

Assessment Cycle 2022-2023

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

College: 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 added to the list of approved programs beginning with the 2022-2023 catalog, 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 Agriculture, Biology, Business, 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 (Agriculture, Biology, Business, 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:

Agriculture: Content, Test #5701, min. Score: 147

Biology: Content, Test #5236, min. Score: 154

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 the first residency semester.

Findings: Target was Met.

Content area	Required min. score	Mean score	Number taking test	Pass percentage
Social Studies	153	171	4	100%
English	168	171.75	4	100%
Mathematics	159	177	1	100%
Business	154	154	1	100%

Analysis:

In AC 2022-2023 the target was met. 100% (n=10) of the candidates made the minimum score to pass the exam. Candidates performed in a similar manner for all content areas.

Faculty implemented a remediation plan in AC 2022-2023 to help candidates become better-prepared for the Praxis Content Assessments. This is a result of students not passing the test on their first attempt and an increase made to the minimum score requirement. These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge. In addition, many candidates subscribe to 240 Tutoring, 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.

Action – Decision:

In AC 2022-2023, the target was met. Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, Faculty will assess the plans of study for all six content

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areas (Agriculture, Business, Biology, English, Mathematics, and Social Science). Necessary changes resulting from the analysis will be submitted to the CRC committee for implementation during the 2023-2024 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 allow time in classes to strengthen candidate content knowledge and familiarity with the test administration. Faculty will meet students that have not received a passing score prior to EDUC 4010 and provide them resources necessary to prepare them for the exam. As of 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 (Teacher Candidate Observation Form)	Candidates will demonstrate knowledge of Appropriate Practices relating to secondary education in their content areas concentration (Agriculture, Biology, Business, 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 TAP Evaluation Tool 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 five levels resulting from each score are 1-Unsatisfactory, 2-Approaching Proficiency, 3- Proficient, 4-Mastery, and 5-Exemplary. The benchmark score is 3-Proficient.

The Teacher Candidate Observation Form is comprised of six items extracted from the TAP evaluation tool. 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 Met

Analysis:

In AC 2022-2023, the target was met. However, the scoring range varied during one of the semesters on the forms for Residency I and was reflected as a scale from 0-2 while Residency II was scored with a range of 1-3. This caused the data to be skewed. Nonetheless, this issue was corrected through the adoption of a new observation instrument to be used moving forward. Of the 5 students completing both Residency semesters in AY 2022-2023, 100% of candidates scored on average a 3 or above in Residency 2 and 100% in Residency I scored a 2 or above.

Action - Decision:

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following to continue to drive the cycle of improvement. In AC 2023-2024, the faculty, mentors, and supervisors will use the TAP Big 6 Evaluation instrument that aligns more closely with how they will be observed in their districts in the future. The faculty will continue to meet as a group to discuss lesson planning and candidate effectiveness, and they 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 original dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment had alignment to InTASC standards and content validity. 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. A rating equal to “Sufficient” for each indicator is benchmark.

However, upon analyzing trend data from previous years, it was determined that many responses given on the disposition evaluation scale were reported as “not applicable” or “not observed”. After gaining feedback from those being asked to complete the evaluations, it was determined that the evaluation tool included statements that could not be observed by the observer. As a result, the evaluation tool was streamlined to better reflect data needed regarding candidate dispositions. Additionally, the new form is electronic and allows for more efficiency to monitor ongoing candidate performance. This tool was adopted by the School of Education Advisory Council for pilot use during AY 2022-2023 and will undergo reliability and validity testing in Fall 2023.

Findings: Target met

Analysis:

As a result of changing the dispositions form in AC 2022-2023, the target was met. 100% (n=5) of the candidates met the benchmark. A relative weakness was “Maximize Learning” during Residency I on which students scored an average of 2.31. A relative weakness during Residency II was “Manage” on which students scored an average of 2.68. Faculty made the following changes in 2022-23 to drive the cycle of improvement. Faculty placed greater emphasis on professionalism, as a result of the data analysis from AC 2021-2022 in addition to feedback from conversations with principals and other stakeholders in the field, which indicated the need to strengthen professional dispositions. The faculty also added emphasis on current assessments and curricular programs based on feedback from conversations with principals and other stakeholders

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in the field. Finally, faculty added an experiential learning component to the undergraduate program as part of the QEP. As a result of these changes, the AC 2022-2023 target was met.

