

Assessment Cycle 2021 – 2022

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

Division: 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.

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 assessment 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 2021 - 2022:** 100% of candidates met target
- **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 2020-2021 results in 2021-2022 the following changes were implemented. To drive continuous improvement, maximize student learning, and 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 alternative ways to support candidates in their course to help them be successful on the licensure tests, specifically the PRAXIS II PLT exam. 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 2021-22, 100% of candidates met the target. The qualifying score for the PLT Grades K-6 is 160. Candidates' scores ranged from 167-to 186, with a mean score of 178.45. In AC 2021-2022 the mean increased by 8.45 points from 178.45 to 186. 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 2021-2022, 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 2022-2023, the 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.

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. Moving forward SLO 1 will be modified to state that 80% of the students who attempt the PLT Elementary Principals of Learning and Teaching for the first time will pass to more accurately measure the success of instructional impact.

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
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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 Teacher Candidate Observation 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 the 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 the Quality of the assessment/evidence. A panel of 6 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, 6) = .58 and no single item meeting critical value of .58.
- ICC = ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered "good."

Findings: Target was met.

- **AC 2021-2022:** 100% of candidates met target
- **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: In AC 2021-2022, the target was met. Based on analysis results from AC 2021-2022, faculty assessed candidates using this instrument to measure candidate performance. Candidate scores on the form provided evidence for meeting state-identified standards aligned with artifacts tied to InTASC and content standards. To

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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.

Based on the analysis of the AC 2021-2022 results students' mean observation score was 2.555. The faculty further studied the observation results and the instrument used. Candidate scores on the form during the initial iteration in AC 2021-2022 provide evidence for meeting state-identified standards aligned with artifacts tied to InTASC and content standards. Teacher candidates scores exhibited strengths in demonstrating content knowledge and pedagogy (mean 2.842) and develops standards-based lesson plans with well-aligned goals and objectives that account for and build on learners' prior skills, knowledge, and understandings (mean 2.727).

Based on the analysis of the results in AC 2021 – 2022, the following actions were taken to continue to assess candidates' knowledge and skills relating to elementary learning environments, curriculum, instruction, and assessment.

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, mentors, and principals were encouraged to provide formative feedback on learning environments and instruction during post-observation conferences.

As a result of these changes, in AC 2021-22, the target was met.

The areas of need shifted from the 2020-2021 year when candidates needed to focus on questioning and discussion, designing student assessment, paring, and grouping students, and differentiating instruction and learning tasks to the areas of needs based on the AC 2021-2022 data showing that candidates need assistance in the areas of demonstrating knowledge of students (mean 2.342), demonstrates a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language, and child development (mean 2.3), and designs lessons that integrate language, literacy, and thinking skill development throughout instruction and across content areas (2.400).

The data show that the students need to increase their ability to apply literacy when developing and teaching lessons in all content areas and to varied ways of demonstrating the knowledge of the students.

Action - Decision or Recommendation:

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 embed videos and direct instruction into their courses in the

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areas of demonstrating knowledge of students (mean 2.342), demonstrating a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language, and child development (mean 2.3), and designing lessons that integrate language, literacy, and thinking skill development throughout instruction and across content areas (2.400). In addition, students will be expected to continue to incorporate reading and literacy standards into their content area lesson plans and instruction.

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 the form of a disposition 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." 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 a minimum of "Sufficient".

Findings: Target was met.

- **AC 2021-2022:** 100% of candidates met target
- **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: In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 data, the areas that need improvement are managing time effectively, analyzes problems critically and attempts to resolve them independently (as appropriate), and responds to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary.

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

In AC 2021-2022, candidates' mean score was 4.506 (n=6). These changes had a direct impact on the student's ability to model professional behaviors and characteristics.

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 drive improvement by implementing added resources relating to the areas that need improvement which includes consistently responding to the needs of all learners, analyzing problems critically, and attempting to resolve them independently (as appropriate), going beyond what is expected, and evaluating and reflects on his/her own experience and work. The faculty will provide feedback and identify specific strategies to support teacher candidates as they reflect and analyze student data submitted in course assignments.

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

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

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score at least a “2.5” on the rubric, which is aligned with the state teacher assessment. The rubric obtainment score changed from the highest of a 4 to the highest of a 3 in the 2021-2022 year. 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 the 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 the criteria for success,

- CVR mean = -.58 with CVR (Critical, 6) = .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 2021-2022:** 100% of candidates met target
- **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: In AC 2020-2021, the target was met. Candidates’ mean score was 2.68/3 (n=6) or 89% on the lesson criteria. The candidates’ lowest scores fell into four categories, Planning for Instruction, Higher Order Thinking Skills, Technology, and Evaluation of Instruction.

Based on the analysis of the results in AC 2020-2021, program faculty added resources relating to adaptation strategies to meet the needs of learners, integration of literacy strategies, and reflection on instruction to support student learning. In addition, the faculty incorporated resources to strengthen the candidate’s ability to plan for instruction and opportunities to develop instructional plans in courses prior to the internship. This effort 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 2021-2022, the target was met.

