

Assessment Cycle 2021-2022

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

Division: Gallaspy College of Education and Human Development

Department: School of Education

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Statements:

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

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

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

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commitment to reflective practice. These candidates are well prepared in their content areas and with the most recent research-based knowledge of instruction and curriculum. Further, candidates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors. Our goal for all is that they will become exceptional classroom teachers and take on leadership roles within school across Louisiana. The Agriculture program was approved at the end of the Fall 2021 semester, and no candidates have yet to declare it a major.

Methodology:

The assessment process for this program is as follows:

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

Student Learning Objectives

SLO 1

Course Map:

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

EDUC 2020: Foundations of Multicultural Education

EPSY 2020: Introduction to Child and Adolescent Psychology

EDUC 3140: Planning and Assessment

EPSY 3000: Educational Psychology and Assessment

EDUC 4010: Secondary School Teaching Methods

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

Measure 1.1. (Direct - Measures knowledge and skills)

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

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All secondary education, grades 6-12, candidates complete the appropriate content test for their area of concentration:

Biology: Content, Test #5235, min. Score: 150

Business: Content, Test #5101, min. Score: 154

English: Content and Analysis, Test #5039; min. score: 168

Mathematics: Content Test #5165, Qualifying Score: 159

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

The quality of the assessment is assured because (1) the State of Louisiana Department of Education requires this test, and (2) the test is nationally normed.

100% of the candidates must earn at least the minimum required score to begin first residency semester.

Findings: Target was Met.

Content area	Required min. score	Mean score	Number taking test	Pass percentage
Social Studies	153	160	5	100%
English	168	177	4	100%
Mathematics	159	175	2	100%

Analysis:

In AC 2021-2022 the target was met. 100% (n=11) of the candidates made the minimum score to pass the exam. Candidates performed in a similar manner for all content areas.

Faculty continued to implement a remediation plan in AC 2021-2022 to help candidates become better-prepared for the Praxis Content Assessments. These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge. In addition, many candidates subscribe to Praxis 240, a paid tutoring program subscription. The changes made to the Mathematics and Biology plans of study were approved by the CRC and became active for students entering the programs in 2021-2022. The Mathematics plan of study now includes MATH 3000, a course that provides a review of content presented in previous mathematics course. This summarization intends to promote success on the Praxis content test. The Louisiana Department of Education has adopted a new PRAXIS content test in Mathematics, that includes mathematics pedagogy. AY 2020-2021 was the first year of use for new mathematics test. As a result of these changes, the target was met in AC 2021-22.

Action – Decision:

In AC 2021-2022, the target was met. Based on information gathered from analysis of the AC 2021-2022 data, faculty will continue to drive the cycle of improvement. In AC 2022-23, Faculty will assess the plans of study for all five content areas (Business, Biology, English, Mathematics, and Social Science). Changes will be submitted to the CRC

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committee for implementation during the 2022-2023 academic year. They will develop and view the scope and sequence of documents and determine if overlap or missing topics exist in required courses. Faculty will include time in classes to strengthen candidate content knowledge and familiarity with the test administration. In fall 2022, a new content option is available for Secondary Education majors, Agriculture. Currently, PRAXIS test #5701 is required for content mastery in Agriculture. This test will be added to requirements for this content area.

These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward. Additionally, moving forward, a first-time passage rate will be analyzed.

SLO 2

Course Map:

EDUC 3140: Planning and Assessment

EDUC 4010: Secondary School Teaching Methods

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

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

The assessment instrument is used with formal observations completed by the supervising/mentor teacher and university supervisor during Residency I and by the supervising/mentor teacher, university supervisor, and principal during Residency II. The assessment was modeled after the Charlotte Danielson Teaching Rubric used by the Louisiana Department of Education for teacher evaluation. The model includes use of actual portions of the teacher evaluation assessment. With the use of this assessment the candidates demonstrate the necessary components of effective teaching when observed. The four levels resulting from each score are 1-Ineffective, 2-Effective: Emerging, 3-Effective: Proficient, and 4-Highly Effective. The benchmark score is 2- Effective: Emerging.

