AC 2022 – 2023 Assessment

B.S. Elementary Education (3102)

College: Gallaspy College of Education and Human Development

Department: School of Education

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

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

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

B.S. Elementary Education Program Mission Statement: The mission of the Northwestern State University undergraduate elementary education program is to prepare students with the knowledge, skills, and dispositions necessary to be effective teachers in the elementary classroom. The program prepares candidates to meet the diverse needs of children in a variety of educational settings while documenting and assessing their growth over time in relation to Louisiana state competencies. Upon

completion of the program, candidates are equipped to meet the many demands of the teaching profession.

Methodology: The assessment process for the BS in elementary education program is as follows:

1. Data from assessment tools are collected and returned to the department chair and program coordinator.

2. The program coordinator will analyze data to determine whether students have met the measurable outcomes.

3. Results from the assessment will be shared and discussed with program faculty.

4. The program coordinator, in consultation with program faculty and stakeholders, will review data and propose changes to measurable outcomes, assessment tools for the next assessment period, and where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1: Candidates will demonstrate content and pedagogical knowledge related to elementary education.
Course Map: Candidates must take and pass the Praxis Subject Assessments, Principles of Learning and Teaching (PLT) and Elementary Content Knowledge or Elementary Education: Multiple Subjects exams at the completion of the third or fourth year of coursework.

Elementary Content Knowledge/Elementary Education: Multiple Subjects EDUC 4080: Applications of Teaching Literacy in the Elementary Classroom EDUC 4230: Teaching Methods in Numeracy and Mathematical Practices in the Elementary School
EDUC 4330: Content and Techniques of Teaching Science in the Elementary School
EDUC 4430: Content and Techniques of Teaching Social Studies in the Elementary School

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge	Candidates will demonstrate content and pedagogical knowledge related to elementary education.

Measure 1.1. (Direct – Knowledge)
SLO 1 is assessed through the Praxis Subject Assessments, Principles of Learning and Teaching (PLT): Grades K-6 test (#5622) and Elementary Content Knowledge test (#5018) / Elementary Education: Multiple Subjects (#5001). The assessment is a computer-based

standardized test, and the benchmark performance is a minimum requirement of the state and the university. Based on the evidence, candidate success is assessed through the achievement of scores that meet or exceed the state minimum required for certification as an elementary teacher including a 160 on the PLT, 163 on the Elementary Content Knowledge test, or Elementary Education: Multiple Subjects scores of 156 (Reading and Language), 157 (Mathematics), 157 (Social Studies) and 159 (Science). Quality of the assessment/evidence is assured because (1) the State of Louisiana requires this test, and (2) the test is nationally normed.

Finding. Target Met. Average score of 166.9 on the PLT and all content area test exceeding and/or meeting the state guidelines.

Assessment year	Reading/ELA mean	Math mean	Social Studies mean	Science mean	PLT mean
AC 2022-2023	167	180	166	172	172
AC 2021-2022	167	177	167	173	167

AC 2022-2023: Target was met.
AC 2021-2022: Target was met.

Analysis: In AC 2022-2023 the target was met. In AC 2022-2023 (n=16), the target was for 100% of candidates to achieve the required minimum scores for Louisiana state certification. The goal was met with 100% of the candidates earning scores that met or exceeded the state-required scores. In addition, mean scores increased on the PLT (#5622) by 5 points and Elementary Education Multiple Subjects Mathematics by 3 points. The mean score on the ELA exam was unchanged and a one-point decline was indicated on both Social Studies and Science exams.

In AC 2022-2023, 100% of candidates met the target. Candidate scores ranged from 160 to 182 with a mean score of 172 on the Praxis PLT. Candidates are required to achieve passing scores on each individual content test of the Praxis Elementary Multiple Subjects exam (Reading/ELA, Mathematics, Science, and Social Studies) in order to meet the state requirements for certification. 100% of candidates taking this test met or exceeded the qualifying scores on each subtest.

Candidate scores:
Reading & Language Arts subtest scores ranged from 157 to 184. The mean in AC 2022-2023 was 167 (n=16); unchanged from the AC 2021-2022 performance on the Elementary Praxis Reading and Language Arts exam.

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Mathematics subtest scores ranged from 164 to 194. The mean in AC 2021- 2022 was 177 (n=19); in AC 2022-2023 (n=16) the mean remained unchanged in performance on the Elementary Praxis Mathematics exam.

Social Studies subtest scores ranged from 155 to186; The mean in AC 2021- 2022 was 167 (n=19); however, in AC 2022-2023 the mean slightly decreased to166 (n=16) in performance on the Elementary Praxis Social Studies exam.

