

AC 2022 – 2023 Assessment

B.S. Early Childhood Education (3101)

Division: 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 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 Mission 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. Early Childhood Education Mission Statement: The mission of the Northwestern State University undergraduate Early Childhood Education Program is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in the Early Childhood classroom. The program prepares educators to meet young children's diverse needs in a variety of settings while documenting and assessing their

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growth over time in relation to state standards. Upon completion of the program, which meets the National Association for the Education of Young Children’s accreditation standards, candidates are equipped to meet the many demands of the teaching profession.

Methodology: The assessment process for the B.S. in Early Childhood Education is as follows:

- Data from assessment tools are collected and returned to the program coordinator.
- The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes.
- Results are shared with program faculty; and
- The program coordinator works with program faculty analyze results; based on this analysis, faculty collaborate to make any necessary changes to course instruction and/or assessments for program improvement purposes.

Student Learning Outcomes.

SLO 1

Course Map: Third or fourth year of coursework.

- Candidates take the PRAXIS PLT in their third year of coursework.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (Praxis)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood.

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed with the PRAXIS PLT Early Childhood exam, which is nationally normed. To meet State mandates, candidates must achieve a score of at least 157.

Quality of the assessment/evidence is assured because (1) the State of Louisiana requires this test, and (2) the test is nationally normed.

For candidates to be successful, they must achieve a score that is at least as high as the State required score of 157.

Finding. Target was met.

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Analysis.

In AC 2021-2022, the target was met.

In AC 2021-2022, 100% of candidates met target, as candidates must pass the PRAXIS PLT exam to enter *Residency I: Teaching in the Early Childhood Classroom* (EDUC 4951). Candidates' scores ranged from 162 to 179 with a mean score of 166.75 (n = 4). The cutoff score for the PLT is 157.

Based on the analysis of the AC 2021-2022 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty enhanced and adapted workshops for candidates, addressing all content areas. Further, to engage in program improvement, faculty enhanced its partnership with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation, and to find innovative, student-centered ways to support candidates in their course to help them be successful on the licensure tests, including providing Longsdale Publishing resources.

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

In AC 2022-2023, 100% of candidates met target. Candidates' scores ranged from 157 to 179 with a mean score of 166.4 (n = 5). The cutoff score for the PLT remains 157.

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

Decision.

In AC 2022-2023, the target was met.

Based on 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 encourage students to take praxis tests while enrolled in ECED courses in addition to offering workshops and partnering with the Natchitoches Parish Library to offer Learning Express and resources from Longsdale Publishing.

These changes will improve the students' ability to demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood, thereby continuing to push the cycle of improvement forward.

SLO 2

Course Map: EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*

SLO 2 is assessed via a Teacher Candidate Observation Form in EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*, which candidates take in their last semester of coursework.

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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 Developmentally Appropriate Practices relating to Early Childhood development, curriculum, and assessment.

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

SLO 2 is assessed via a Teacher Candidate Observation Form in EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*, which candidates take in their last semester of coursework. The Teacher Candidate Observation Form used in prior years was 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 provided evidence for meeting the state identified standards because it was aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 11 P-12 clinicians viewed two 20-minute teaching vignettes and conducted independent evaluations of the teaching performance using this tool. Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. The goal in past years has been for at least 80% of candidates to score a “2” on the rubric. To determine criteria for success,

- CVR mean = -.03 with CVR (Critical, 11) = .59 and no single item meeting critical value of .59.
- ICC = .59. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered “good.”

Although the previously mentioned evaluation instrument used in prior years was aligned with the Danielson and Compass rubrics, it was replaced to improve program alignment, it was determined that the prior 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. This tool was adopted for pilot use during AY 2022-2023 and will undergo reliability and validity testing in Fall 2023.

Finding. Target was met.

Analysis.

In AC 2021-2022, the target was met.

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In AC 2021-2022, 100% of candidates (n = 3) met target and scored “Meets Expectations” (2) or “Target” (3) on the previously used rubric. Points were missed in the following categories: *designing coherent instruction, partners with families and other professionals to positively influence the development of every child, and uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.*

Based on the analysis of the AC 2021-2022 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty modified instructional design by adding resources addressing:

- *designing coherent instruction*
- *partners with families and other professionals to positively influence the development of every child*
- *uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.*

As a result of these changes, in AC 2022-23, the target was met.

In AC 2022-2023, 83% of candidates (n = 6) met target and scored “Meets Expectations” (2) or “Target” (3) on the rubric. The mean score was 3.59. In accordance with the plan of action from 2021-2022, in 2022-2023, program faculty examined the evidence to determine student learning in each area, and resources were added to the course to provide learner support in areas where candidates missed points. These changes had a direct impact on the students’ ability to apply discipline-specific content knowledge in professional practice.