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.

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Action - Decision or Recommendation:

In AC 2021-2022, the target was met. Candidates' mean score was 2.68/3 (n=6) or 89% on the lesson criteria.

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 address the areas of need in four categories Planning for Instruction, Higher Order Thinking Skills, Technology, and Evaluation of 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. Faculty will integrate opportunities for students to use technology in course work developing technology practices that can be used in K-12 classrooms. University supervisors will implement pre and post reflection conferences in student residency, where students will respond by developing lesson plans based on student need. Instructors will teach candidates to create and implement formative assessments that are both informal and formal into their lesson preparation planning to implement during instruction.

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

Measure 5.1. (Indirect – Applied Knowledge, Skills, and Dispositions)

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 subsections for each variable, analyses of data, and plans for improving instructional practices.

Candidates were asked to engage in reflective teaching by evaluating their instructional

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practices in the areas of 1) assessment, 2) instructional planning, and 3) instructional strategies. These variables aligned with standards 6, 7, and 8 from the InTASC Model Core Teaching Standards for Teachers. For each variable, candidates evaluated their essential knowledge, performances (skills), and critical dispositions using itemized lists published for each standard.

The assessment allowed candidates to self-evaluate their knowledge, skills, and dispositions while using 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 knowledge, skills, and dispositions in the areas of assessment, instructional planning, and instructional strategies.

The paper-in-lieu-of-thesis was graded using a holistic evaluation checklist with seven evaluative criteria and a seven-point, rating scale. The evaluative criteria aligned with the Graduate School's requirements and included the following parts of the paper: 1) preface, 2) introduction, 3) section on assessment, 4) section on instructional planning, 5) section on instructional strategies, 6) conclusion with implications for future teaching, and 7) references.

The rating scale included the following rating levels: 0-Missing (not present), 1-Unsatisfactory (too underdeveloped to award credit), 2-Significant Development Needed (needed a significant amount of development), 3-More Editing Needed (needed more explanation, details, or correction), 4-Minor Polishing Needed (few errors were present in APA guidelines, mechanics, and/or grammar), 5-Target (achieved what was asked for in the directions), and 6-Beyond Expectations (exceeded expectations asked in the directions in both scope and depth with exemplary writing). The benchmark score of 3 indicated that an evaluative criterion was minimally acceptable with the required elements from the directions present in the subsection of the paper, but more editing was needed in terms of explanation, details, or corrections. Additionally, candidates had to earn an overall letter grade of C or higher (175 out of 250 points) on the paper-in-lieu-of-thesis before it was submitted to the Graduate School to meet the graduation requirement.

For the 2021-22 academic year, the following changes were made in EDUC 5840 to improve the paper-in-lieu-of-thesis assessment. First, a new scoring level was added to the rubric to provide students with more detailed feedback. Specifically, the new scoring level was called *More Editing Needed*. It was an evaluation level that followed *Minor Polishing Needed* and preceded *Significant Development Needed*. The goal of this change was to better assess students' performance in specific areas of the paper by providing an additional data point to determine students who passed the paper with a C or higher grade. Second, a zero-point scoring level was added to reflect evaluative criteria missing from the paper. Third, plagiarism was addressed by altering the topic of the paper-in-lieu-of-thesis with different research variables. The overall topic of the paper is still aligned with the course by using research to improve instructional practice. However, candidates evaluated their instructional practices in the new areas of 1) assessment, 2) instructional planning, and 3) instructional strategies.

Finding: 75% (6 out of 8) of candidates met the target

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Analysis:

Summer 2021: Four elementary teacher candidates enrolled in EDUC 5840 in the Summer 2021 semester. Two of these candidates earned grades of A. One earned a grade of D and reenrolled in the course in the Spring 2022 semester. One earned a grade of F on the paper-in-lieu-of-thesis and did not retake the course during the current assessment cycle. It appears the student discontinued coursework in the program.

Fall 2021: Three elementary teacher candidates enrolled in EDUC 5840 in the Fall 2021 semester. Two of these candidates earned grades of A. One earned a grade of D and reenrolled in the course in the Spring 2022 semester.

Spring 2022: Three elementary teacher candidates enrolled in EDUC 5840 in the Spring 2022 semester. Two of these candidates earned grades of A, including one from Summer 2021 who successfully remediated the paper. One student repeated the course from Fall 2021 semester and was unsuccessful in earning a passing grade on the paper for the second consecutive semester despite academic support attempts by the course professor and academic advisor. The student was asked to enroll in the course for the third time in the Summer 2022 semester and will follow a remediation plan.

Six of the eight 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 at 75%, which is an improvement from the previous assessment cycle.

For the papers-in-lieu-of-thesis that received a passing grade of C or higher on their first submission attempt during the assessment cycle, ratings on evaluative criteria ranged from 2 to 6 on a scale from 0 to 6. This means that all of the students who passed did not have a rating of 0-Missing or 1-Unsatisfactory. This range improved compared to the distribution of ratings from the previous assessment cycle; however, two new additional rating levels were added to the holistic evaluation checklist, which makes the comparison a little skewed. Overall points on the papers ranged from 240 points to 225 total points out of 250 possible points. This means that all of the students who passed the papers-in-lieu-of-thesis earned an A on the assessment, which is consistent with overall points earned by students in the previous assessment cycle.

