

Assessment Cycle 2020-2021

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

Division: Gallaspy College of Education and Human Development

Department: School of Education

Prepared by: Terrie Poehl

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Approved by: Kimberly McAlister

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Statements:

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. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

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

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

Methodology: The assessment process for this program is as follows:

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

Student Learning Objectives

SLO 1

Course Map:

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

EDUC 2020: Foundations of Multicultural Education

EPSY 2020: Introduction to Child and Adolescent Psychology

EDUC 3140: Planning and Assessment

EPSY 3000: Educational Psychology and Assessment

EDUC 4010: Secondary School Teaching Methods

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

Measure 1.1. (Direct - Measures knowledge and skills)

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

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

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

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

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English: English Language Arts, Test #5039, Qualifying Score: 168

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

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

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

AC 2020-2021 PRAXIS Content Exams

Content	Number of Candidates	Passing Score	Range	Median	Mean
Biology	0	120	--	--	--
Business	1	154	175	175	175
English	2	168	168-175	171.5	171.5
Mathematics	3	160	165-171	165	165.7
Social Studies	3	153	153-171	155	159.7

Analysis:

Based on analysis of data in AC 2019-2020, faculty determined that more information was needed for test. A faculty member took the PRAXIS Mathematics test and a course instructor attended professional development regarding the Social Studies content test. The LDOE reduced the cut score for the SST test from 157 to 153. Faculty developed and implemented a remediation plan to help students become better prepared. Based on information gathered from analysis of the AC 2019-2020 data, faculty made changes to the Biology and Mathematics plans of study. The changes were approved by the CRC. These changes had a direct impact on the students' ability to demonstrate discipline specific content knowledge.

In AC 2020-2021 the target was met. Candidates performed in a similar manner for all content areas.

Action – Decision:

In AC 2020-2021, the target was met.

Based on AC 2020-2021 data, the following changes will be implemented in AC 2021-2022 to drive instructional improvement. Changes to the program of student in the Biology and Mathematics concentrations will be implemented in fall 2021. Faculty will continue to assess the plans of study for Business, English, and Social Science. Changes will be submitted to the CRC committee for implementation during the 2022-2023 academic year. They will develop and view the scope and sequence of documents and determine if overlap or missing topics exist in required courses. Faculty will include time in classes to strengthen familiarity with the content test administration.

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

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SLO 2

Course Map: EDUC 3140: Planning and Assessment; EDUC 4010: Secondary School Teaching Methods

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4, Teacher Candidate Observation Form)	Candidates will demonstrate knowledge of Appropriate Practices relating to secondary education in their content areas concentration (Biology, English Language Arts, Mathematics, or Social Studies), curriculum, instruction, assessment, and managing classroom procedures.

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

The assessment instrument is used with formal observations completed by the supervising/mentor teacher and university supervisor during Residency I and by the supervising/mentor teacher, university supervisor, and principal during Residency II.

The four levels assessed with each element are 1-Ineffective, 2-Effective: Emerging, 3-Effective: Proficient, and 4-Highly Effective. The mean benchmark score for each element is 2- Effective: Emerging.

Findings: Target Met for AC 2020-2021

Table is not disaggregated by concentration due to the low number of program completers (n=9).

N= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) resulting the observations of nine program completers. Due to the low number, the mean value for each component is provided.	Candidate mean (n=8)	Candidate standard deviation (n=8)
Demonstrating knowledge of content and pedagogy	2.617	0.585
Demonstrating knowledge of students	2.683	0.537
Setting instructional outcomes	2.717	0.490
Demonstrating knowledge of resources	2.633	0.581
Designing coherent instruction	2.583	0.645
Designing student assessment	2.533	0.596
Creating an environment of respect & rapport	2.867	0.389
Establishing a culture for learning	2.700	0.530
Managing classroom procedure	2.633	0.551
Managing student behavior	2.600	0.588
Organizing physical space	2.933	0.252
Communicating with students	2.783	0.454
Using questioning & discussion techniques	2.400	0.718
Engaging students in learning	2.550	0.565
Using assessment in instruction	2.467	0.650
Demonstrating flexibility & responsiveness	2.700	0.530
Overall Mean	2.635	--

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Analysis:

In AC 2019-2020, data was incomplete due to school closures in March 2020 (COVID 19). Based upon this unprecedented event, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty gathered evidence in methods courses and Residency 1 to implement a remediation program prior to Residency II to provide additional data. With these changes, in AC 2020-2021, the target was met.

In AC 2020-2021, the standard deviation (SD) was added to the descriptive statistics analysis to showcase variation among completers.

