

AC 2021 – 2022 Assessment

M.A.T. Early Childhood Education (548A)

Division: Gallaspy College of Education and Human Development

Department: School of Education

Prepared by: Michelle Brunson

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Approved by: Dr. Kimberly McAlister

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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.

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

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growth over time in relation to state standards. Upon completion of the program, which meets the National Association for the Education of Young Children's accreditation standards, candidates are equipped to meet the many demands of the teaching profession.

Methodology: The assessment process for the MAT in Early Childhood Education is as follows:

- Data from assessment tools are collected and returned to the program coordinator.
- The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes.
- Results are shared with program faculty; and
- The program coordinator works with program faculty analyze results; based on this analysis, faculty collaborate to make any necessary changes to course instruction and/or assessments for program improvement purposes.

Student Learning Outcomes.

SLO 1

Course Map: second year of coursework

- Candidates take the PRAXIS PLT in their second year of coursework, prior to their residency (EDUC 5450 *Early Childhood Internship in Teaching I*).

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1, Praxis II)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood.

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed with the PRAXIS PLT Early Childhood exam, which is nationally normed. To meet State mandates, candidates must achieve a score of at least 157.

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Quality of the assessment/evidence is assured because (1) the State of Louisiana requires this test, and (2) the test is nationally normed. For candidates to be successful, they must achieve a score that is at least as high as the State required score of 157.

Finding. Target was met.

Assessment year	Number of students	Mean score	Percentage meeting target	Target met/unmet
AC 2021-2022	3 of 3	176.7	100%	met
AC 2020-2021	7 of 7	163.4	100%	met

Analysis. In AC 2020-2021, the target was met.

In AC 2020-2021, 100% of candidates met target, as candidates must pass the PRAXIS PLT exam to enter Early Childhood *Internship in Teaching I* (EDUC 5950). Candidates' scores ranged from 157 to 172 with a mean score of 163.4 (n = 7). The cutoff score for the PLT is 157.

Based on the analysis of AC 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty offered PRAXIS workshops and provided practice test questions, Longdale Publishing PRAXIS support was offered, and the university 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.

As a result of these changes, in AC 2021-2022, the target was met.

In AC 2021-2022, 100% of candidates met target. Candidates' scores ranged from 173 to 182 with a mean score of 176.7 (n = 3). The cutoff score for the PLT is 157. These changes had a direct impact on the students' ability to demonstrate knowledge of developmentally appropriate practices relating to early childhood.

Decision.

In AC 2021-2022, the target was met.

Based on the analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty

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will encourage students to take praxis tests while enrolled in ECED courses in addition to offering workshops and partnering with the Natchitoches Parish Library to offer Learning Express. Moving forward, we will assess candidates' first-time pass rates.

These changes will improve the students' ability to demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood, thereby continuing to push the cycle of improvement forward.

SLO 2

Course Map: EDUC 5451 *Early Childhood Internship in Teaching II*.

- Candidates are assessed via a Teacher Candidate Observation Form in EDUC 5451 *Early Childhood Internship in Teaching II*, which candidates take in their last semester.

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

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

SLO 2 is assessed via a Teacher Candidate Observation Form in EDUC 5451 *Internship in Early Childhood Education II*, which candidates take in their semester.

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,

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- 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."

Finding. Target was met.

Analysis. In AC 2020-2021, the target was met.

In AC 2020-2021, 100% of candidates met target and scored "Meets Expectations" or "Target" on the rubric.

Based on the analysis of the AC 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. In 2021-2022, faculty added additional videos and resources to ECED courses to support student learning in the following areas:

- Partner with families and other professionals to positively influence the development of every child
- Use positive relationships and supportive interactions with young children and families
- Use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families

As a result of these changes, in AC 2021-2022, the target was met.

In AC 2021-2022, 100% of candidates (n = 3) met target and scored "Meets Expectations" or "Target" on the rubric. Candidates' lowest scores fell in the following categories:

- Designing student assessment
- Engaging students in learning
- Uses a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families
- Uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

In accordance with the plan of action from 2020-2021, in 2021-2022, program faculty examined the evidence to determine student learning in each area, and resources were

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added to the course to provide learner support in areas where candidates missed points. Because the assessment is tied to national standards, including InTASC and NAEYC standards, and content validity has been established, candidates' artifacts demonstrated student learning via mastery of those standards. These changes had a direct impact on the students' ability to demonstrate knowledge of developmentally appropriate practices related to early childhood development, curriculum, and assessment.

