

Assessment Cycle 2022-2023

PREP- Alternate Certification (019), (020), (021)

College: Education and Human Development

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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.

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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 2022-2023	16 out of 16	100%
AC 2021-2022	16 out of 16	100%

Analysis:

In AC 2021-2022 the target was met. In AC 2021-2022 16 out of 16 (100%) of PREP candidates met or exceeded the minimum Praxis PLT required score.

Based on the analysis of AC 2021- 2022 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 included 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 were embedded in PREP courses: EPSY 5480. EDUC 5650/5670, and EDUC 5660/5680.

Through ETS/Praxis offerings, the AC 2022-2023 brought more opportunities for candidates to test in person at testing centers and the additional option for at home

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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. As a result of these changes implemented in AC 2022-2023, the target was met.

Test #	Test	Number passed/tested	Percentage passed
5622	Elementary PLT	6/6	100%
5623	Middle School PLT	3/3	100%
5624	Secondary School PLT	7/7	100%
total		16/16	100%

In AC 2022-2023 a mean score of 174 was earned by the 6 Elementary PREP candidates. A mean score of 171 was earned by the 3 Middle School PREP candidates. A mean score of 176 was earned by the 7 Secondary level PREP candidates.

For Elementary candidates, the highest score was in the category of *instructional process* (mean raw score of 16.7 out of 20 points). The lowest score was in the category of *assessment* (mean raw score of 8.5 out of 14 points). For Middle School candidates, the highest score was in the category of *professional development, leadership, and community* (mean raw score of 11 out of 14 points). The lowest score was in the category of *analysis of instructional scenarios* (mean raw score of 10.7 out of 16 points).

For secondary candidates, the highest score was in the category of *analysis of instructional scenarios* (mean raw score of 12.7 out of 16 points). The lowest score was in the category of *students as learners* (mean raw score of 14.3 out of 20 points).

Decision, action or recommendation.

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty implemented the aforementioned changes in AC 2022-2023 to drive the cycle of improvement. In AC 2023-2024, the faculty will offer additional online resources to help prepare students for the PLT exam in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities 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 prepare for the praxis and demonstrate knowledge of Developmentally Appropriate Practices relating to elementary, middle, and secondary education, thereby continuing to push the cycle of improvement forward.

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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 85% of candidates will meet the target of a mean score of 3 out of 5 on a teaching evaluation to assess content, pedagogical knowledge, and skills in professional practice

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

NIET/TAP Big 6 Evaluation Instrument

The evaluation instrument used in prior years was aligned with the Danielson and Compass rubrics. To improve program alignment, it was determined that this instrument, which was content specific, needed to be a universal instrument measuring teaching pedagogy across programs. Partner districts had recently adopted the NIET/TAP evaluation instrument, and as a result, offered full-time faculty training on the NIET evaluation process. The NIET/TAP instrument is widely known throughout the state and aligns closely with the foundational Danielson model; however, the School of Education Advisory Council chose to adopt the abbreviated USPREP version of the instrument which focuses on the six core domains. These domains are based on effective teaching behaviors listed on the Danielson Framework for Teaching instrument and aligned to the InTASC standards. Domains of assessment include (1) instructional planning (2) standards and objectives (3) presenting instructional content (4) activities and materials (5) Assessment and feedback (6) classroom management.

This tool was adopted for pilot use during AY 2022-2023 and will undergo reliability and validity testing in Fall 2023.

University field supervisors and cooperating principals evaluate each criterion using a five-point rating scale with the following options: Unsatisfactory = 1, Approaching Proficiency = 2, Proficient = 3, Mastery = 4, and Exemplary = 5. Items on the instrument are evaluated multiple times during the two internship semesters.

The target for this assessment is for 85% of candidates to attain a minimum 3.0 (proficiency) score on the evaluation instrument.

Findings: Target was met.

