

## Assessment Cycle 2021-2022

### PREP- Alternate Certification

**College: Education and Human Development**

**Prepared by: Jodi Shirley and Kristen Walker**

**Date: May 10, 2022**

**Approved by: Dr. Kimberly McAlister**

**Date: June 14, 2022**

**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.

#### **Methodology:**

The assessment process for the PREP program includes:

1. Data from assessment tools are collected and returned to the program coordinator;
2. Data will be analyzed to determine student learning and whether students have met measurable outcomes;
3. Results are shared with program faculty and discussed;
4. The program coordinator, in consultation with program faculty, will determine proposed changes to instruction or assessment tools for the next assessment period.

## Assessment Cycle 2021-2022

### Student Learning Outcomes:

#### SLO 1.

#### Course Map: Praxis PLT

- Candidates take the Praxis PLT exam upon completion of PREP courses prior to certification.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline- specific content knowledge. (Praxis PLT exam)	Earn a passing score established by LDOE on knowledge of teaching pedagogy related to their area of certification on a standardized test

#### Measure 1.1. (Direct-Knowledge)

#### Demonstrate discipline-specific knowledge of teaching pedagogy

SLO 1 is addressed with the Praxis PLT exam (Practices of Learning and Teaching), which is nationally normed. The Praxis exams demonstrate knowledge and skill in pedagogy and instruction. This assessment is nationally validated and reliable. Candidates must meet or exceed state established minimum scaled scores as mandated by the State Department of Education. The required minimum passing scaled scores are as follows: Elementary test #5622 score is 160, Middle school test #5623 score is 160, Secondary school test # 5624 score is 157. The reported scaled scores range from 100-200. The benchmark performance is that 100% of students will score at the passing criteria established by LDOE.

**Finding:** Target was met.

Assessment year	Number of students tested	Percentage passing
AC 2021-2022	16 out of 16	100%
AC 2020-2021	13 out of 16	81%

#### Analysis:

In AC 2020-2021 the target was not met. In AC 2020-2021 13 out of 16 (81%) of PREP candidates met or exceeded the minimum Praxis PLT required score.

In AC 2021-2022 a mean score of 171 was earned by the 8 Elementary PREP candidates. A mean score of 180 was earned by the 5 Middle School PREP candidates. A mean score of 169 was earned by the 3 Secondary level PREP candidates.

For Elementary candidates, the highest scores were in the categories of *students as learners* (mean raw score of 15 out of 20 points) and *instructional process* (mean raw score of 15 out of 20 points). The lowest score was in the category of *assessment* (mean raw score of 9 out of 14 points).

## Assessment Cycle 2021-2022

For Middle School candidates, the highest score was in the category of *Instructional process* (mean raw score of 17 out of 20 points). The lowest scores were in the categories of *assessment* (mean raw score of 9 out of 14 points) and *professional development, leadership, and community* (9 out of 14 points).

For secondary candidates, the highest score was in the category of *assessment* (mean raw score of 10 out of 14 points). The lowest score was in the category of *professional development, leadership, and community* (mean raw score of 6 out of 16 points).

Based on the analysis of AC 2020- 2021 data, faculty implemented the following changes to drive the cycle of improvement. Faculty completed the following actions:

(1) Candidates were provided with information regarding access to the Learning Express Library and resources available through *The Study Companion* documents published by ETS/Praxis. This document includes an overview of the test, a template study plan, study topics, practice questions and explanations of correct answers and links to detailed information related to the test.

(2) Concepts included on the PLT exams are embedded in PREP courses: EPSY 5480. EDUC 5650/5670, and EDUC 5660/5680.

Through ETS/Praxis offerings, the AC 2021-2022 brought more opportunities for candidates to test in person at testing centers and the additional option for at home testing. The removal of some COVID-19 protocols allowed more candidates the opportunity to schedule tests as compared to the previous year when Praxis testing was limited.