For the 25% (n = 2) of teacher education candidates enrolled in the elementary MAT program who did not meet the SLO, one failed to submit a paper-in-lieu-of-thesis and appears to have discontinued the program. The second candidate submitted an incomplete paper. The candidate missed multiple deadlines throughout the course that were designed to help students stay on-track with typing the paper-in-lieu-of-thesis. Because the student was remediating the course from the Fall 2021 semester and made significant improvements in parts of the paper, the student received alternative grading option of In Progress (IP), as opposed to another failing grade. Follow-up emails with this student revealed the lack of motivation and time management as the main hurdles in the course. The student will be following a remediation plan in the summer to address these hurdles.

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Action - Decision or Recommendation:

For the 2022-2023 academic year, the following changes will be made in EDUC 5840 to improve the paper-in-lieu-of-thesis course. First, comprehensive exam video assignments will be updated and added to the course to help students reflect on their instructional practices prior to and after writing the paper-in-lieu-of-thesis. This might encourage students with time management concerns to stay engaged with the course content. Second, self-evaluation checklists will be added to the course to guide students with proofreading and editing their papers prior to submitting the final version for grading. The goal of the self-evaluation checklists is to help students identify and correct common problems that typically reoccur each semester as new students learn APA guidelines and navigate the process of writing the paper. Third, additional quantitative indicators will be added to the holistic evaluation checklist to let students know how much each evaluative criterion is worth in relation to the whole paper. This will help the assessment process become more objective and give students a clearer indication of where they earned points.

The next assessment cycle report for SLO 5 will include a validity analysis of the holistic evaluation checklist compared to the directions for the paper-in-lieu-of-thesis assessment and other indicators of validity. Data will be included from the 2022 calendar year to assess several types of validity, including construct-related validity (face validity and content validity) and criterion-related validity (predictive validity). The validity analysis will help the program gather, analyze, and reflect on additional data points for the next program accreditation review.

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 2020-2021 which resulted in improved student learning and program improvement in AC 2021-2022.

SLO 1: Faculty supported candidates who were not on track to achieve passing standard by providing study materials, providing tutoring, and recommending the 240-tutoring program. Faculty and advisors provided study materials for potential teacher candidates who needed extra support in preparing for the Praxis PLT.

SLO 2: Faculty provided supplemental materials to candidates for the rubric criteria of 1) Uses an effective lesson design including motivation, introduction, and closure and 2) Encourages student participation through questioning and discussion techniques.

SLO3: Faculty provided additional support and encouragement in the areas of managing time effectively, analyzing problems critically and attempts to resolve them independently (as appropriate), and responding to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary.

SLO 4: Faculty provided resources relating to adaptation strategies to meet the needs of learners, integration of literacy strategies, and reflection on instruction to support student learning. In addition, the faculty incorporated resources to strengthen the candidate's

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ability to plan for instruction and opportunities to develop instructional plans in courses prior to the internship.

SLO 5: Changes were made in EDUC 5840 to improve the paper-in-lieu-of-thesis assessment, including a new scoring level was added to the rubric for more detailed feedback. Specifically, the new scoring level was called *More Editing Needed*. It was an evaluation level that followed *Minor Polishing Needed* and preceded *Significant Development Needed*. The goal of this change was to better assess students' performance in specific areas of the paper by providing an additional data point to determine students who passed the paper with a C or higher grade. Second, a zero-point scoring level was added to reflect evaluative criteria missing from the paper. Third, plagiarism was addressed by altering the topic of the paper-in-lieu-of-thesis with different research variables.

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:

- 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.
- 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.
- Moving forward SLO 1 will be modified to state that 80% of the students who attempt the PLT Elementary Principals of Learning and Teaching for the first time will pass to measure the success of instructional impact more accurately.
- 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.
- The faculty will provide feedback and identify specific strategies to support teacher candidates as they reflect and analyze student data submitted in course assignments to meet SLO 3.
- Faculty will model and implement higher-order thinking skills within their course work and candidates will include higher-order thinking skills within their lessons to meet SLO 4.
- Faculty will integrate opportunities for students to use technology in course work

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developing technology practices that can be used in K-12 classrooms to meet SLO 4.

- University supervisors will implement pre and post reflection conferences in student residency, where students will respond by developing lesson plans based on student need to meet SLO 4.
- Instructors will teach candidates to create and implement formative assessments that are both informal and formal into their lesson preparation planning to implement during instruction to meet SLO 4.
- In EDUC 5840, data will be included from the 2022 calendar year to assess several types of validity, including construct-related validity (face validity and content validity) and criterion-related validity (predictive validity). The validity analysis will help the program gather, analyze, and reflect on additional data points for the next program accreditation review to meet SLO 5.