Action – Decision/Recommendation:

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty will ensure alignment of the revised inventory with other assessments that focus on pedagogical knowledge and have 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. These changes will continue to 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 (Lesson Plan)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in their area of concentration (Agriculture, Biology, Business, English Language Arts, Mathematics, or Social Studies) within Secondary Education.

Measure 4.1. (Direct: Knowledge and skills.)

The **Lesson Plan Assessment** addresses the Louisiana State Standards and is aligned to InTASC standards for content validity. The template requires candidates to plan for and explain elements of lessons on which teacher evaluations were based for AY 2022-23. Residents were measured on a wide variety of knowledge and skills needed to teach effectively in accordance with the Louisiana Compass rubric, the Louisiana State Standards, and the AMLE; each lesson plan was scored for its application of specific content in an engaging and meaningful design and delivery format. Scores for the lesson planning exercise of residents were scored and entered into TaskStream under the heading of Aggregate Planning. To establish 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

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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.”

Target for this assessment is that 85% of the candidates score a 3.0 Proficient out of 4.0.

Finding. Target was met.

- **AC 2022-2023:** Target was met. 100%of candidates met the target.
- **AC 2021-2022:** Target was met. 100% of candidates met t h e target.

Analysis:

As a result of the AC 2020-2021 data, Faculty added additional instructional materials and resources in AC 2021-2022 to support contextual factors and student learning adaptations and higher order thinking. These changes resulted in target attainment for AC 2021-2022. After analysis of AC 2021-2022 data, additional links and resources were provided to students to support them in the area of lesson planning during AC 2022-2023. As a result, the target was met for AC 2022-2023.

The highest scoring areas were significance of learning objectives, multiple teaching/learning strategies: the student teacher uses a variety of instructional strategies, active inquiry, and reflection on instruction. At the end of the courses, the program faculty examined the evidence to determine student learning in each area and determined that more emphasis was needed on the candidates’ lowest mean score category of planning for instruction in that secondary candidates were not able to effectively plan using cross-curricular resources for integrating content across the curriculum.

Because the assessment and rubric are tied to InTASC standards and state standards, candidates’ artifacts demonstrated student learning via mastery of InTASC and content standards.

Action - Decision or Recommendation:

In AC 2022-2023, the target was met.

In AC 2021-2022, the target was met. Based on information gathered from analysis of the AC 2021-2022 data, faculty implemented the above changes in AC 2022- 2023 to drive the cycle of improvement. Although 100% of candidates met the target, faculty concluded that this measure does not yield quality feedback for program improvement due to the newly added high level of support already in place for lesson planning, and multiple years of data reporting 100% of candidates meeting the target. Faculty noted that the Standards and Objectives domain (Domain 2) would serve as a better indicator of effective teacher performance. Therefore, for AC 2023 – 2024, faculty will utilize Domain 2 as the measure for this SLO. For AC 2022-2023, candidates scored a mean of 3.83 in Domain 2 indicating that 93% of candidates scored a minimum of 3.0 (Proficient)

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in the Standards and Objectives Domain. This data will serve as a baseline for AC 2023-2024.

These changes will allow faculty to better identify and improve the candidates' ability to demonstrate creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline which ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results: The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2022-2023. These changes are based on the knowledge gained through the analysis of the AC 2021-2022 results.

SLO 1: Faculty implemented a remediation plan in AC 2022-2023 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 240 Tutoring, a paid tutoring program subscription. For AC 2022-2023, 100% of students passed their content exam (n=12).

SLO 2: In 2022-2023, with the implementation of the evaluation tools, the SLO was met. For the 5 students completing both Residency semesters in AY 2022-2023, 100% of candidates scored on average a 3 or above in Residency 2 and 100% in Residency I scored on average of a 2 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 2023-2024, Faculty will assess the plans of study for Agriculture, Biology, Business, English Language, Mathematics, or Social Studies. Changes will be submitted to the CRC committee for implementation during the 2023-2024 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.

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Additionally, moving forward, a first-time passage rate will be analyzed.

SLO 2: In AC 2023-2024, the faculty will use the newly revised TAP Big 6 Evaluation tool that aligns more closely with how they will be observed in their districts in the future. 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: In AC 2023-2024, 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 2023-24, 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.