The item with the largest SD of 0.718 is "Using questioning & discussion techniques" confirmed that many candidates need additional time to develop this skill. However, some candidates show proficiency in this component.

In all components, the mean is close to the maximum score of 3. This indicates that the target is met.

Action - Decision:

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 attention on questioning and discussion techniques within EDUC 3140 and EDUC 4010.

SLO 3

Course Map:

EDUC 2020: Foundations of Multicultural Education; EDUC 4010: Secondary School Teaching Methods; EDUC 4981 Residency 1; EDUC 4982 Residency II.

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

Measure 3.1. (Direct-Measures dispositions)

The artifact is a college-developed dispositions form that EDUC 2020 course instructors complete for each candidate that completes the course. A department-developed inventory is used for collecting data. It is a 5-item Likert Scale inventory. Course instructors complete the inventory for each candidate that finished the class. The inventory uses items that describe dispositions and characteristics of effective and dedicated teachers. A benchmark of 4 (scale of 1-5) is the target for each element.

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Findings: **AC 2020-2021:** Target met.
 AC 2019-2020: Target not met.

Table includes all concentrations within 320, as there were insufficient numbers to disaggregate by concentration area.

	Domain	Characteristic	Mean Score (n=26 forms completed for N=8 candidates)
1.	Attendance/Punctuality	a. exemplary attendance	4.571
		b. always on time	4.571
2	Professional Appearance / Demeanor	dress/demeanor always appropriate for required professional activities and field experiences.	4.857
3	Positive Attitude	demonstrates a positive attitude about working with diverse people, peers, professionals, and in diverse environments. (4, 5, 6)**	4.786
4	Self-Confidence	is realistically self-assured, and competently handles demands of coursework and/or field experiences.	4.375
5	Collegiality	willingly shares ideas, information and materials when working with others.	4.929
6	Collaboration	works effectively with professional colleagues, parents, and other adults. (4, 5, 6)**	4.857
7	Professional Ethics	a. makes decisions and acts with honesty and integrity.	4.786
		b. demonstrates truthfulness to himself/herself and to others.	4.375
		c. demonstrates professional behavior and trustworthiness.	4.929
8	Respect	a. demonstrates self-respect and respect for others. (4, 5, 6)**	4.857
		b. interacts with other colleagues, administrators, parents, and other community members with courtesy and civility. (4, 5, 6)**	4.857
		c. acknowledges perspectives of individuals from diverse cultural and experiential backgrounds. (4, 5, 6)**	4.786
9	Responsibility	a. accepts consequences for personal actions or decisions	4.571
		b. meets all task/assignments in a timely fashion	4.786
		c. prepares well for activities, meetings, and group work	4.786
		d. manages time effectively	4.714
		e. seeks clarification and/or assistance as needed	4.857
		f. ensures accuracy of information for which he/she is responsible	4.429
		g. uses sound judgment in decision making	4.429
10	Commitment to diversity	a. values multiple aspects of diversity; (1, 2, 3, 4, 5)**	4.500
		b. respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. (1, 2, 3, 4, 5)**	4.500

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11.	Passion/Enthusiasm	demonstrates passion/enthusiasm about learning and teaching.	4.857
12.	Expectation of Learners	consistently exhibits attitude and uses language that indicates high expectation of growth and success for all learners. (1, 2, 3, 5)**	4.357
13.	Interaction with Learning community	demonstrates positive interactions with peers, professionals, and other personnel.(1, 2, 3, 4, 5, 6)**	4.643
14.	Fairness/Equity	consistently responds to the needs of all learners. (1,2,3,5)**	4.786
15.	Problem Solving	analyzes problems critically and attempts to resolve them independently (as appropriate).	4.929
16	Emotional Maturity	a. Respond to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary.	4.643
		b. uses appropriate tone of voice.	4.571
		c. initiates communication to resolve conflict.	4.643
		d. accepts feedback from others.	4.714
		e. identifies personal responsibility in conflict/problem situations.	4.714
17.	Communication	a. communicates effectively, verbally and in written work. (4)**	4.786
		b. routinely models standard English in professional settings. (4)**	4.857
18.	Educational Technology	incorporates technology into professional work.	4.571
19.	Self-Initiative	a. works effectively with limited or no supervision	4.357
		b. goes beyond which is expected	4.714
20.	Reflective Practice	a. evaluates and reflects on his/her own experience and work	4.857
		b. uses appropriate professional and/or content standards	4.857
		c. continues to seek knowledge and professional development.	4.714
21.	Professional Conduct	a. exercises sound judgment and ethical professional behavior. (6)**	4.714
		b. represents a positive role model for others. (6)**	4.786

