

## AC 2021 – 2022 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 the 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. Upon completion of the program, candidates are equipped to meet the many demands of the

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teaching profession.

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

1. Data from assessment 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**

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
Demonstrate discipline-specific content knowledge (SPA #1, Praxis PLT and 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 computer-based standardized test, and the benchmark performance is a minimum

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requirement of the state and the university. Based on the evidence, candidate success is assessed through the achievement of scores that meet or exceed the state minimum required for certification as an elementary teacher including a 160 on the PLT, 163 on the Elementary Content Knowledge test, or Elementary Education: Multiple Subjects scores of 156 (Reading and Language), 157 (Mathematics), 157 (Social Studies) and 159 (Science). Quality of the assessment/evidence is assured because (1) the State of Louisiana requires this test, and (2) the test is nationally normed.

**Finding.** Target was attained with an average score of 166.9 on the PLT and all content area test exceeding and/or meeting the state guidelines.

Assessment year	Reading/ELA mean	Math mean	Social Studies mean	Science mean	PLT mean
AC 2021-2022	167.35	177.35	166.8	172.75	166.9
AC 2020-2021	162	179.6	164	169	171

- **AC 2021-2022:** Target was Met. 100% of candidates met target
- **AC 2020-2021:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Met. 100% of candidates met target

**Analysis:** In AC 2021-2022 the target was met. In AC 2021-2022 (n=16), the target was for 100% of candidates to achieve 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 2021-2022, 100% of candidates met the target. Candidate scores ranged from 157 to 184 with a mean score of 166.9 on the PLT. The candidates' mean score surpassed the national median average of 166. However, the candidates PLT average did change from a 171 in AC 2020-2021 to 166.9 in AC 2021-2022. The Elementary Content Knowledge test changed in 2017 to Elementary Multiple Subjects. Candidates are required to achieve passing scores on each individual content test (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.

Candidate scores:

Reading & Language Arts subtest scores range from 157 to 172. The mean in AC 2020-2021 was 162 (n=11); however, in AC 2021-2022 the mean grew to 167.35 (n=19) a 5.35-point increase in performance on the reading portion of the Elementary Praxis Reading and Language Arts exam.

Mathematics subtest scores range from 160 to 196. The mean in AC 2020-2021 was 179.6 (n=11); however, in AC 2021-2022 the mean decreased to 177.35 (n=19) a 2.25-point decrease in performance on the math portion of the Elementary Praxis Mathematics exam.

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Social Studies subtest scores range from 156 to 183; The mean in AC 2020-2021 was 164 (n=11); however, in AC 2021-2022 the mean increased to 166.8 (n=19) a 2.8-point increase in performance on the social studies portion of the Elementary Praxis Social Studies exam.

Science subtest scores range from 157 to 190; The mean in AC 2020-2021 was 169 (n=11); however, in AC 2021-2022 the mean increased to 172.75 (n=19) a 3.75-point increase in performance on the science portion of the Elementary Praxis Science exam.

Candidate scores also continue to exceed the national median averages on all subtests.

Based on information gathered from the analysis of the AC 2020-2021 data, the faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty provided several PRAXIS preparation resources and learning opportunities for all students. Students were offered a discount on the software Tutoring 240, an online program that guarantees success with lesson completion, or students receive their money back.

As a result of these changes, in AC 2021-2022, the target was attained with an average score of 171.6 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 2021-2022, the target was attained.

Based on information gathered from the analysis of the AC 2021-2022 data, the faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, 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 supporting candidate learning and their ability. Students were offered a discount on the software Tutoring 240, an online program that guarantees success with lesson completion, or students receive their money back.

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 4962: Residency II- Teaching in the**

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**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.

### 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 thus 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.

SOL 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 the 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 the 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.”

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

**Finding.** Target was met.

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- **AC 2021-2022:** Target was Met. 100% of candidates met target
- **AC 2020-2021:** Target was Met. 100% of candidates met target

**Analysis:** In AC 2020-2021 the target was met with 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. The areas where candidates missed points fell into these categories: differentiating instruction and learning tasks appropriate to the needs of learners with learning and managing student behavior.

In AC 2021-2022, the mean score rose to 2.805 from 2.75 in AC 2020-2021. Students exhibited more strengths in developing and implementing standards-aligned lessons. 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 the 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.

Based on information gathered from the analysis of the AC 2020-2021 data, the faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty examined the evidence to determine student learning in each area, and professional development sessions on managing classroom procedures and selecting resources to add to 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 the elementary education curriculum, instruction, assessment, and managing student behavior. 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 2021-2022, the target was met.

The areas where candidates' need improved fall into two categories including differentiating instruction and learning tasks appropriate to the needs of learners with learning and managing student behavior. Based on information gathered from the analysis of the AC 2021-2022 data, the faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The faculty will focus on explicit instruction on teacher and student questioning, classroom management strategies, integrating of cross-curricular lessons and ideas, as well as differentiating specific content, processes, and products for individuals 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.

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These changes will improve the student’s ability to demonstrate knowledge of Appropriate 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 are taken during the final year in the program as part of the yearlong residency.

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
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). The 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 the 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 2021-2022:** Target was Met. 100% of candidates met target
- **AC 2020-2021:** Target was Met. 100% of candidates met target

**Analysis:** In AC 2020-2021 the target was met. In AC 2020-2021, 100% of candidates met the target and scored at least “Sufficient.” The candidates’ mean score was 4.5. Although 100% of candidates met the target, the 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.

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This assessment was used in Residency I (EDUC 4961) and Residency II (EDUC 4962) as the courses that were formerly referred to as Methods Course became part of the year-long Residency block of courses, therefore, the faculty expect scores to be strong. These courses are taken during the candidates' last year of the program. Because the assessment and rubric are tied to national standards, candidates' artifacts demonstrated student learning via mastery of those standards.