Test #	Test	Number passed/tested	Percentage passed
5622	Elementary PLT	8/8	100%
5623	Middle School PLT	5/5	100%
5624	Secondary School PLT	3/3	100%
<b>total</b>		<b>16/16</b>	<b>100%</b>

Due to the need for distance learning support in 2021-2022, candidates were provided with electronic resources to assist in their preparations for the Praxis PLT. They were also given the opportunity to enroll in an online tutoring program, 240 Tutoring, at a reduced rate as an NSU student. No in-person Praxis seminars were scheduled. Candidates were sent email reminders and an offer of support as they prepared for the PLT exam. Suggestions for how to prepare for the exam and a copy of *The Study Companion* document were included in the email messages.

### **Decision, action or recommendation.**

Based on the analysis of AC 2021-2022 scores, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. Analysis of these 2021-2022 scores by test category do not reveal a consistent pattern across the three certification levels. The highest score on the Secondary level PLT was in students as learners and the instructional process, while on the Middle School assessment and professional development leadership and community were the

## Assessment Cycle 2021-2022

lowest scoring test categories. The lowest Elementary score was in the category of assessment. The overall test results will be shared with all PREP instructors for analysis. Since a large majority of concepts tested on the PLT relate to coursework PREP candidates complete in their first summer semester, candidates will be encouraged to take the PLT at the conclusion of the summer semester. Specific concepts included on the PLT relate to educational theorists and philosophies. Much of this information has been identified in the syllabus of EPSY 5480, one of the initial PREP courses. Candidates will be required to attempt the PLT by the end of the Fall semester. This will be added as a graded assignment in the Fall Residency I course. These new requirements will be put in place as a closer monitoring toward passing the Praxis PLT on the first attempt.

### SLO 2

**Course Map: PREP Internship courses (EDUC 5410, 5411 for Elementary, EDUC 5420, 5421 for Middle School, and EDUC 5430, 5431 for Secondary)**

SLO 2 is assessed through a teaching evaluation form. Candidates apply discipline-specific content knowledge in professional practice during their Internship semesters.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice	At least 80% of candidates will meet the target of a mean score of 2 out of 3 on a teaching evaluation to assess content, pedagogical knowledge, and skills in professional practice

### Measure 2.1. (Direct-Knowledge, Skills, and Dispositions)

SLO 2 is assessed via a Teacher Candidate Observation form in EDUC 5410 (elementary), EDUC 5420(middle), and EDUC 5430(secondary) by a University supervisor, a mentor teacher, and a school principal. These courses are taken during the two-semester internship portion of the PREP program prescription of study.

**Findings:** Target was met.

Assessment year	Percentage meeting target	Mean score
AC 2021-2022	100%	2.686
AC 2020-2021	100%	2.86
AC 2019-2020	100%	2.51

### Analysis:

In AC 2020-2021 the target was met.

In AC 2020-2021, 100% of candidates met or exceeded a mean score on the teaching evaluation instrument. The mean score for all candidates was 2.86 out of a possible 3.0. This exceeds the goal of scoring at least 2.0 and exceeds the 2019-2020 goal of 2.51 from all certification levels. The area that earned the lowest mean score was in the component of *engaging students in learning* with a mean score of 2.75. Three other

## Assessment Cycle 2021-2022

areas of weakness for candidates were *demonstrating flexibility and responsiveness* with a mean score of 2.77, *using assessment in instruction* with a mean score of 2.77, and *using questioning and discussion techniques* with a mean score of 2.79.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. Instructors in the PREP program placed additional emphasis on teaching strategies that enhance student engagement. Candidates should be introduced to, learn to evaluate, and select engaging teaching strategies that can be effectively used in their certification/subject area. Instructors will contribute to a master list of teaching strategies that are included in PREP coursework. The list will serve as a reference and reminder to PREP candidates to incorporate during their teaching internship.