Decision.

In AC 2022-2023, the target was met.

Based on 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 modify instructional design by adding resources addressing:

- Instructional Plans
- Standards and Observations
- Presenting Instructional Content
- Academic Feedback
- Managing Student Behavior
- Activities and Materials

These changes will improve the students’ ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement

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forward.

SLO 3

Course Map: ECED 3110 *Early Childhood Methods*

SLO 3 is assessed through a dispositions form in ECED 3110 *Early Childhood Methods*, which candidates take in the second semester of their third year.

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 dispositions form in ECED 3110 *Early Childhood Methods*, which candidates take in the second semester of their third year. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least “Sufficient” on the rubric. Mentors evaluate candidates’ dispositions at midterm and discuss the evaluation with candidates so that they are aware of strengths and weaknesses. Mentors again use the assessment at the end of the semester (end of semester data is reported below). Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and face validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. 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. The goal has been for at least 80% of candidates to score “Sufficient” on this instrument used in previous years.

However, upon analyzing trend data from previous years, it was determined that many responses given on the disposition evaluation tool 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 Undergraduate Advisory Council for pilot use during AY 2022-2023 and will undergo reliability and validity testing in Fall 2023.

Finding. Target was met.

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Analysis.

In AC 2021-2022, the target was met.

In AC 2021-2022, 100% of candidates met target and scored at least “Sufficient” on the previously used instrument. Candidates’ mean score was 4.45 (n = 5). Student achievement was lowest in *Self-initiative*.

Based on the analysis of the AC 2021-2022 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty modified instructional design by helping candidates explore strategies for strengthening *Self-initiative*.

As a result of these changes, in AC 2022-23, the target was met.

In AC 2022-2023, the form was updated. 100% of candidates met target and scored at least “Acceptable.” Candidates’ mean score was 2.67 (n = 2). Points were missed in these categories: *Plan, Maximize Learning, Evaluate, and Model Professionalism*. As this assessment is used in the Practicum Course, which is one of the last courses candidates take before *Residency I: Teaching in the Early Childhood Classroom (EDUC 4951)*, faculty expect scores to be strong. In accordance with the plan of action from 2021-2022, in 2022-2023, program faculty examined the evidence to determine student learning in each area, and resources were added to the course to provide learner support in areas where candidates missed points. These changes had a direct impact on the students’ ability model professional behaviors and characteristics.

Decision.

In AC 2022-2023, the target was met.

Based on 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 modify instructional design by adding resources addressing: *Planning, Maximizing Learning, Evaluating, and Modeling Professionalism*.

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

SLO 4

Course Map: EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*

SLO 4 is assessed through a lesson plan and reflection in EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*, which candidates take in their final semester.

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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 Early Childhood Education.

Measure 4.1. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan and reflection in EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*, which candidates take in their final semester. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least a “3” on the rubric, which is aligned with the state teacher assessment. Beginning Spring 2021, the scale was changed, and the goal is for students to score at least a “2.” 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. This template used in previous years required candidates to plan for and explain elements of lessons on which in-service teacher evaluations were based. The assessment provided evidence for meeting the state identified standards because it was aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 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. To determine criteria for success,

- 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.”

However, upon data analysis in AY 2021-2022, the education advisory committee recognized the need to improve the Lesson Plan Template to provide students more resources and guidance when planning. As a result, the lesson plan rubric changed as well. This new template allows students to better demonstrate their abilities when planning an effective lesson. The template and rubric have been utilized throughout AY 2022-2023 in a pilot phase and will undergo reliability and validity testing in Fall 2023.

Finding. Target was met.

In AC 2021-2022, the target was met.

In AC 2021-2022, 100% of candidates met target and scored at least a “2”. Candidates’ mean score was 2.05 (n = 3). Candidates’ lowest scores fell into the *Evaluation of*

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instruction category.

Based on the analysis of the AC 2021-2022 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty modified instructional design by adding resources addressing *Evaluation of instruction* to ECED courses.

As a result of these changes, in AC 2022-23, the target was met.

In AC 2022-2023, 80% of candidates met target and scored at least a “3”. Candidates’ mean score was 3.62 (n = 5). At the end of the course, program faculty examined the evidence to determine student learning in each area and found that candidates’ lowest scores fell into the Active Inquiry, Adaptations, Integration, Planning, and Reflection categories. In accordance with the plan of action from 2021-2022, in 2022-2023, program faculty examined the evidence to determine student learning in each area, and resources were added to the course to provide learner support in areas where candidates missed points. These changes had a direct impact on the students’ ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

Decision.

