

Assessment Cycle 2020 – 2021

M.A.T. Elementary Education (506 MAT)

Division: Gallaspy College of Education and Human Development

Department: School of Education

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Date: June 2, 2021

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Date: July 1, 2021

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.

Program Mission Statement: The mission of the Northwestern State University alternate certification Elementary Education Program is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in the Elementary classroom while earning teacher certification. The program prepares educators who are currently in the field to meet children's diverse needs in a variety of settings while documenting and assessing their growth over time in relation to state standards. Upon

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completion of the program, which meets the state accreditation standards, candidates are equipped to meet the many demands of the teaching profession.

Methodology:

The assessment process for the M.A.T. in Elementary Education 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 student learning and 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, will review data and based on the 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: Candidates take the PRAXIS PLT in their second year of coursework, prior to their residency (EDUC 5410 Elementary *Internship in Teaching*).

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 elementary education.

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed with the PRAXIS Principles of Learning and Teaching (PLT): Grades K-6 (#5622) exam, which is nationally normed. The assessment is a computer-based standardized test, and the benchmark performance is a minimum qualifying score of 160 as 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.

For candidates to be successful, they must achieve a qualifying score that is at least as high as the State minimum requirement of 160. The target is for 100% of candidates to achieve the minimum requirement of 160.

Findings: Target was met.

- **AC 2020 - 2021:** 100% of candidates met target
- **AC 2019 - 2020:** 100% of candidates met target
- **AC 2018 - 2019:** 100% of candidates met target

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Analysis: Based on the analysis of the 2019-2020, the following changes were implemented in 2020-2021. The faculty offered PRAXIS workshops and provided candidates access to PRAXIS preparation resources in collaboration with the local city and university libraries. To drive continuous improvement, maximize student learning and to continue to improve the program, faculty offered PRAXIS workshops in all content areas, partnered with the Natchitoches Parish library and other libraries within the region to offer access to Learning Express, and identify and implement alternate ways to support candidates in their course to help them be successful on the licensure tests, specifically the PRAXIS II PLT exam.

As a result of these changes, in AC 2020-21, 100% of candidates met the target. The qualifying score for the PLT Grades K-6 is 160. Candidates' scores ranged from 160-187, with a mean score of 178.45. In AC 2020-2021 the mean increased by 3.7 points from a 174.75 to 178.45. As a cohort, candidate scores did exceed the national mean score of 177, and the target was met.

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, the faculty will continue to offer PRAXIS seminars. They will also 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 knowledge of Developmentally Appropriate Practices relating to elementary education, thereby continuing to push the cycle of improvement forward.

SLO 2

Course Map: *EDUC 5410 and EDUC 5411 Elementary Internship in Teaching*

Candidates' performance in the classroom in the classroom is assessed while enrolled in *EDUC 5410 or EDUC 5411 Elementary Internship in Teaching*. Candidates must earn a minimum rating of 2 on the instrument.

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 Elementary curriculum, instruction and assessment.

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

SLO 2 is assessed through a Teacher Candidate Observation Form while enrolled in *EDUC 5410 or EDUC 5411 Elementary Internship in Teaching*. Program faculty collaborated to design the assessment along with a rubric to evaluate candidates' work. Candidates' knowledge and skills in relation to state standards and SPA standards are made visible through the compilation of course artifacts they create along with written and oral reflections. Through multiple iterations of the assessment and evaluation process, program faculty have collaborated to edit and refine the assessment and rubric to ensure that the form assesses what we intend for it to assess, and that the rubric continues to be a valid, reliable instrument. The target goal for this assessment is for at least 80% of candidates to score a minimum of "2" on the rubric.

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 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 eleven 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.

- **AC 2020-2021:** 100% of candidates met target
- **AC 2019-2020:** 100% of candidates met target
- **AC 2018-2019:** 100% of candidates met target

Analysis: Based on analysis results from AC 2019-2020, faculty assessed candidates using this instrument to measure candidate performance in AC 2020-2021. Candidate scores on the form provided evidence for meeting state identified standards aligned with artifacts tied to InTASC and content standards. To maximize student learning and to continue to improve the program, faculty examined data gleaned from candidates' observation scores and oral reflections to determine necessary changes and find more ways to support candidates in their internship to help them be successful educators. The Teacher Candidate Observation Form in EDUC 5410 and EDUC 5411 was used to assess candidate performance during the two-semester internship during the final two semesters of the program. University supervisors were encouraged to provide formative feedback on learning environments and instruction during post-observation conferences.

