

AC 2023 – 2024 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

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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 Praxis Principles of Learning and Teaching (PLT) and Elementary Education: Multiple Subjects exams at the completion of the third or fourth year of coursework.

Elementary Content Knowledge/Elementary Education: Multiple Subjects Praxis exam #5001 and Practices of Learning and Teaching # 5622

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

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 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

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exceed the state minimum required for certification as an elementary teacher including a 160 on the PLT, 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 was met.

Assessment year	Reading/ELA Institutional Average Scaled score	Math Institutional Average Scaled score	Social Studies Institutional Average Scaled score	Science Institutional Average Scaled score	PLT Institutional Average Scaled Score
AC 2022-2023	167	180	166	172	172
AC 2023-2024	168	181	167	173	174

In AC 2022-2023: The target was met.

Analysis: Based on the analysis of the AC 2022-2023 data, the faculty implemented the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty provided PRAXIS preparation resources and learning opportunities for all students. Students were offered a discounted price rate on the online Tutoring 240 program, an online program that guarantees success with program completion. Students enrolled in EDUC 3140 participated in a practice PLT exam, presented a section of the PLT content to their peers using an interactive format, crafted lesson plans that included the tested topics of higher-level thinking questions, differentiation, formative assessments and accommodations. Lesson analyses provided opportunities for candidates to identify student engagement and lesson plan alignment to objective and assessment.

As a result of these changes, in AC 2023-2024, 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. In AC 2023-2024 (n=21), scaled scores increased on the PLT (#5622) by 2 points. The institutional average scaled score in each of the subject areas increased by one point each.

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

Decision, Action/Recommendation:

In AC 2023-2024, the target was met. Based on information gathered from 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 provide

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study guides, resources, and sample case studies to teacher candidates to prepare them for passing the Praxis exams. Faculty will advise students to enroll in 240 Tutoring online programs for additional support in the Praxis Content exam. Students will also be offered face-to-face tutoring services through NSU's Academic Success Center. The Center for Excellence in Teaching (CET) is a new resource for NSU's education majors. It will provide Praxis tutoring, mentoring, and options for small group study sessions. Additionally, opportunities to prepare for the Praxis PLT will be delivered in EDUC 3140 through creation of a teaching and learning portfolio, class presentations, lesson plans, lesson analyses and a rubric/ remediation assignment.

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.

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 the final year in the program.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (Louisiana Educator Rubric- NIET 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).

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.

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

Finding AC 2023-2024: Target was met.

Analysis:

Based on analysis results from AC 2022-2023, faculty and university supervisors engaged in professional development allowing them to provide additional resources and effective coaching to teacher candidates in the area of remediation strategies for assessment, delivering feedback, and reteaching content as mastery of content is measured in the standards and objectives domain (Domain 2, NIET/TAP).

Based on the analysis of the AC 2023-2024 results, students' mean observation score is 3.06 (n=8). Candidate scores on the NIET/TAP rubric provided evidence for meeting state-identified standards aligned with artifacts tied to InTASC and content standards. Teacher candidate highest scores exhibit strengths in: Respectful Classroom Culture (mean score 3.48), Classroom Environment (mean score 3.46), and Instructional Planning (mean score 3.30). The lowest scores are in the areas of: Assessment (mean score 2.64), Academic Feedback (mean score 2.74), and Grouping Students (mean score 2.94). As a result of the above changes, in AC 2023-2024 the target was met.

Action: Decision/Recommendation: In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. A transitional period will be in place for candidates who are not yet in Residency in which they will be placed in a classroom with a cooperating teacher at NSU Elementary Lab School during Methods courses for level 1,2, and 3 field experiences. This will occur over the span of two semesters. These field experiences will allow for more opportunities for candidates to observe various assessment techniques, providing academic feedback, and various methods for grouping students. Small group and whole class teaching experiences in this setting will be observed and evaluated by both the cooperating teacher and NSU methods instructors. These changes will allow teacher candidates to receive an improved coaching experience within their residency and ultimately improve their ability to demonstrate effective use of academic feedback as they teach and interact with students in the classroom.

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SLO 3: Candidates will model behaviors and characteristics that are professional and ethical.

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 the Professional Disposition Evaluation tool. The newly adopted 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 to be further reviewed upon data analysis of first-year implementation.

The target for this assessment is for 80% of candidates to score a minimum mean score of 2.5 out of 3.

Finding: Target was Met.

Analysis:

In AC 2022-2023 the target was met. 100% of candidates met target. Based on the analysis of the result the following changes were implemented in AC 2022-2023: Faculty added 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 strengthened candidates' dispositions relating to growing as culturally responsive professionals.

As a result of these changes, in AC 2023-2024 the target was met. The total mean score (n=8) for all dispositions of candidates in Residency II was 3.60 on a 4.0-point scale. 88% (7 out of 8) residents scored at least 3 out of 4 on the Professional Disposition Evaluation instrument. The lowest scoring indicators were: *Student connects theory with practice* and *Student shows concern for mastery of material*. Residents' mean score on both of these indicators was 3.50 out of 4.0. The highest scoring indicators were: *Student is a thoughtful and responsive listener in online discussions and course meetings* (3.81 mean score) and *Student treats peers respectfully* (3.84 mean score).