Science subtest scores ranged from 159 to 185 ; The mean in AC 2021-2022 was 173 (n=19); however, in AC 2022-2023 the mean decreased to 172 (n=16) a 1 point decrease in performance on the Elementary Praxis Science exam.

Based on information gathered from the analysis of the AC 2021-2022 data, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty provided several PRAXIS preparation resources and learning opportunities for all students. Students were offered a discount on the online Tutoring 240 program, an online program that guarantees success with lesson completion, or students receive a refund.

As a result of these changes, in AC 2022-2023, the target was attained with an average score of 172 on the PLT and 100% of the candidates met and exceeded the minimum score needed on all content area tests.

These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

Action - Decision or Recommendation:

In AC 2022-2023, the target was met.

Based on information gathered from the 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 provide study guides, resources, and sample case studies to teacher candidates to prepare them for passing the Praxis PLT.
Faculty will advise students to enroll in 240 Tutoring online programs for additional support in the Praxis Content exam. Students will also be informed of face-to-face tutoring services through NSU's Academic Success Center.

These changes will improve the student's ability to demonstrate content and pedagogical knowledge related to elementary education, thereby continuing to push the cycle of improvement forward.

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SLO 2: Candidates will demonstrate knowledge of Appropriate Practices relating to Elementary education, curriculum, instruction, assessment, and managing classroom procedures.

Course Map: SLO 2 is assessed in **EDUC 4962: Residency II- Teaching in the Elementary School.** This course is taken during their final year in the program.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (NIET TAP Big 6 Evaluation Instrument)	Candidates will demonstrate knowledge of developmentally appropriate practices relating to Elementary curriculum, instruction, assessment, and managing classroom procedures.

Measure 2.1. (Direct – Knowledge, Skills, and Dispositions).
SLO 2 was assessed via a Teacher Candidate Observation Form in EDUC 4962 *Residency II – Teaching in the Elementary School*, which candidates take in their last semester of coursework.

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 80% of candidates to attain a minimum 3.0 (proficiency) score on the evaluation instrument.

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Finding:

AC 2022-2023: Target was met. 100% of students met the goal.
AC 2021-2022: Target was met. 100% of students met the goal.

Analysis: In AC 2022-23, the target was met. Based on analysis results from AC 2021-2022, faculty further studied the observation results and the instrument used. Candidates were using this newly adopted pilot instrument to measure candidate performance. 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.

Based on the analysis of the AC 2022-2023 results, students' mean observation score was 3.557 (n=12). 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 lesson planning (mean 3.66) and indicated weaknesses in the area of academic feedback (mean 3.34).

Action - Decision or Recommendation:

In AC 2022-2023, the target was met.

Based on information gathered from the 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 providing academic feedback (Domain 4, 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 use of academic feedback as they teach in the classroom.

SLO 3: Candidates will model behaviors and characteristics that are professional and ethical.
Course Map: SLO 3 is assessed in **EDUC 4080, Applications of Teaching Literacy in the Elementary Classroom and EDUC 4230, Teaching Methods in Numeracy and Mathematical Practices in Elementary School.** These courses were

previously taken the semester before student teaching. Now, these courses are taken during the final year in the program as part of the yearlong residency.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical.

Measure 3.1. (Direct – Dispositions)
SLO 3 is assessed through a disposition's form/observation form in EDUC 4080, Applications of Teaching Literacy in the Elementary Classroom, and EDUC 4230, Teaching Methods in Numeracy and Mathematical Practices in Elementary School.

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 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 out of 3.

Finding. Target was met.
AC 2022-2023: Target was met. 100%of candidates met target.

AC 2021-2022: Target was met. 100% of candidates met target.

Analysis:

In AC 2021-2022, the target was met. The candidates' scores grew to 4.84 based on the 5-point scale. The candidates showed improvement in seeking clarification and/or assistance when needed, valuing multiple aspects of diversity, and positive interactions with peers, professionals, and other personnel.

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Based on the analysis of the result the following changes were implemented in AC 2021-2022, adding additional resources focusing on professionalism in Elementary courses to positively impact candidates' professional dispositions. Faculty added enhanced and adapted emphasis on Time Management (Attendance and Punctuality) and Professionalism (Appearance and Demeanor) to support candidates' performance. This effort to engage in program improvement will strengthen candidates' dispositions relating to growing as culturally responsive professionals.

With these changes, in AC 2022-2023, the target was met by 100% of candidates.

These changes had a direct impact on the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

The lowest scoring area was 2.6 out of 3, Disposition 4, manages and maintains a positive and productive learning environment that both encourages and protects learners.
The highest scoring area was 2.9 out of 3, Disposition 6, communicates effectively in all teaching and learning interactions, cooperates with all constituents, and values the communication of others.