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Based on the changes implemented in AC 2020-2021, the students' mean observation score was 2.792. The faculty further studied the observation results and the instrument used. Candidate scores on the form during the initial iteration in AC 2020-2021 provided evidence for meeting state identified standards aligned with artifacts tied to InTASC and content standards. Teacher candidates' scores exhibited strengths in designing lessons and planning engaging learning tasks.

The areas of needs based on the AC 2020-2021 data show that candidates need assistance in the areas of questioning and discussion, designing student assessment, paring, and grouping students, and differentiating instruction and learning tasks.

These changes had a direct impact on the student's ability to apply discipline-specific content knowledge in professional practice.

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 embed videos and direct instruction into their courses in the areas of questioning and discussion, designing student assessment, paring, and grouping students, and differentiating instruction and learning tasks.

These changes will improve the student's ability to demonstrate knowledge of Developmentally Appropriate Practices relating to Elementary curriculum, instruction, and assessment, thereby continuing to push the cycle of improvement forward.

SLO 3

Course Map: *EDUC 5410 Elementary Internship in Teaching*

SLO 3 is assessed through a dispositions form in *EDUC 5410 Elementary Internship in Teaching*, which is the candidates first semester of the last year.

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 *EDUC 5410 Elementary Internship in Teaching*, which is the candidates' first semester of the last year. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least "Sufficient." Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC

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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 a minimum of “Sufficient”.

Findings: Target was met.

- **AC 2020-2021:** 100% of candidates met target
- **AC 2019-2020:** 100% of candidates met target
- **AC 2018-2019:** 100% of candidates met target

Analysis: Based on the analysis of the AC 2019-20 results, in AC 2020-21, faculty assessed candidates’ professionalism and motivation for teaching to support student learning to maintain a pattern of continuous improvement.

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

In AC 2020-2021, candidates’ mean score was 4.61 (n=3). Efforts to engage in program improvement strengthened candidates’ knowledge, skills, and dispositions relating to growing as professionals who teach children in the elementary grades. These changes had a direct impact on the student’s ability to model professional behaviors and characteristics.

In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 data, the areas that need improvement are manages time effectively, goes beyond what is expected, and continues to seek professional development and further understanding.

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 drive improvement by implementing added resources relating to professionalism and motivation for teaching to support student learning, as this has been a growing concern in the field of elementary education. Instructors will also provide strategies for candidates to increase their time management skills, and instructors will continue to seek professional development opportunities for their students.

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.

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SLO 4

Course Map: EDUC 5411 Elementary *Internship in Teaching*

SLO 4 is assessed through a lesson plan assignment in EDUC 5411 *Elementary Internship in Teaching*, which is candidates' last course.

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 Elementary Education.

Measure 4.1. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan assignment in EDUC 5411 Elementary *Internship in Teaching*, which is the candidates' last course. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least a "3" on the rubric, which is aligned with the state teacher assessment. A group of faculty and cooperating teachers collaborated to create the lesson planning template to align with (at the time) new Louisiana Compass and Common Core State Standards' expectations. The template requires candidates to plan for and explain elements of lessons on which in-service teacher evaluations were based. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous lesson plan work samples submitted by candidates in four different initial teacher preparation programs. Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. To determine criteria for success,

- CVR mean = -.58 with CVR (Critical, 8) = .75 and 13 items (62%) meeting critical value of .75
- ICC = .573. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered "good."

Findings: Target was met.

- **AC 2020-2021:** 100% of candidates met target
- **AC 2019-2020:** 100% of candidates met target
- **AC 2018-2019:** 100% of candidates met target

Analysis: Based on the analysis of the results in AC 2019-2020, program faculty added resources relating to adaptation strategies to meet the needs of learners, integration of literacy strategies, and reflecting on instruction to support student learning. In addition, faculty incorporated resources to strengthen candidate's ability to plan for instruction and opportunities to develop instructional plans in courses prior to the internship. This effort

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to engage in program improvement strengthened candidates' knowledge, skills, and dispositions relating to meeting individual students' varying needs 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. In AC 2020-2021, the candidate mean score was 3.22 (n=7) or 80.7% on the lesson criteria. The candidate's lowest scores fell into four categories, Planning for Instruction, Reflection on Instruction, Higher Order Thinking Skills, and Integration of Instructional Strategies.

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 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 address the areas of need in four categories: Planning for Instruction, Reflection on Instruction, Higher Order Thinking Skills, and Integration of Instructional Strategies. Faculty will integrate opportunities for students to reflect on their instructional planning as well as their daily lesson instruction. Students will continue to have opportunities to develop instructional plans prior to the internship within their course work. Faculty will model and implement higher order thinking skills within their course work and candidates will include higher order thinking skills within their lessons.