Assessment year	Percentage meeting target	Mean score
AC 2022-2023	95%	3.520
AC 2021-2022	100%	2.686*

* prior assessment

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Analysis:

In AC 2021-2022, the target was met. Based on analysis results from AC 2021-2022, faculty further studied the observation results and the instrument used. Candidate scores provided evidence for meeting state-identified standards aligned with artifacts tied to InTASC and content standards; however, faculty recognized the need to change the instrument to maximize program alignment and better our ability to identify strengths and weaknesses for each domain. Additionally, to 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.

As a result of these changes, the target was met in 2022-2023. After analysis of 2022-2023 results, students' mean observation score was 3.520. Candidate scores on the NIET/TAP Big 6 instrument during the initial iteration in AC 2022-2023 provide evidence for meeting state-identified standards aligned with artifacts tied to InTASC and content standards. Teacher candidate scores exhibited strengths in instructional plans (mean 3.622) and indicated weaknesses in the area of academic feedback (mean 3.411).

Decision, action or recommendation.

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 changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty and university supervisors will engage in professional development which will allow them to provide additional resources and effective coaching to teacher candidates in the area of remediation strategies for reteaching content as mastery of content is measured in the standards and objectives domain (Domain 2, NIET/TAP Big 6).

These changes will allow teacher candidates to receive an improved coaching experience within their internship and ultimately improve their ability to demonstrate effective teaching and reteaching strategies to ensure mastery of the content by their students.

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)

Professional Disposition Evaluation

SLO 3 is assessed through the Professional Disposition Evaluation tool. In previous years, the faculty-created professional dispositional scale (PDS) was used to evaluate candidate dispositions. 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

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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.

The target for this assessment is for 85% of candidates to score a minimum mean score of 2.5 out of 3.

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.

Findings: Target was met

Analysis:

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.*

Based on information gathered from analysis of the AC 2021-2022 data, faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement. PREP instructors located classroom video lesson exemplars that addressed such situations relative to conflict resolution and included them in courses as virtual field experiences. Having candidates identify the conflict and resolution through reflection highlighted appropriate ways to identify and develop this skill. Including possible classroom scenarios for candidates to respond to also provided practice on this skill. Faculty also assessed candidates' professionalism and motivation for teaching with the use of the newly adopted evaluation tool which better identifies areas of weakness in professional dispositions. This tool better enabled on-site mentor teachers to effectively coach candidates by targeting specific areas of need to ensure candidates' ability to develop dispositions needed to ensure effective teaching and learning. Data indicated an area of strength to be Domain 5: Model Professionalism (mean: 2.789). The weakness indicated was Domain 2: Maximizing Learning (mean: 2.586).

As a result of these changes in AC 2022-2023, the target was met.

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Decision, action or recommendation

In AC 2022-2023, the target was met.

Based on information gathered from the analysis of the AC 2022-2023 data, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty will incorporate added resources relating to the areas that need to be strengthened which include social-emotional learning, self-evaluation tools, and strategies on how to prepare oneself and use time wisely to maximize learning.

These changes will improve the candidates' ability to model behaviors and characteristics that are professional and ethical, thereby enabling them to communicate effectively with all stakeholders continuing to push the cycle of improvement forward.

SLO 4

Course Map:

SLO 4 is an assessment of lesson planning assignment during final semester.

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 Elementary, Middle, and 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 PREP teacher evaluations were based for AY 2022-23. Interns 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 expertise of interns were entered in the PREP Portfolio on 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 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."

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

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Findings: Target was met. 95% met target.

Analysis:

In AC 2021-2022 the target was met. After analysis of AC 2021-22 data, faculty made the following changes to drive the cycle of improvement: additional links and resources were provided to students to support them in the area of lesson planning during AC 2022-2023. Although 95% of candidates met the target, faculty concluded that this measure does not yield quality feedback for program improvement due to the 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. As a result, the target was met with an overall mean score of 3.67 in AC 2022-2023.

Decision, action or recommendation.

In AC 2022-2023, the target was met. Based on analysis of the data, faculty will make the following changes for AC 2023-2024 to drive the cycle of improvement. Faculty will utilize Domain 2 as the measure for this SLO. For AC 2022-2023, candidates scored a mean of 3.94 in Domain 2 indicating that 100% of candidates scored a minimum of 3.0 (Proficient) 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.