Decision.

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will add resources addressing:

- Designing student assessment
- Engaging students in learning
- Uses a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families
- Uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

These changes will improve the students' ability to demonstrate knowledge of Developmentally Appropriate Practices relating to Early Childhood development, curriculum, and assessment, thereby continuing to push the cycle of improvement forward.

SLO 3

Course Map: ECED 5010 *Advanced Child Development*

- SLO 3 is assessed through a dispositions form in ECED 5010 *Advanced Child Development*, which is one of candidates' first courses.

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.

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Measure 3.1. (Direct – Dispositions)

SLO 3 is assessed through a dispositions form in ECED 5010 *Advanced Child Development*, which is one of candidates' first courses. 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 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.

Analysis. In AC 2020-2021, the target was met.

Assessment year	Number of students	Mean score	Percentage meeting target	Target met/unmet
AC 2021-2022	2 of 2	4.97	100%	met
AC 2020-2021	4 of 4	4.9	100%	met

In AC 2020-2021, 100% of candidates met target and scored at least "Sufficient." Candidates' mean score was 4.9 (n = 4). Points were lost in the Attendance/Punctuality category.

Based on the analysis of AC 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty added resources relating to time management to Early Childhood courses to support candidates' performance:

As a result of these changes, in AC 2021-2022, the target was met. In AC 2021-2022, 100% of candidates met target and scored at least "Sufficient." Candidates' mean score was 4.97 (n = 2). Student achievement was lowest in the Educational Technology category. Because the assessment is tied to national standards, including InTASC and NAEYC standards, and content validity has been established, candidates' artifacts demonstrated student learning via mastery of those standards. These changes had a

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

Decision.

In AC 2021-2022, the target was met.

Based on the analysis of the AC 2021-2022 results, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will help candidates explore strategies for integrating educational technology in developmentally appropriate ways for young children.

These changes will improve the students' ability to model behaviors and characteristics that are professional and ethical, thereby continuing to push the cycle of improvement forward.

SLO 4

Course Map: EDUC 5451 *Internship in Early Childhood Education II*

- SLO 4 is assessed through a lesson plan assignment in EDUC 5451 *Early Childhood Internship in Teaching II*, 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 Early Childhood Education.

Measure 4.4. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan assignment in EDUC 5451 *Early Childhood Internship in Teaching II*, which is candidates' last course. 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 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

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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.”

Finding. Target was met.

Assessment year	Number of students	Mean score	Percentage meeting target	Target met/unmet
AC 2021-2022	4 of 4	2.69	100%	met
AC 2020-2021	5 of 5	2.81	100%	met

Analysis. In AC 2020-2021, the target was met.

In AC 2020-2021, 100% of candidates met target and scored at least a “2.” Candidates’ mean score was 2.81 (n = 5).

Based on the analysis of the AC 2020-2021 data, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. Faculty included additional professional development and video modeling related to Planning for Instruction, Evaluation of Instruction, Reflection on Instruction, Higher Order Thinking, Adaptations, Technology, and Integration in Early Childhood courses.

As a result of these changes, in AC 2021-2022, the target was met.

In AC 2021-2022, 100% of candidates met target and scored at least a “2.” Candidates’ mean score was 2.69 (n = 4). At the end of the course, program faculty examined the evidence to determine student learning in each area and found that candidates’ lowest scores fell into the *Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional strategies* and *Planning for Instruction* categories. In accordance with the plan of action from 2020-2021, in 2021-2022, program faculty examined the evidence to

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determine student learning in each area, and resources were added to the course to provide learner support in areas where candidates missed points. These changes had a direct impact on the students' ability to design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education.

Decision.

In AC 2021-2022, the target was met.

Based on the analysis of the AC 2021-2022 results, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will add resources addressing *Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional strategies* and *Planning for Instruction* to support candidate learning. These changes will improve the students' ability to design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education, thereby continuing to push the cycle of improvement forward.

SLO 5

Course Map: EDUC 5451 *Early Childhood Internship in Teaching II*

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 5451 *Early Childhood Internship in Teaching II*, which is the last course.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5, Student Learning Impact)	Candidates will document positive impact on young children's learning and development.