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

Course Map: EDUC 5840: Using Research to Improve Instructional Practice

SLO 5 is assessed in *EDUC 5840, Using Research to Improve Instructional Practice*, through a paper-in-lieu-of-thesis.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate.	Candidates applied the educational research process through a review of literature, analysis of data, and plans to improve instructional practice with empirically supported decisions

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Measure 5.1. (Direct - Skills)

Assessment: Paper-in-lieu-of-thesis

The Graduate School required each master's level candidate to complete a paper-in-lieu-of-thesis prior to graduation. Guidelines were specified by the Graduate Council and followed a traditional format with a paper introduction section, review of related literature, and plan for a methodology. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least a 70% on the paper-in-lieu-of-thesis.

Candidates were asked to engage in reflective teaching by evaluating their instructional communication skills, including the research variables of 1) socio-communicative orientation, including assertiveness, responsiveness, and flexibility, 2) sense of self-efficacy with instructional strategies, classroom management, and student engagement, 3) use of behavior alteration techniques (BATs) through the use of behavior alteration messages (BAMs), 4) use of nonverbal immediacy during instruction, and 5) ability to make content relevant to students. The assessment allowed candidates to self-evaluate their skills and use that data, along with findings from published academic studies, to inform their future instructional practices. Candidates developed specific action plans by problem-solving and making decisions about how to improve their skills on the research variables listed above.

The paper-in-lieu-of-thesis was graded using a holistic checklist rubric with five evaluative criteria and a five-point ranking scale ranging from 0 (Missing) to 4 (Beyond Expectations). The benchmark score of 2 indicated that an evaluative criterion was minimally acceptable with the required elements from the directions present but needed polishing. The evaluative criteria aligned with the Graduate School's requirements and included the following parts of the paper: 1) preface, 2) introduction, 3) review of related literature, 4) methodology, and 5) references. Additionally, candidates had to earn an overall 70% or higher on the paper-in-lieu-of-thesis before it was submitted to the Graduate School to meet the graduation requirement.

Finding:

- **AC 2020-2021:** Target was not met
- **AC 2019-2020:** 100% of candidates met target
- **AC 2018-2019:** 100% of candidates met target

Analysis:

In AC 2019-2020 the target was met by 100% of the candidates. For AC 2020-2021, the following changes were made in EDUC 5840 to improve the paper-in-lieu-of-thesis assessment. First, instructional resources were aligned with the 7th edition of the APA manual, including readings, videos, and links to supplemental resources. Next, two discussion forums were added to the course to help students reflect on the course readings prior to writing the paper-in-lieu-of-thesis. Lastly, candidates were asked to provide a reference list of the published studies they intended on using prior to typing the review of literature section of the paper. The goal of these three changes were to improve the quality

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of the paper-in-lieu-of-thesis each candidate submitted. The new forums and reference list assignment were suspended during several semesters due to time constraints related COVID-19, hurricanes, and lost instructional time from storm-related power outages. However, they will be updated and added for future semesters.

As a result of these changes in Summer 2020: Three elementary teacher candidates enrolled in EDUC 5840 in the Summer 2020 semester. Two of these candidates earned grades of A, and one earned a grade of F on the paper-in-lieu-of-thesis and did not retake the course during the current assessment cycle.

Fall 2020: One elementary candidate enrolled in the course in the Fall 2020 semester, she earned a grade of A on the paper-in-lieu-of-thesis, which was a remediation of a previous unsuccessful attempt at the course.

Spring 2021: Six elementary candidates enrolled in the course in the Spring 2021 semester. Two of them earned grades of A, one earned a grade of D and is considering remediating her grade during the summer of 2021, and two earned a grade of F after failing to submit a complete paper-in-lieu-of-thesis. The remain student initially failed the paper-in-lieu-of-thesis with over 75% of the review of related literature section plagiarized word-for word from published sources, along with other concerns with the paper. She was a candidate for graduation and successfully negotiated a second submission of her paper to the Graduate School to fulfill graduation requirements. The second submission of the student's paper was automatically granted a passing grade.

For the papers-in-lieu-of-thesis that received a passing grade of C or higher on their first submission attempt, rankings on evaluative criteria ranging from 1 to 4 on a scale from 0 to 4. This range matched the distribution of scores from the previous assessment cycle. Scores ranged from 247 points to 226 total points out of 250 possible points.

Six of the 10 teacher education candidates enrolled in the elementary MAT program met the SLO because they successfully applied the educational research process through a review of literature, analysis of data, and plans to improve instructional practice with empirically supported decisions. The student learning outcome (SLO) was met for 60% of the candidates.