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Analysis:

In AC 2019-2020, target was not met as data were not available due to campus and school closures. Faculty examined alignment of the inventory to focus on pedagogical knowledge and professional dispositions for long term candidate growth. Faculty placed greater emphasis on professionalism, based on conversations with principals and other stakeholders in the field, to strengthen dispositions. Faculty decided that teacher candidates needed to be assessed according to general teaching competencies as developed by the Louisiana Department of Education. As a result, in AC 2020-2021, faculty employed the department-developed inventory for collecting data. It is a 5-item Likert Scale inventory. Course instructors complete the inventory for each candidate that finished the class. The inventory uses items that describe dispositions and characteristics of effective and dedicated teachers. As a result, the target was met in AC 2020-2021.

Action - Decision:

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. Continued emphasis will be placed on professionalism, based on stakeholder conversations. Also, candidates will be encouraged to self-assess and set goals within the dispositional framework.

SLO 4

Course Map:

EDUC 3140: Planning and Assessment, EPSY 3000: Educational Psychology and Assessment, EDUC 4010: Secondary School Teaching Methods, EDUC 4981 Residency I, and EDUC 4982 Residency II.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3, Lesson Plan)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in their area of concentration (Biology, English Language Arts, Mathematics, or Social Studies) within Secondary Education.

Measure 4.1. (Direct: Knowledge and skills.)

SLO 4 is assessed through lesson plans and reflections in EDUC 4010, EDUC 4981 Residency I, and EDUC 4982 Residency II. The assessment is evaluated by course instructors, site/university supervisors, and classroom mentors using a rubric. The target is set for 80% of students will score at least 2 out of 3 on the benchmark performance during EDUC 4010 and EDUC 4981 Residency I. Furthermore, 80% of students will score at least 3 out of 4 on the benchmark performance during EDUC 4982 Residency II.

Findings: Target was Met.

Analysis:

In AC 2019-2020, the target was met. Changes made during AC 2020-2021 focused additional instructional focus on integrating across and within content fields. Faculty

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supported candidates to begin work on these skills in EDUC 4010 and Residency I. These changes improved students' ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby, continuing to push the cycle of improvement forward.

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

Action - Decision:

In AC 2020-2021, the target was met. Based on information gathered, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. Faculty will support longitudinal measures collected to view candidate growth through Residency II. Continued instructional focus will center on integrating across and within content areas.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

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

- SLO 1: Faculty developed and implemented a remediation plan to help students become better-prepared for the Praxis Content Assessments. Faculty increased course content on differentiation and added professional development sessions. Faculty offered multiple PRAXIS seminars to candidates, addressing all content areas. Also, the university partnered with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation.
- SLO 2: Faculty added videos and resources addressing using questioning techniques, designing student assessments, and managing classroom procedures to courses to support candidate learning. Candidates learn and practice these skills in previous education courses. The data are collected during Residency II for secondary students. These changes had the potential to impact the students' ability to demonstrate knowledge of developmentally appropriate practices related to adolescent development, curriculum, and assessment. Faculty redesigned several courses including changes in assessments along with scope and sequence. The courses are EDUC 3140, EDUC 4010, and EPSY 3000. EDUC 3010 was added to the appropriate plans of study. Faculty added videos and resources addressing using questioning techniques, designing student assessments, and managing classroom procedures were added to courses to support candidate learning.
- SLO 3: Faculty placed greater emphasis on professionalism, based on conversations with principals and other stakeholders in the field, to strengthen dispositions. Faculty also added emphasis on current assessments and curricular programs because of conversations with principals and other stakeholders in the field to meet. Finally, faculty added an experiential learning component to our undergraduate program as part of our QEP. Faculty employed the department-

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developed inventory for collecting data. Faculty redesigned several courses including changes in assessments along with scope and sequence. The courses are EDUC 3140, EDUC 4010, and EPSY 3000.

- SLO 4: Faculty modeled deep reflection methods. This enabled the candidates to truly reflect on the result of their actions on student learning. Faculty have added emphasis on current assessments and curricular programs as a result of conversations with principals and other stakeholders in the field.
- SLO 5: This SLO (Residency Observation Part 1) matches with SLO 2 to get a complete picture of candidate skills in disposition, content pedagogy, pedagogy, and content knowledge.

Plan of Action Moving Forward:

Program faculty have 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:

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

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EDUC 4010 and Residency I in preparation for data gathering in Residency II. Faculty will also support longitudinal measures collected to view candidate growth through Residency II.

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