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

In AC 2021-2022, 100% of candidates met or exceeded a mean score on the teaching evaluation instrument. The mean score for all candidates was 2.686 out of a possible 3.0. This exceeds the goal of scoring at least 2.0. Areas that earned the highest mean scores were in the components of:

- Organizing physical space- 2.84
- Demonstrating knowledge of content and pedagogy- 2.82
- Demonstrating knowledge of resources- 2.818
- Communicating with students- 2.791

Areas that earned the lowest scores were in the components of:

- Designing student assessment- 2.596
- Managing student behavior- 2.595
- Using questioning and discussion techniques- 2.588
- Using assessment in instruction-2.473

The scores from AY 2021-2022 indicate continued improvement from AY 2020-2021. The lowest mean score in a category was 2.75 out of 3.0 in AY 2020-2021 as compared to the lowest mean score in a category of 2.473 out of 3.0 in AY 2021-2022.

In accordance with the plan of action in 2020-2021, instructors in the PREP program placed additional emphasis on teaching strategies that enhanced student engagement. Candidates were introduced to, learned to evaluate, and selected engaging teaching strategies that could be effectively used in their certification/subject area. Instructors contributed to a master list of teaching strategies that were included in PREP coursework. The highest mean score in a category in AY 2021-2022 was 2.84 out of 3.0 in the component of organizing physical space.

## Assessment Cycle 2021-2022

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,  $5 \cdot CVR \text{ mean} = -.03$  with CVR (Critical, 11)  $= .59$  and no single item meeting critical value of  $.59$ .  $\cdot ICC = .59$ . ICC of  $.4 - .59$  reflects "fair" inter-rater agreement, and  $.6$  is considered "good."

### **Decision, action 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.

Instructors in the PREP program placed additional emphasis on teaching strategies that enhance classroom management. Candidates should be introduced to and learn to create/design authentic assessments that can be effectively used in the instruction of their certification/subject area. Instructors will contribute to a master list of questioning and discussion techniques that are included in PREP coursework. The list will serve as a reference and reminder to PREP candidates of how they can incorporate questioning and discussion during their teaching internship.

## Assessment Cycle 2021-2022

### SLO 3

**Course Map:** EDUC 5410, EDUC 5420, EDUC 5430-PREP internship courses

**SLO 3 is assessed through a dispositions form during the PREP Internship semesters, which is a component of the LDOE certification requirement. Candidates will model professional behaviors and characteristics. Measure 3.1. (Direct-Dispositions)**

SLO 3 is assessed through a professional dispositions form during the internship portion of the PREP program. Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. Face validity 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.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and Characteristics. (Dispositional Evaluation)	Candidates will score at least 4.0 on a 5 point scale as assessed through a professional dispositions form that measures behaviors and characteristics that are professional and ethical

**Findings:** Target was met

### Analysis:

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

Indicators that received the highest mean ratings of 5.0 out of 5.0 were:

- *Demonstrating a positive attitude about working with diverse people, peers, professionals, and in diverse environments*
- *Incorporates technology into professional work.*
- Indicators that also received high mean ratings of 4.9 out of 5.0 were:
- *Respect's children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.*
- *Demonstrates passion/enthusiasm about learning and teaching.*
- *Exercises sound judgement and ethical professional behavior.*
- *Represents a positive role model for others.*
- *The indicator that received the lowest mean rating of 4.09 was:*
- *Analyzes problems critically and attempts to resolve them independently (as appropriate)*
- Other low scoring indicators that received a mean score of 4.18 and 4.27 are respectively:
- *Respond to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary.*
- *Initiate's communication to resolve conflict.*

## Assessment Cycle 2021-2022

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. The three lowest scores are connected to conflict resolution and responding appropriately. PREP instructors will locate exemplar classroom videos that address such situations and resolutions to include as virtual field experiences. Having candidates identify the conflict and resolution on a reflection will highlight appropriate ways to identify and develop this skill. Including possible classroom scenarios for candidates to respond to will also assist in practicing this skill.