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. The overall mean score was 83.7%. The target was established of a mean overall score of at least 80% on a data analysis assessment project

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related to student learning targets (SLT) as evaluated on a rubric and submitted as a component of a portfolio.

In AC 2022-2023 the target was met. The overall mean score was 94%, which reflected an increase from the previous year. The target was 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 4)	Average for total group (%)	Average score setting assessment criteria (out of 4)	Average score preparing instructional assignments or activities (out of 4)	Average score analysis of formative data (out of 4)	Average score analyzing progress toward student learning target (out of 4)
Elementary	3.73	93.25%	3.75	4	3.56	3.75
Middle	3.88	97%	4	4	3.83	3.78
Secondary	3.67	91.75%	3.19	4	3.88	3.83
TOTAL	3.76	94%	3.65	4	3.76	3.79

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 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 place additional emphasis on ensuring candidates are effective with the concept of analyzing progress toward student learning targets through formative assessment.

PREP instructors will provide additional support through examples that include sample student outcome data. These will serve as exemplars to PREP candidates and be included in the assessment project materials. Specific examples of SLTs as established by the LDOE will be embedded into the course project and can be found here: [Student learning targets SAMPLES \(louisianabelieves.com\)](https://louisianabelieves.com/student-learning-targets-samples)

Additional information ([SLT Assessment Identification Guide \(louisianabelieves.com\)](https://louisianabelieves.com/slt-assessment-identification-guide)) will also 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, thereby continuing the cycle of improvement.

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Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results: Program faculty made several decisions after examining results of data analysis from AC 2021-2022 which resulted in improved student learning and program improvement in AC 2022-2023.

SLO 1. Faculty actively communicated and promoted the use of 240 Tutoring (offered at a discounted rate) to help ensure a first time passing of the Praxis PLT.

SLO 2. Field supervisors specifically addressed two areas in need of improvement: The development of effective methods of inquiry and how to lead students to higher order thinking through these questioning techniques. These areas were placed on the remediation plans for interns who needed further support.

SLO 3. Faculty continued to add instructional materials and resources that strengthen professional dispositions of candidates. Faculty focused on ensuring that candidates were able to demonstrate modification of plans when necessary to support student learning and strengthen candidate readiness to demonstrate content and pedagogical mastery in this domain.

SLO 4. 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 data set 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.

SLO 5. An assessment project was completed by candidates during the Internship II semester. The area that showed the lowest mean score on the rubric was: analysis of summative data. 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 2022-2023 and will take steps in AC 2023-2024 to improve PREP candidates learning and performance:

- **SLO 1.** Faculty will include additional resources that help students to prepare for the PRAXIS exam, and actively communicate and promote the use of 240 Tutoring (offered at a discounted rate) to help ensure a first time passing of the Praxis PLT.
- **SLO 2.** Field supervisors will participate in professional development to gain resources for improved coaching in the field regarding all areas of the NIET/TAP Big 6 to ensure effective teaching by candidates. Candidates will be provided additional resources including strategies to address the noted weaknesses indicated on the evaluation

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instrument.

- **SLO 3.** Faculty will add instructional materials and resources that strengthen professional dispositions of candidates. Faculty will focus on ensuring that candidates are able to demonstrate modification of plans when necessary to support student learning and strengthen candidate readiness to demonstrate content and pedagogical mastery in this domain. Additional focus will be placed on ensuring candidates are equipped to implement culturally responsive teaching practices, and effectively communicate with all stakeholders.
- **SLO 4.** Faculty will continue supporting students in the area of planning, while ensuring that plans include alignment of assessment and meaningful, research-based strategies that ensure student mastery of the content. This will align with the new measure to be used in AC 2023-2024 (Domain 2) which ensures that students can demonstrate data-driven instruction practices.
- **SLO 5.** PREP candidates will receive additional support in analysis of formative data. PREP instructors will provide additional support through examples that include student work samples data. These will serve as exemplars to PREP candidates and be included in the assessment project materials.