Based on the analysis of the results in AC 2020-2021 the following changes were implemented in AC 2021-2022 adding additional resources focusing 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 will strengthen candidates' dispositions relating to growing as culturally responsive professionals.

With these changes, in AC 2021-2022, the target was met.

The AC 2019-2020 mean score was 4.2, and in the AC 2020-2021 the mean grew to 4.5, and in AC 2021-2022 the candidates' scores grew to 4.84. The candidates showed improvement in seeking clarification and/or assistance when needed, valuing multiple aspects of diversity, and 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 2021-2022, the target was met.

Based on information gathered from the analysis of the AC 2021-2022 data, the faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. Faculty will add enhanced and adapted emphasis on the types of professional development available and accessible for teachers in methods and residency. 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.**

SLO 4 is assessed through lesson plans and reflections in EDUC 4080, Applications of Teaching Literacy in the Elementary Classroom; EDUC 4230, Content and



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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 2021-2022:** Target was Met. 100% of candidates met target
- **AC 2020-2021:** Target was Met. 100% of candidates met target

**Analysis:** In AC 2020-2021, the candidates’ mean score was 2.69 and the target was met. Based on the analysis of the 2020-2021 results the following changes were implemented in 2021-2022. 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

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increased course content on differentiation and professional development sessions to provide learner support.

As a result, in AC 2021-2022 the target was met and the candidates' mean score rose to 2.8. At the end of the courses, the program faculty examined the evidence to determine student learning in each area and determined that more emphasis was needed on the candidates' lowest scores categories of classroom management and differentiated instruction and learning tasks appropriate to the needs of learners with learning exceptionalities and language and cultural differences.

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 2021-2022, the target was met.

Based on information gathered from the analysis of the AC 2021-2022 data, the faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2021-2022, faculty will include classroom management strategies and pedagogy for specific content areas. In AC 2022-2023, faculty will include additional professional development related to differentiated instruction and developing learning tasks that are appropriate to the needs of all learners with learning exceptionalities, language, and cultural differences. In the spring of 2023, all students are required to take a course to prepare of English language learners in today's classrooms.

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.

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
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.

### **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

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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 Ratio (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 2021-2022:** Target was Met. 100% of candidates met target
- **AC 2020-2021:** Target was Met. 100% of candidates met target
- **AC 2019-2020:** Target was Met. 100% of candidates met target

**Analysis:** In AC 2020-2021, the target was met. Evidence from AC 2020-2021 to AC 2021-2022 supports the candidates' ability to prepare instructional assignments and activities as well as create a culture and rapport with the students. Expectations were met in 2021-2022. The ratings on the instrument in AC 2021 – 2022 support that students can assess the quality of instructional decision-making, prepare for instruction, and reflect upon their instruction. Students were required to complete the Louisiana Department of Education collaborative tasks for ELA and Math methods courses beginning in their junior year of teacher candidacy. Each collaborative task requires planning, development, implementation, and analysis, and this process of lesson development, implementation, and reflection align with the skills needed to successfully teach.

Based on these changes, the target in AC 2021-2022 the target was met. In AC 2021-2022, sixteen 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." Candidates' mean score was 2.53 on the assessment. Evidence showed that all candidates scored a "2" or better on the ability to set assessment criteria and analyze formative data. At the end of the course, the program faculty examined the evidence to determine student learning in each area and determined that more emphasis was needed on integrating literacy across all content areas the mean was 2.13, reflecting on instruction the mean was 2.19, and seeking professional development to continually grow the mean was 1.81. Candidates seeking out professional development opportunities were ranked the lowest at 1.81 on average. This could be due to COVID and limited opportunities. However, this increased from AC 2020-2021 where the average was 0.71.

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### Action - Decision or Recommendation:

In AC 2021-2022, the target was met.

Based on information gathered from the analysis of the AC 2021-2022 data, the faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, 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 and continue to include the ELA and Math collaborative tasks in teacher candidate coursework through residency.

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.

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

Program faculty made several decisions after examining the results of data analysis from AC 2020-2021 which resulted in improved student learning and program improvement in AC 2021-2022.

- 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.
- Students were offered a discount on the software Tutoring 240, an online program that guarantees success on Praxis tests with lesson completion, or students receive their money back.
- 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

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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.

- Faculty aligned the LDOE Collaborative tasks for ELA and Math into junior and senior level teacher candidacy courses to 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 2021-2022 and will take steps to continue to improve student learning in AC 2022-2023:

- 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.
- Students were offered a discount on the software Tutoring 240, an online program that guarantees success on Praxis tests with lesson completion, or students receive their money back to meet SLO 1.
- The faculty will focus on explicit instruction on teacher and student questioning, classroom management strategies, integrating of cross-curricular lessons and ideas, as well as differentiating specific content, processes, and products for individuals 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.
- The faculty will focus on explicit instruction on teacher and student questioning, classroom management strategies, integrating of cross-curricular lessons and ideas, as well as differentiating specific content, processes, and products for individuals 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 3.
- The faculty will include additional professional development related to differentiated instruction and developing learning tasks that are appropriate to the needs of all learners with learning exceptionalities, language, and cultural differences to meet SLO 4.
- In the spring of 2023, all students are required to take a course to prepare of English language learners in today's classrooms to meet SLO 4.
- The faculty will provide more direct instruction to reinforce setting student learning

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targets, the analysis of formative data, and reflection on instruction. Faculty will also model and embed these practices into their courses and continue to include the ELA and Math collaborative tasks in teacher candidate coursework through residency to meet SLO 5.

- Moving forward, 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.