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 has alignment to InTASC standards and content validity exists.

This form was revised and voted on by the undergraduate faculty in 2022.

The benchmark for this assessment is for all candidates to score an average of 2-3 on all observations.

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Findings: Target was Not Met

Analysis:

In 2021-2022, the target was not met. Because the scoring range was changed in one of the semesters on the forms for Residency I to 0-2 and Residency II was scored with a range of 1-3, data is skewed. The new Director of Clinical Experiences and Partnerships and a new evaluation tool, developed in summer 2022, will correct this issue. For the 11 students completing both Residency semesters in AY 2021-2022, 82% of candidates scored a 2 or above in Residency 2 and 90% in Residency I scored a 1 or above.

As a result of these changes and uneven implementation, the target was not met in AC 2021-2022.

Action - Decision:

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will continue to drive the cycle of improvement. In AC 2022-2023, the faculty will use newly revised observation forms that align more closely with how they will be observed in their districts in the future. The program is moving to the TAP Big 6 Evaluation tool. The faculty will meet as a group to discuss lesson planning and effectiveness and will implement strategies across the curriculum to assist students in strengthening their lessons and implementation.

SLO 3

Course Map:

EDUC 2020: Foundations of Multicultural Education

EDUC 4010: Secondary School Teaching Methods

Residency I

Residency II

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

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Measure 3.1. (Direct-Measures dispositions)

The artifact is a college-developed dispositions form that EDUC 2020 course instructors complete for each candidate that completes the course. A department-developed inventory is used for collecting data. It is a 5-item Likert Scale inventory. Course instructors complete the inventory for each candidate that finished the class. The inventory uses items that describe dispositions and characteristics of effective and dedicated teachers. Instructors have used this inventory for seven years. Therefore, validity and reliability are assured. A benchmark of 4 must be met.

COEHD faculty complete the initial dispositions form when candidates complete EDUC 2020 (Data reported), Residency I, and Residency II. Data collected beyond EDUC 2020 is for remediation plans that are necessary for candidates.

COEHD Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment has Alignment to InTASC standards and content validity. 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. A rating = “Sufficient” for each indicator is benchmark. This form was revised and voted on by undergraduate faculty in 2022.

Findings: Target met

Analysis:

In AC 2021-2022, the target was met. 100% (n=11) of the candidates met the benchmark of 4. A relative weakness was “Consistently responds to the needs of all learners” on which students scored an average of 4.6. Faculty made the following changes in 2021-22 to drive the cycle of improvement. Faculty placed greater emphasis on professionalism, based on conversations with principals and other stakeholders in the field, to strengthen dispositions. Faculty also added emphasis on current assessments and curricular programs because of conversations with principals and other stakeholders in the field to meet. Finally, faculty added an experiential learning component to our undergraduate program as part of our QEP. Faculty did notice relative weaknesses in self-initiative, collaboration, problem solving, and emotional maturity.

Faculty decided that teacher candidates needed to be assessed according to general teaching competencies as developed by the Louisiana Department of Education. As a result, in AC 2021-2022, the benchmark was met.

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Action - Decision:

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 ensure alignment of the revised inventory with other assessments that focus on pedagogical knowledge and a better measure of dispositions for long-term candidate growth. If the data are more appropriate, then candidates can have a personalized plan for activities completed during field experience and teaching assignments. In addition, faculty will add the inventory to Residency I and Residency II to provide candidates with information on time management and professionalism. Faculty are also piloting a disposition instrument in Residency I and II for possible replacement of current instrument.

These changes will improve the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

SLO 4

Course Map:

EDUC 3140: Planning and Assessment

EPSY 3000: Educational Psychology and Assessment

EDUC 4010: Secondary School Teaching Methods

Residency I

Residency II

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

Measure 4.1. (Direct: Knowledge and skills.)

SLO 4 is assessed through lesson plans and reflections in EDUC 4080, Residency I and Residency II. The assessment is evaluated by course instructors, site/university supervisors, and classroom mentors using a rubric. 80% of all students will score at least 2 out of 3 on the benchmark performance during EDUC 4080 and Residency I and 80% of all students will score at least 3 out of 4 on the benchmark performance during Residency II.