Measure 5.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 5951 *Early Childhood Internship in Teaching II*, which is the last course. The assessment is evaluated using a rubric, and the target performance is that at least 80% of candidates will score at least a "2" on the rubric.

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

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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. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous student learning impact work samples submitted by candidates in four different initial teacher preparation programs. Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. To determine criteria for success:

CVR mean = -.03 with CVR (Critical, 11) = .59 and no single item meeting critical value of .59

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

Finding. Target was met.

Assessment year	Number of students	Mean score	Percentage meeting target	Target met/unmet
AC 2021-2022	4 of 4	2.69	100%	met
AC 2020-2021	5 of 5	2.78	100%	met

Analysis. In AC 2020-2021, the target was met.

In AC 2020-2021, 100% of candidates (n = 5) met target by scoring at least "2" on the rubric. The mean score was 2.78.

Based on the analysis of the AC 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty added resources related to setting assessment criteria and analysis of formative data in ECED courses. This effort to engage in program improvement strengthened candidates' knowledge and skills relating to early childhood curriculum, development, and assessment.

As a result of these changes, in AC 2021-2022, the target was met.

In AC 2021-2022, 100% of candidates met target and scored "Meets Expectations" or "Target" on the rubric (n = 4). At the end of the course, program faculty examined the evidence to determine student learning in each area and found that candidates' lowest scores fell into the Multiple Teaching/Learning Strategies category. In accordance with

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the plan of action from 2020-2021, in 2021-2022, program faculty examined the evidence to determine student learning in each area, and resources were added to the course to provide learner support in areas where candidates missed points setting assessment criteria and student learning targets). Because the assessment is tied to national standards, including InTASC and NAEYC standards, and content validity has been established, candidates' artifacts demonstrated student learning via mastery of those standards. These changes had a direct impact on the student's ability to demonstrate knowledge of developmentally appropriate practices related to early childhood development, curriculum, and assessment.

Decision.

In AC 2021-2022, the target was met.

Based on the analysis of the AC 2020-2021 results, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will add instructional resources addressing Multiple Teaching/Learning Strategies. Moving forward, SLO 5 will be assessed with a paper-in-lieu-of-thesis.

These changes will improve the students' ability to document positive impact on young children's learning and development, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results: The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2021-2022. These changes are based on the knowledge gained through the analysis of the AC 2020-2021 results.

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

- SLO 1: Faculty offered workshops for candidates, addressing all content areas. Candidates were encouraged to take practice tests and were given access to Longdale Publishing PRAXIS support. Faculty enhanced its partnership with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation.

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- SLO 2: Faculty created activities that encouraged students to:
 - Partner with families and other professionals to positively influence the development of every child
 - Use positive relationships and supportive interactions with young children and families
 - Use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families

- SLO 3: Faculty added resources addressing time management to ECED courses to strengthen candidates' professional dispositions.

- SLO 4: Faculty added professional development related to the following areas in ECED courses to support candidates' performance:
 - Planning for Instruction
 - Evaluation of Instruction
 - Reflection on Instruction
 - Higher Order Thinking
 - Adaptations
 - Technology
 - Integration

- SLO 5: Faculty added enhanced and adapted resources related to setting assessment criteria and analysis of formative data in ECED courses.

- Faculty strengthened service-learning components in all ECED courses.

Plan of Action Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2021-2022 and will take steps to continue to improve student learning in AC 2022-2023:

- SLO 1: Faculty will offer PRAXIS workshops and encourage students to take practice tests.

- SLO 2: Faculty will modify instructional design to support candidates by adding additional resources addressing:

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- Designing student assessment
 - Engaging students in learning
 - Uses a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families
 - Uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
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- SLO 3: Faculty will modify instructional design by helping candidates explore strategies for integrating educational technology in developmentally appropriate ways for young children in ECED courses.

 - SLO 4: Faculty will modify instructional design by adding resources addressing *Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional strategies* and *Planning for Instruction*.

 - SLO 5: Faculty will modify instructional design by adding instructional resources addressing Multiple Teaching/Learning Strategies. Moving forward, SLO 5 will be assessed with a paper-in-lieu-of-thesis.

 - Faculty will strengthen service-learning components in all ECED courses.