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

The indicator that received the highest mean rating of 4.9 out of 5.0 was:

- *Values multiple aspects of diversity.*

Indicators that also received high mean ratings of 4.83 out of 5.0 were:

- *Accepts consequences for personal actions or decisions.*
- *Seeks clarification and/or assistance as needed.*
- *Ensures accuracy of information for which he/she is responsible.*
- *Is always on time.*
- *Makes decisions and acts with honesty and integrity.*

The indicator that received the lowest mean rating of 4.39 was:

- *Goes beyond what is expected.*

Other low scoring indicators that received a mean score of 4.48 and 4.51 are respectively:

- *Manages time effectively.*
- *Prepares well for activities, meetings, and group work.*

### **Decision, action 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. The three lowest scores are connected to drive, time management and classroom management. PREP instructors will locate teacher testimonials that address such situations and resolutions to include as virtual field experiences. Having candidates hear from instructors that specialize in classroom management, as well as current teachers who have dealt with these issues. By including possible classroom and schoolwide scenarios for candidates to respond to will also assist in practicing this skill.



## Assessment Cycle 2021-2022

### SLO 4

#### Course Map:

- **SLO 4 is an assessment of lesson planning effectiveness as evaluated through a rubric associated with the candidate's online portfolio during their Internship.**

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline	Design and implement developmentally appropriate lesson plans that score at least "proficient" (2.0 on a 3.0 scale)

#### Measure 4.1 (Direct- Knowledge and Skills)

SLO 4 is assessed in Internship I and II through an evaluation of lesson plans included in candidates' Internship portfolio. 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 describe elements of lessons on which in-service teacher evaluations were based. The benchmark performance is that 100% of students will score at the Proficient level or higher in the area of lesson planning.

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 Ration (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability.

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

**Findings:** Target was met.

Assessment year	Target met/unmet	Element 1 mean	Element 2 mean	Element 3 mean
AC 2021-2022	Met (3 pt scale)	2.77	2.63	2.63
AC 2020-2021	Met (4 pt scale)	3.4	3.25	3.38

**Analysis:** In AC 2020-2021 the target was met.

Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Due to limited available date for this SLO, instructors were recommended to offer individual assistance and feedback to candidates regarding lesson planning instead of overall course revisions. Needs varied among candidates as to what type of support was needed to strengthen lesson plan writing skills. Instructors offered options for resources that include best teaching practices to all PREP candidates.

## Assessment Cycle 2021-2022

As a result of this focus, in AC 2020-21, the target was met.

The AC 2020-2021 mean scores on the three elements of lesson planning indicated on the portfolio evaluation were: 3.4 for element 1, 3.25 for element 2, and 3.38 for element 3. All scores exceed the minimum criteria of 3.0 out of 4.0. Providing exemplary models of lesson plans, personalized feedback, and opportunities for revisions throughout Summer PREP course EDUC 5670 strengthened candidates' ability to plan for instruction. The result was for candidates to show more depth understanding and extensive application of content, include varied instructional opportunities for diverse learners through the modeling and feedback practices.

Based on the analysis of AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement PREP faculty should continue to provide specific, actionable feedback to candidates in response to their lesson plans. Exemplar lesson plans will be included as additional course documents on Moodle as a resource. Candidates should have the opportunity for peer review and reflection of lesson plans before submitting them for grading. Opportunities for revising lesson plans should also be offered to students throughout PREP courses.

**As a result of this focus, in AC 2021-2022, the target was met.**

The AC 2021-2022 mean scores on the three elements of lesson planning indicated on the portfolio evaluation were: 2.77 for element 1, 2.63 for element 2, and 2.63 for element 3. All scores exceed the minimum criteria of 2.0 out of 3.0. Providing exemplary models of lesson plans, personalized feedback, and opportunities for revisions throughout Summer PREP course EDUC 5670 strengthened candidates' ability to plan for instruction. The implementation of peer review and reflections before submitting lesson plans proved to be essential for candidates. The result was for candidates to show more depth of understanding and extensive application of content, include varied instructional opportunities for diverse learners through the modeling and feedback practices.

