additional professional development related to the Integration of Critical Thinking Strategies and Reflecting on Instruction to support student learning. This effort to engage in program improvement strengthened candidates' ability to think critically and reflect on their practice to improve student outcomes in the classroom. The faculty also increased course content on Differentiation and professional development sessions to provide learner support.

As a result, in AC 2020-2021 the target was met. In AC 2020-2021, candidates' mean score was 2.69. At the end of the course, program faculty examined the evidence to determine student learning in each area and determined that more emphasis was needed on the candidates' lowest scores in the categories of questioning, instructional strategies, and formative assessment development and alignment.

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

Action - Decision or Recommendation:

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 include questioning sessions in their course work and classroom modeling of questioning techniques. In AC 2021-2022, faculty will include additional professional development related to the Integration of questioning to support and align with formative assessment techniques.

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

SLO 5: Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

Course Map SLO 5 is assessed in **EDUC 4961 and EDUC 4962, Residency-Teaching in the Elementary School** through the teaching portfolio which is assessed using the P12 Student Learning Impact Assessment during the last semester of the program.

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.

AC 2020 – 2021 Assessment

Measure 5.1. (Direct – Knowledge and Skills)

SLO 5 is assessed through the P12 Student Learning Impact Assessment, a component of the culminating portfolio, during Residency II. Residency II is taken during the last semester of the program. The assessment is evaluated using a rubric. 80% of all students will score 2 out of 3 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 provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and content validity was established for the instrument. 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 Ration (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability.

To determine criteria for success,

- 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.

Finding. Target was met.

- **AC 2020-2021:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Met. 100% of candidates met target
- **AC 2018-2019:** Target was Met. 100% of candidates met target
- **AC 2017-2018:** Target was Met. 90% of candidates met target
- **AC 2016-2017:** Target was Not Met. 33% of candidates met target

Analysis: In AC 2019-2020, eleven students completed the Student Learning Impact Assessment as part of their culminating portfolio. 100% of the candidates met the target and scored at least a "2." Score levels changed from 1, 2, 3, 4, in 2017-2018 to 1, 2, 3 in 2018-2019. Candidates' mean score was 2.48 on the assessment. Candidates' mean scores range from 0.71 - 3 on each of the components assessed on the rubric. Evidence showed that all candidates scored a "2" or better on candidates' ability to prepare instructional assignments and activities as well as creating a culture and rapport with the students. At the end of the course, program faculty examined the evidence to determine student learning in each area and determined that more emphasis was needed on setting student learning targets, the analysis of formative data, and reflection on instruction. Candidates seeking out professional development opportunities was ranked the lowest at .71 on average. This could be due to COVID and limited opportunities.

Evidence from AC 2019-2020 to AC 2020-2021 supports the candidates' ability to prepare instructional assignments and activities as well as creating a culture and rapport with the students.

AC 2020 – 2021 Assessment

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

These changes had a direct impact on 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.

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 provide more direct instruction to reinforce setting student learning targets, the analysis of formative data, and reflection on instruction. Faculty will also model and embed these practices into their courses.

These changes will improve the student's ability to assess the quality of instructional decision making using the P12 Student Learning Impact Assessment, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

Program faculty made several decisions after examining results of data analysis from AC 2019-2020 which resulted in improved student learning and program improvement in AC 2020-2021.

- Faculty continued to offer PRAXIS seminars and partnered with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.
- Faculty added additional resources and videos addressing designing coherent instruction, designing student assessment, using questioning and discussion techniques, using assessment in instruction, and demonstrating flexibility and responsiveness to support student learning in elementary education courses to support candidate learning and their ability to meet SLO 2.
- SLO 2 was assessed with a Teacher Observation Form in order to meet CAEP requirements and align with departmental goals.
- Faculty added additional resources focusing on Professionalism in Elementary courses to positively impact candidates' professional dispositions to help them meet SLO 3.
- Faculty added professional development related to Reflecting on Instruction to Elementary education courses to provide learner support and help them meet SLO 4.
- Faculty continued to place emphasis on setting and writing student learning targets was strengthened in EDUC 4961 and EDUC 4962, Residency – Teaching

AC 2020 – 2021 Assessment

in the Elementary School, to support candidate learning and help them meet SLO5.

- SLO 5 was assessed with a PK-12 Student impact assessment to meet CAEP accreditation requirements and align with departmental goals.

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:

- Faculty will continue to offer PRAXIS seminars, advise students to use 240 Tutoring, and partner with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.
- The faculty will focus on explicit instruction on teacher and student questioning, integrating cross curricular lessons and ideas, as well as differentiating specific content, processes, and products for individual or groups of learners. Some instructional methods could include practice within the classroom placement, viewing videos, and implementing these strategies with peers in content areas to meet SLO 2.
- SLO 2 will be assessed with a Teacher Observation Form in order to meet CAEP requirements and align with departmental goals.
- Faculty will add additional resources focusing on Professionalism in Elementary courses to positively impact candidates' professional dispositions to help them meet SLO 3.
- Faculty will include questioning sessions in their course work and classroom modeling of questioning techniques as well as include additional professional development related to the Integration of questioning to support and align with formative assessment techniques.
- Faculty will add professional development related to Reflecting on Instruction to Elementary education courses to provide learner support and help them meet SLO 4.
- Faculty will continue to place emphasis on setting and writing student learning targets was strengthened in EDUC 4961 and EDUC 4962, Residency – Teaching in the Elementary School, to support candidate learning and help them meet SLO 5.
- SLO 5 will be assessed with the through the Residency II (EDUC 4962) teaching portfolio which is assessed using the P12 Student Learning Impact Assessment during the last semester of the program to meet CAEP accreditation requirements and align with departmental goals.