Based on the analysis of the results in AC 2020-2021, 60% of the candidates met the target and 40% of the candidates did not meet the target.

Action - Decision or Recommendation:

As a result of findings in AC 2020-2021, the following changes will be made in AC 2021-2022 to drive the cycle of improvement. First, a new scoring level (evaluative criterion) will be added to the rubric to provide students with more detailed feedback. Specifically, the new scoring level will be called *More Editing Needed*. It will be an evaluation level that follows *Minor Polishing Needed* and precedes *Significant Development Needed*. The goal of this change is to better assess students' performance on specific areas of the paper by

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providing an additional data point to determine students who passed the paper with a C or higher grade.

Next, discussion forums that were suspended due to COVID-19 and weather-related instructional constraints will be updated and added to the course to help students reflect on their instructional practices prior to writing the paper-in-lieu-of-thesis. This might encourage students with time management concerns to stay engaged with the course content.

Lastly, plagiarism will be addressed by altering the topic of the paper-in-lieu-of-thesis with different research variables. While this concern was not present among the teacher education candidates enrolled in the elementary MAT program, candidates in other MAT programs were found to be plagiarizing papers-in-lieu-of-thesis from students in previous semesters. The overall topic of the paper will still align with the course by using research to improve instructional practice. However, the following research variables will no longer be used: 1) socio-communicative orientation, 2) sense of self-efficacy, 3) use of behavior alteration techniques, 4) use of nonverbal immediacy, and 5) ability to make content relevant to students.

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 2019-2020 which resulted in improved student learning and program improvement in AC 2020-2021.

- Offered PRAXIS workshops 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.
- Added videos and additional resources to Elementary coursework to provide learner support in addressing demonstrates knowledge of students, designing student assessments, establishing a culture for learning, managing student behavior, and demonstrating flexibility and responsiveness to help them meet SLO 2.
- SLO 2 was assessed using Teacher Candidate Observation Form in EDUC 5410 and EDUC 5411 Elementary *Internship in Teaching*, which candidates take in their last year of the program. This change was made to meet CAEP demands and to align with departmental goals.
- Videos and resources relating to Professionalism and motivation were added to Education courses to facilitate candidates' professional dispositions and enhance their ability to meet SLO 3.
- Faculty added resources relating to planning for instruction, adaptation strategies to meet the needs of learners, integration of literacy strategies and

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reflecting on instruction to support student learning in Education courses to provide learner support and help them meet SLO 4.

- Faculty developed course assignments to allow candidates opportunities to practice developing instructional plans and integrate literacy strategies in Education courses to provide learner development and support to help them meet SLO 4.
- In EDUC 5840, faculty incorporated discussion forums to help students reflect on course readings and candidates were required to provide a reference list of the published studies they intend on using prior to typing the review of literature section of the paper-in-lieu-of-thesis. (SLO 5).
- Faculty increased focus on research writing and on APA 7th Edition format in courses taken prior to *EDUC 5480, Using Research to Improve Instructional Practice*, using holistic rubrics. Also, additional instructional and online resources aligned with the 7th edition of the APA manual (readings, videos, and links to supplemental resources) were shared with candidates to support student learning and to help them achieve SLO 5.
- SLO 5 was assessed with a paper-in-lieu-of-thesis in *EDUC 5480, Using Research to Improve Instructional Practice*, using holistic rubrics and P12 Student Learning Impact assessment to meet CAEP requirements and to 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:

- Offer PRAXIS workshops and 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.
- Faculty will embed videos and direct instruction into their courses in the areas of questioning and discussion, designing student assessment, pairing and grouping students, and differentiating instruction and learning tasks to help them meet SLO 2.
- Faculty will drive improvement by implementing added resources relating to professionalism and motivation for teaching to support student learning, as this has been a growing concern in the field of elementary education to assist candidates in meeting SLO 3.

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- Instructors will also provide strategies for candidates to increase their time management skills, and instructors will continue to seek professional development opportunities for their students to aid them in meeting SLO 3.
- Faculty added resources relating to planning for instruction, implementing higher order thinking skills, and reflecting on instruction to support student learning in Education courses to provide learner support and help them meet SLO 4.
- Faculty developed course assignments to allow candidates opportunities to practice developing instructional plans and integrate instructional strategies for differentiation and literacy in Education courses to provide learner development and support to help them meet SLO 4.
- EDUC 5840 will include a new evaluative criterion on the holistic checklist rubric to assess the paper-in-lieu-of-thesis, incorporate updated forum assignments, and revise the research variables used in the paper-in-lieu-of-thesis to meet SLO 5.