### **Decision, action or recommendation.**

Based on the analysis of AC 2021-2022 data, faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement PREP faculty should continue to provide specific, actionable feedback to candidates in response to their lesson plans. Exemplar lesson plans will be included as additional course documents on Moodle as a resource. Faculty should focus on presenting sufficient evidence that would support instructional focus on critical thinking, problem-solving, decision-making and/or responsibility taking. Students should also discuss ways that they could adapt lessons to diverse learners and how they could implement them in the lesson plan

## Assessment Cycle 2021-2022

### SLO 5

#### Course Map: Internship of PREP program

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (Student Learning Impact)	Candidates will assess the quality of instructional decision-making using an assessment project to analyze student learning and provide evidence of using data for instructional decision-making.

#### Measure 5.1. (Direct: Skills and Dispositions)

Make responsible decisions and problem-solve, using data to inform actions when appropriate.

**Finding:** Target was met.

#### Analysis.

In AC 2021-2022 the target was met.

In AC 2020-2021, the mean overall score on this assessment was 81%. The area that showed the lowest mean score of 78% on the rubric was in *disaggregation of data and summary of results*. The highest mean score for this assessment was 82% in the component of *analysis of student learning targets*.

In AC 2021-2022 the target was met. The overall mean score was 83.7%, a slight increase from last year. The target was established of a mean overall score of at least 80% on a data analysis assessment project related to student learning targets (SLT) as evaluated on a rubric and submitted as a component of a portfolio.

The overall mean scores on this assessment were:

Level	Average total for group (raw out of 3)	Average for total group (%)	Average score analysis of formative data (out of 3) Part 1	Average score analysis of effectiveness of assignments (out of 3) Part 2	Average score analyzing progress toward student learning target (out of 3) Part 3
Elementary	2.77	92.5%	2.75	2.88	2.75
Middle	2.56	85.5%	2.50	2.50	2.50
Secondary	2.2	73.32%	2.08	1.83	1.41
TOTAL	2.51	83.7%	2.44	2.40	2.22

## Assessment Cycle 2021-2022

The assessment data for this project is directly linked to current student data the PREP candidates utilize in establishing and analyzing their Student Learning Targets (SLTs). Part one of the assessment project requires PREP candidates to identify objectives, determine the type and format of assessment that will be used and to identify the assessment criteria. Part 2 requires PREP candidates to analyze the effectiveness of assignments on a performance task. Part 3 of the project includes analyzing progress toward SLTs.

### **Decision, action or recommendation.**

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 place additional emphasis on training in analyzing progress toward student learning targets.

PREP instructors can provide additional support through examples that include student work samples. These can serve as an exemplar to PREP candidates and included in the assessment project materials. Including specific examples of SLTs as established by the LDOE can be found here: [Student learning targets SAMPLES \(louisianabelieves.com\)](https://www.louisianabelieves.com/student-learning-targets-samples) Additional information [SLT Assessment Identification Guide \(louisianabelieves.com\)](https://www.louisianabelieves.com/slt-assessment-identification-guide) can be incorporated into PREP course work.

These additions and monitoring of identified emphasis will improve the students' ability to demonstrate effective data analysis and identify and analyze whole class, sub-groups, and individual students.