In AC 2022-2023, the target was met.

Based on 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 modify instructional design by adding resources addressing: Active Inquiry, Adaptations, Integration, Planning, and Reflection. This change will improve the students’ 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.

SLO 5

Course Map: EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*, which is the candidates’ last course.

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 document positive impact on young children’s learning and development.

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Measure 5.1. (Direct – Knowledge and Skills)

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*, which is the candidates' last course. The assessment is evaluated using a rubric, and the target performance is that at least 80% of candidates will score at least a "3" on the rubric.

A group of faculty and cooperating teachers collaborated to create the student learning impact assessment to align with Louisiana competencies. The assessment requires candidates to plan for, create, administer, and analyze student learning. Candidates then reflect on and make instructional decisions based on their analyses. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous student learning impact 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.

To determine criteria for success:

CVR mean = -.03 with CVR(Critical, 11) = .59 and no single item meeting critical value of .59

ICC = .59. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered "good."

Finding. Target was met.

Analysis.

In AC 2021-2022, the target was met.

In AC 2021-2022, 100% of candidates (n = 3) met target and scored "Meets Expectations" or "Target" on the rubric. Candidates' lowest scores were in the *Analysis of formative data* category.

Based on the analysis of the AC 2021-2022 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty modified instructional design by adding resources addressing *analysis of formative data* in ECED courses.

As a result of these changes, in AC 2022-23, the target was met.

In AC 2022-2023, 100% of candidates (n = 5) met target and scored "Meets Expectations" or "Target" on the rubric. Candidates' mean score 3.675. In accordance with the plan of action from 2021-2022, in 2022-2023, program faculty examined the evidence to determine student learning in each area, and resources were added to the course to provide learner support in areas where candidates missed points. These changes had a direct impact on the students' ability to make

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

Decision.

In AC 2022-2023, the target was met.

Based on 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 modify instructional design by adding resources addressing:

- Setting Assessment Criteria,
- Analysis of Formative Data, and
- Student Learning Targets

to ECED courses. These changes will improve the students' 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 Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of 2021-2022 data analysis which resulted in improved student learning and program improvement:

- SLO 1: Faculty offered PRAXIS workshops and encourage students to take practice tests.
- SLO 2: Faculty modified instructional design by adding resources addressing
 - designing coherent instruction
 - partners with families and other professionals to positively influence the development of every child
 - uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child
- SLO 3: Faculty modified instructional design by helping candidates explore strategies for strengthening Self-initiative.
- SLO 4: Faculty modified instructional design by adding resources addressing Evaluation of instruction to ECED courses
- SLO 5: Faculty modified instructional design by adding resources addressing analysis of formative data in ECED courses
- Faculty strengthened service-learning components in all ECED courses.

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- Faculty emphasized professionalism and time management in all ECED courses.
- Faculty added professional development sessions on CLASS, the instrument used to evaluate all preschool teachers in LA and some Kindergarten teachers in Louisiana.
- Faculty strengthened the experiential learning component of our undergraduate program as part of our QEP.

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 offer PRAXIS workshops and encourage students to take practice tests. Faculty will partner with the Natchitoches Parish Library to offer Learning Express and resources from Longsdale Publishing.
- SLO 2: Faculty will modify instructional design by adding resources addressing these topics to ECED courses.:
 - Instructional Plans
 - Standards and Observations
 - Presenting Instructional Content
 - Academic Feedback
 - Managing Student Behavior
 - Activities and Materials
- SLO 3: Faculty will modify instructional design by helping candidates explore strategies for strengthening these areas:
 - Planning,
 - Maximizing Learning,
 - Evaluating,
 - Modeling Professionalism
- SLO 4: Faculty will modify instructional design by adding resources addressing these topics to ECED courses:
 - Active Inquiry
 - Adaptations
 - Integration
 - Planning
 - Reflection
- SLO 5: Faculty will modify instructional design by adding resources addressing these topics to ECED courses:
 - Setting Assessment Criteria,

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- Analysis of Formative Data, and
- Student Learning Targets
- Faculty will strengthen service-learning components in all ECED courses.
- Faculty will emphasize professionalism and time management in all ECED courses.
- Faculty will add professional development sessions on CLASS, the instrument used to evaluate all preschool teachers in LA and some Kindergarten teachers in Louisiana.
- Faculty will strengthen the experiential learning component of our undergraduate program as part of our QEP.