Action - Decision 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 drive improvement by implementing added resources relating to the areas that need improvement which include strategies for maintaining a positive and productive learning environment and establishing and managing classroom procedures. Changing the order of when the Classroom Management course will be taken will improve students' knowledge in this area prior to beginning their residency.

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

SLO 4: Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary Education.

SLO 4 is assessed through lesson plans and reflections in EDUC 4080, Applications of Teaching Literacy in the Elementary Classroom; EDUC 4230, Content and Techniques of Teaching Mathematics in the Elementary School; and EDUC 4961 (Residency I) and EDUC 4962 (Residency II) *Student Teaching in the Elementary Classroom*, which candidates take in their final year.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (Lesson Plans)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary Education.

Measure 4.1 (Direct – Knowledge and Skills)

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 expertise of resdents 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 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 the 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 2021-22 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 with an overall mean score of 3.733.

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In AC 2022-2023 the target was met and the candidates' mean score rose from 2.8 to 3.722. The highest scoring areas, all with a mean score of 3.923 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.

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 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 3.923 in Domain 2 indicating that 92% 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: Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

Course Map SLO 5 is assessed in **EDUC 4961 and EDUC 4962, Residency- Teaching in the Elementary School** through the teaching portfolio which is assessed using the P12 Student Learning Impact Assessment during the last semester of the program.

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Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate	Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

Measure 5.1. (Direct – Knowledge and Skills)

SLO 5 is assessed through the P12 Student Learning Impact Assessment, a component of the culminating portfolio, during Residency II. Residency II is taken during the last semester of the program. The assessment is evaluated using a rubric. 80% of all students will score 3 out of 4 on the benchmark performance.

Finding. Target was met.
AC 2022-2023: Target was met. 100% of candidates met target.
AC 2021-2022: Target was met. 100% of candidates met target.

Analysis:

Evidence from AC 2021-2022 supports the candidates' ability to prepare instructional assignments and activities as well as create a culture and rapport with the students. Expectations were met in 2022-2023. The ratings on the instrument in AC 2022 – 2023 support that students can assess the quality of instructional decision-making, prepare for instruction, and reflect upon their instruction. Students were required to complete the Louisiana Department of Education collaborative tasks for ELA and Math methods courses beginning in their junior year of teacher candidacy. Each collaborative task requires planning, development, implementation, and analysis, and this process of lesson development, implementation, and reflection aligns with the skills needed to successfully teach.

Based on these changes, the target in AC 2022-2023 the target was met. Thirteen students completed the Student Learning Impact Assessment as part of their culminating portfolio. 100% of the candidates met the target and scored at least a "3." Candidates' mean score was 3.74 on the assessment. Evidence showed that all candidates scored a "3" or better on the ability to set assessment criteria and analyze formative data. At the end of the course, the program faculty examined the evidence to determine student learning in each area and determined that more emphasis was needed on the analysis of formative data.

Action - Decision 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 provide more direct instruction to reinforce setting student learning targets, the analysis of formative data, and reflection on

instruction. Faculty will also model and embed these practices into their courses and continue to include the ELA and Math collaborative tasks in teacher candidate coursework through residency.

These changes will have a direct impact on the student's ability to make responsible decisions and problem-solve, using data to inform actions when appropriate, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

Program faculty made several decisions after examining the 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. Faculty added additional resources and videos addressing designing coherent instruction, designing student assessment, using questioning and discussion techniques, using assessment in instruction, and demonstrating flexibility and responsiveness to support student learning in elementary education courses to support candidate learning and their ability to meet SLO 2.

SLO 3. Faculty continued to add instructional materials and resources that strengthen the 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. Students received comprehensive lesson plan design and instruction. Students participated in peer lesson plan feedback as well as instructor feedback using the NSU Lesson Plan Template (with hyperlinks) and rubric.

SLO 5. Faculty aligned the LDOE Collaborative tasks for ELA and Math into junior and senior level teacher candidacy courses to meet SLO5. SLO 5 was assessed with a PK-12 Student impact assessment to meet CAEP accreditation requirements and align with departmental goals.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2022- 2023 and will take steps to continue to improve student learning in AC 2023-2024:

SLO 1. Faculty will 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 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 support 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. Faculty will provide background and support in RDG 3060 and EDUC 4080 to enhance candidates' understanding of LDOE Collaborative Tasks for Literacy and in EDUC 4230 for LDOE Collaborative Tasks for Mathematics. Exemplars will be provided to assist students with formatting and analysis of student data on the tasks.