**Comprehensive Summary of Key Evidence of Seeking Improvement 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.

- Due to the need for distance learning support in 2021-2022, candidates were provided with electronic resources to assist in their preparations for the Praxis PLT. They were also given the opportunity to enroll in an online tutoring program, 240 Tutoring, at a reduced rate as an NSU student. Key concepts included on the Praxis PLT were embedded in PREP courses and textbook resources. No face-to-face Praxis seminars were scheduled. Candidates were sent email reminders and an offer of support as they prepared for the PLT exam. Suggestions for how to prepare for the exam and a copy of The Study Companion document were included in the email messages to meet SLO 1.
- Candidate weaknesses in the areas of designing student assessment, managing student behavior, using questioning and discussion techniques, and using assessment in instruction were identified. Instructors addressed these weaknesses through virtual field experiences, various course assignments, and

## Assessment Cycle 2021-2022

material provided in a Classroom Management textbook for SLO 2.

- Candidate weaknesses are identified by a professional disposition's evaluation in the areas of goes beyond what is expected, manages time effectively, and prepares well for activities, meetings, and group work. The professional disposition forms were utilized at three times throughout each semester along with specific, actionable feedback from university supervisors to improve SLO 3.
- Lesson planning instruction and opportunities were incorporated into all PREP courses to strengthen SLO 4, with the opportunity for faculty feedback. Portfolio artifact evaluations of lesson planning included a more complete dataset which included their ability to create lesson plans that: show depth of understanding and extensive application of content appropriate to teaching specialty, present clear and extensive evidence of instructional focus on critical thinking, problem- solving, decision making and/or responsibility taking, include numerous and varied instructional opportunities adapted to diverse learners, include technology integrated into lesson, involves interaction by all learners, is appropriate to content, and supports instruction.
- For SLO 5, an assessment project was completed by candidates during the Internship II semester. The area that showed the lowest mean score of 78% on the rubric is disaggregation of data and summary of results. Specific components within this indicator include a summary that addresses learning for the whole class as well as subgroups and individual students. The data used in this assignment was taken from the candidate's current students providing an authentic assessment experience.

### Plan of Action Moving Forward.

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

- Since a large majority of concepts tested on the PLT relate to coursework PREP candidates complete in their first summer semester, candidates will be encouraged to take the PLT at the conclusion of the summer semester. Specific concepts included on the PLT relate to educational theorists and philosophies. Much of this information has been identified in the syllabus of EPSY 5480, one of the initial PREP courses. Candidates will be required to attempt the PLT by the end of the Fall semester. This will be added as a graded assignment in the Fall Residency I course. These new requirements will be put in place as a closer monitoring toward passing the Praxis PLT on the first attempt to support SLO 1.
- Instructors in the PREP program placed additional emphasis on teaching

## Assessment Cycle 2021-2022

strategies that enhance classroom management. Candidates should be introduced to and learn to create/design authentic assessments that can be effectively used in the instruction of their certification/subject area. Instructors will contribute to a master list of questioning and discussion techniques that are included in PREP coursework. The list will serve as a reference and reminder to PREP candidates of how they can incorporate questioning and discussion during their teaching internship to support SLO 2.

- SLO 3 addresses components on the Professional Dispositions form connected to conflict resolution and responding appropriately. PREP instructors will locate teacher testimonials that address such situations and resolutions to include as virtual field experiences. Having candidates hear from instructors that specialize in classroom management, as well as current teachers who have dealt with these issues. By including possible classroom and schoolwide scenarios for candidates to respond to will also assist in practicing this skill.
- PREP faculty should continue to provide specific, actionable feedback to candidates in response to their lesson plans to strengthen SLO 4. Exemplar lesson plans will be included as additional course documents on Moodle as a resource. Faculty should focus on presenting sufficient evidence that would support instructional focus on critical thinking, problem-solving, decision-making and/or responsibility taking. Students should also discuss ways that they could adapt lessons to diverse learners and how they could implement them in the lesson plan.
- PREP candidates need additional support in disaggregating data in various ways that provide for meaningful findings about student performance. Summarizing student performance for the whole class as well as subgroups is an area that needs improvement. PREP instructors can provide additional support through examples that include student work samples. These can serve as exemplars to PREP candidates and included in the assessment project materials to support SLO 5.