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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 had Alignment to InTASC standards and content validity.

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. 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

Analysis:

In AC 2021-2022, the target was met. The evidence indicates that candidates' scores have improved writing an ABCD (measurable) objective, but they still show a weakness in pacing and embedding higher order/critical thinking questions in the lesson. These skills complement the inventory used in SLO 3. Candidates must be able to plan and implement effective instruction. Based on the analysis of the results, the current inventory appears to be an appropriate measure of the SLO. The reflection scores are similar when compared to other measures.

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.

Action - Decision:

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-22 data, faculty will implement the following changes in AC 2022-23 to drive the cycle of improvement. In AC 2022-23, faculty will increase instructional focus on integrating across and integration within content fields. Faculty will support candidates to begin work on these skills in EDUC 4010 and Residency I in preparation for data gathering in Residency II. Faculty will also support longitudinal measures collected to view candidate growth through Residency II.

These changes will improve the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

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

SLO 1: Faculty implemented a remediation plan in AC 2021-2022 to help candidates become better-prepared for the Praxis Content Assessments. These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge. In addition, many candidates subscribe to Praxis 240, a paid tutoring program subscription. For AC 2021-2022, 100% of students passed their content exam (n=11).

SLO 2: In 2021-2022, the scoring range was changed in the spring of 2022 without regard to the impact on SLO 2. The Director of Clinical Experiences and Partnership is working to revise the evaluation tool used in Residency I and II to better track candidate progress. Since the two scoring ranges did not align, the SLO was not met. For the 11 students completing both Residency semesters in AY 2021-2022, 82% of candidates scored a 2 or above in Residency 2 and 90% in Residency I scored a 1 or above.

SLO 3: Faculty placed greater emphasis on professionalism, based on conversations with principals and other stakeholders in the field, to strengthen dispositions. Faculty also added emphasis on current assessments and curricular programs with an added experiential learning component to strengthen the undergraduate program. Faculty noted relative weaknesses in self-initiative, collaboration, problem solving, and emotional maturity.

SLO 4: Faculty placed greater emphasis on writing measurable objectives but found weaknesses in pacing and embedding higher order/critical thinking questions in lesson plans. Faculty increased emphasis on lesson planning, particularly writing objectives. This added support saw improvement in scores around writing objectives but still show a weakness in pacing and embedding higher order/critical thinking questions.

Plan of Action Moving Forward:

SLO 1: In AC 2022-2023, Faculty will continue to assess the plans of study for Business, English and Social Science. Changes will be submitted to the CRC committee for implementation during the 2022-2023 academic year. They will develop and view the scope and sequence of documents and determine if overlap or missing topics exist in required courses. Faculty will include time in classes to strengthen candidate content knowledge and familiarity with the test administration. These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward. Additionally, moving forward, a first-time passage rate will be analyzed.

SLO 2: In AC 2022-2023, the faculty will use newly revised observation forms that align more closely with how they will be observed in their districts in the future. The program is moving to the TAP Big 6 Evaluation tool. The faculty will meet as a group to discuss lesson planning and effectiveness and will implement strategies across the

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curriculum to assist students in strengthening their lessons and implementation.

SLO 3: In AC 2022-2023, faculty will ensure alignment of the revised inventory with other assessments that focus on pedagogical knowledge and a better measure of dispositions for long-term candidate growth. If the data are more appropriate, then candidates can have a personalized plan for activities completed during field experience and teaching assignments. In addition, faculty will add the inventory to Residency I and Residency II to provide candidates with information on time management and professionalism. Faculty will also emphasize meeting the needs of all learners across the curriculum. These changes will improve the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

SLO 4: In AC 2022-23, faculty will increase instructional focus on integrating across and integration within content fields. Faculty will support candidates to begin work on these skills in EDUC 4010 and Residency I in preparation for data gathering in Residency II. Faculty will also support longitudinal measures collected to view candidate growth through Residency II. These changes will improve the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.