AC 2023– 2024 Assessment

B.S. Early Childhood Education (3101)

Division: Gallaspy College of Education and Human Development

Department: School of Education

Prepared by: Dr. Michelle Brunson   **Date: May 6, 2024**

Approved by: Dr. Neeru Deep   **Date: May 23, 2024**

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 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.

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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 2022-2023, the target was met.

In AC 2022-2023, 100% of candidates met their 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 157 to 179 with a mean score of 166.4 (n = 5). The cutoff score for the PLT is 157.

Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty offered PRAXIS workshops and encouraged students to take practice tests. Further, to engage in program improvement, faculty partnered with the Natchitoches Parish Library to offer Learning Express, a source for PRAXIS test preparation, and resources from Longsdale Publishing.

As a result of these changes, in AC 2023-2024, the target was met.

In AC 2023-2024, 100% of candidates met the target. Candidates' scores ranged from 158 to 165 with a mean score of 161.5 (n = 2). The cutoff score for the PLT is 157. Though the mean score dropped, so did the sample.

Decision.

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will encourage students to take praxis tests while enrolled in ECED courses, offer workshops, partner with the Natchitoches Parish Library to offer Learning Express and resources from Longsdale Publishing, and partner with 240 Tutoring to offer PRAXIS resources.

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.

Measure 2.1. (Direct – Knowledge, Skills, and Dispositions).
NSU Evaluation Instrument (NIET/TAP)

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. These domains are based on effective teaching behaviors listed on the Danielson Framework for Teaching instrument and aligned to the InTASC standards.

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 residency semesters.

The target for this assessment is for 80% of candidates to attain a minimum 3.0 (proficiency) score on the evaluation instrument.

Finding. Target was met.

Analysis. In AC 2022-2023, 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. Points were missed in these categories:

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

- *Activities and Materials*

Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty modified instructional design by adding resources addressing:

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

As a result of these changes, in AC 2023-24, the target was met.

In AC 2023-2024, 100% of candidates (n = 2) met target and scored "Meets Expectations" (2) or "Target" (3) on the rubric. The mean score was 3.89.

The candidates' lowest scores fell in the following categories:

- *Presenting Instructional Content*
- *Academic Feedback*
- *Managing Student Behavior*

In accordance with the plan of action from AC 2022-2023, in AC 2023-2024, 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 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will modify instructional design by adding resources addressing:

- *Presenting Instructional Content*
- *Academic Feedback*
- *Managing Student Behavior*

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

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SLO 3
Course Map: ECED 3110 *Early Childhood Methods*

SLO 3 is assessed through 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 dispositions form in ECED 3110 *Early Childhood Methods*, which candidates take in the second semester of their third year. 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). The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least "Sufficient" on the rubric.

Finding. Target was met.

Analysis. In AC 2022-2023, the target was met.

In AC 2022-2023, 100% of candidates met the target and scored at least "Sufficient" on the instrument. Candidates' mean score was 2.67 (n = 2). Student achievement was lowest in:

- *Plan,*
- *Maximize Learning,*
- *Evaluate,* and
- *Model Professionalism.*

Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty modified instructional design by helping candidates explore strategies for strengthening the following areas:

- *Plan,*
- *Maximize Learning,*
- *Evaluate,* and
- *Model Professionalism.*

As a result of these changes, in AC 2023-24, the target was met.

In AC 2022-2023, the form was updated. 100% of candidates met target and scored at

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least "Acceptable." Candidates' mean score was 2.58 (n = 2). Student achievement was lowest in:

- *Maximize Learning,* and
- *Evaluate.*

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 2022-2023, in 2023-2024, 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 model professional behaviors and characteristics and plan for instruction.

Decision.

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will modify instructional design by adding resources addressing: *Maximizing Learning* and *Evaluating.*

These changes will improve the students' ability to maximize and evaluate learning, 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 component from the residency portfolio in EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*, which candidates take in their 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 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 "2" on the rubric, which is aligned with the

state teacher assessment.

Finding. Target was met.

In AC 2022-2023, the target was met.

In AC 2022-2023, 80% of candidates met the target and scored at least a "3". Candidates' mean score was 3.62 (n = 5). Candidates' lowest scores fell into these categories:

- *Active Inquiry,*
- *Adaptations,*
- *Integration,*
- *Planning, and*
- *Reflection.*

Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty modified instructional design by adding resources to ECED courses addressing:

- *Active Inquiry,*
- *Adaptations,*
- *Integration,*
- *Planning, and*
- *Reflection.*

As a result of these changes, in AC 2023-24, the target was met.

In AC 2023-2024, 100% of candidates met the target and scored at least a "3". Candidates' mean score was 3.875 (n = 2). 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 *Planning* and *Reflection* categories. In accordance with the plan of action from 2022- 2023, in 2023-2024, 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 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will modify instructional design by adding resources addressing: *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.

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.

Finding. Target was met.

Analysis.

In AC 2022-2023, 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' lowest scores were in the *Setting Assessment criteria* category.

Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty modified instructional design by adding resources addressing *Setting Assessment Criteria* in ECED courses.

As a result of these changes, in AC 2023-24, the target was met.

In AC 2023-2024, 100% of candidates (n = 2) met target and scored "Acceptable" or "Target" on the rubric. Candidates' mean score was 4.0. In accordance with the plan of action from 2022-2023, in 2023-2024, 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 student's ability to make responsible

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

Decision.

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will modify instructional design by adding resources addressing: *Analysis of Formative Data* 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 data analysis from AC 2022-2023 which resulted in improved student learning and program improvement in AC 2023-2024:

- SLO 1: Faculty offered PRAXIS workshops and encouraged students to take practice tests. Faculty partnered with the Natchitoches Parish Library to offer Learning Express and resources from Longsdale Publishing.

- SLO 2: Faculty modified 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 modified instructional design by helping candidates explore strategies for strengthening these areas:

  - *Planning,*
  - *Maximizing Learning,*
  - *Evaluating,*
  - *Modeling Professionalism*

- SLO 4: Faculty modified instructional design by adding resources addressing these topics to ECED courses:

  - *Active Inquiry*

- *Adaptations*
- *Integration*
- *Planning*
- *Reflection*

- SLO 5: Faculty modified instructional design by adding resources addressing these topics to ECED courses:
  - *Setting Assessment Criteria,*
  - *Analysis of Formative Data, and*
  - *Student Learning Targets*

- Faculty strengthened service-learning components in all ECED courses.

- 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 encourage students to take praxis tests while enrolled in ECED courses, offer workshops, partner with the Natchitoches Parish Library to offer Learning Express and resources from Longsdale Publishing, and partner with 240 Tutoring to offer PRAXIS resources.

- SLO 2: Faculty will modify instructional design by adding resources addressing these topics to ECED courses:
  - *Presenting Instructional Content*
  - *Academic Feedback*
  - *Managing Student Behavior*

- SLO 3: Faculty will modify instructional design by helping candidates explore strategies for strengthening these areas:
  - *Maximize Learning,*
  - *Evaluate*

- SLO 4: Faculty will modify instructional design by adding resources addressing these topics to ECED courses:
  - *Planning*
  - *Reflection*

- SLO 5: Faculty will modify instructional design by adding resources addressing these topics to ECED courses:
  - *Analysis of Formative Data*

- 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.