Action – Decision/Recommendation:

In AC 2023-2024, the target was met.

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Based on the analysis of AC 2023-2024 data, the faculty will implement the following changes in AC 2024 – 2025 to drive the cycle of improvement: In AC 2024-2025, faculty will provide additional instruction focused on aligning assessment to content to better improve student mastery outcomes. However, based on feedback from mentor teachers and school administrators, the current instrument is not relevant to attributes that are observable in the field. Therefore, faculty has determined to adopt the newly created Disposition instrument which has been developed by the Louisiana CAEP Consortium, pending current validity and reliability testing.

These changes will allow for critical dispositions to be accurately measured and 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. 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:

Course Map: EDUC 4962: Residency II- Teaching in the Elementary School.

SLO 4 is assessed through the standards and objective domain on the intern's final evaluation.

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 execution)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary Education.

The ***Assessment for Lesson Plan Implementation*** addresses the Louisiana State Standards and interns' ability to execute best teaching practices as reflected on the lesson plan. This assessment requires interns to successfully execute the planned elements of the lesson on which their performance evaluations are based as measured by the Standards and Objectives domain of the NIET Evaluation Rubric. Residents demonstrate competency of written lesson plan design through course assignments prior to the residency. However, this lesson plan assessment measures the resident's ability to effectively execute the components as planned.

Target for this assessment is that 85% of the residents score a 3.0 on the Standards and Objectives Domain of the NIET Evaluation Rubric.

Finding. Target was met.

AC 2023-2024: Target was met. 100% of candidates met the target.

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Analysis:

In AC 2022 -2023, the target was met. As a result of the AC 2022-2023 data, Faculty added additional instructional materials and resources in AC 2023-2024 to support contextual factors and student learning adaptations and higher order thinking. Additionally, residents were given additional instruction in the areas of executing the lesson plan and measuring the implementation and effectiveness of planning through student outcomes of the lesson. These changes resulted in more in-depth and targeted instruction in this area of need.

Action - Decision or Recommendation:

In AC 2023-2024, the target was met. Based on information gathered from an analysis of the AC 2023-2024 data, faculty will implement the following in AC 2024 – 2025. Faculty will increase instruction in the areas of Performance-based Lesson Planning. Candidates/Interns will be scored on lesson planning with the use of the performance evaluation rubric. These changes will allow faculty to better identify and improve the candidates' ability to effectively plan and execute lessons to 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 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.

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.

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Analysis:

Evidence from AC 2022-2023 supports the candidates' ability to prepare instructional assignments and activities as well as create a culture and rapport with the students.

The target in AC 2022-2023 the target was met. Based on the analysis of the AC 2022-2023 results the faculty made the following changes in AC 2023-2024. Additional direct instruction and assignments were provided by faculty to reinforce setting student learning targets in EDUC 3010, the analysis of formative data in EDUC 3010 and EDUC 4080, and reflection on instruction in all methods courses as a component of the self-reflection after teaching packet.

As a result of these changes, in AC 2023-2024 the target was met. 100% of candidates (n=8) scored an average of no less than 3 out of a 4-point scale. Candidates' scores ranged 3.0 - 4.0, with the mean score being 3.71. The criteria that candidates scored the highest in were *Preparing Instructional Assignments or Activities and Student Learning Targets*, both criteria showing a mean score of 3.87. The lowest criteria was *Analysis of Formative Data* with a mean score of 3.5

Action: Decision/Recommendation: In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Opportunities to analyze formative data will be provided in EDUC 3010, Assessment and Data Analysis and in EDUC 4080 Instructional Methods in ELA. Literacy Tasks required by LDOE provide analyzing data activities using data gathered in small group teaching of lessons.

These changes will have a direct impact on the student's ability to analyze formative data to inform actions, 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 2022-2023 which resulted in improved student learning and program improvement in AC 2023-2024.

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 and university supervisors engaged in professional development allowing them to provide additional resources and effective coaching to teacher candidates in the area of remediation strategies for assessment, delivering feedback, and reteaching content as mastery of content is measured in the standards and objectives domain (Domain 2, NIET/TAP). Faculty added additional resources and videos addressing designing coherent instruction, designing student assessment,

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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. 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. 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 2023-2024 and will take steps to continue to improve student learning in AC 2024-2025:

SLO 1. Faculty will actively communicate and promote the use of resources available through the Center for Excellence in Teaching and through 240 Tutoring (offered at a discounted rate) to help ensure a first time passing of the Praxis PLT. Assignments and activities focused on Praxis PLT preparation will provide valuable learning opportunities in EDUC 3140.

SLO 2. A transitional period will be in place for candidates who are not yet in Residency in which they will be placed in a classroom with a cooperating teacher at NSU Elementary Lab School during Methods courses for level 1,2, and 3 field experiences. This will occur over the span of two semesters. These field experiences will allow for more opportunities for candidates to observe various assessment techniques, providing academic feedback, and various methods for grouping students. Small group and whole class teaching experiences in this setting will be observed and evaluated by both the cooperating teacher and NSU methods instructors. These changes will allow teacher candidates to receive an improved coaching experience within their residency and ultimately improve their ability to demonstrate effective use of academic feedback as they teach and interact with students in the classroom.

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SLO 3. Faculty will adopt the newly created Disposition instrument which has been developed by the Louisiana CAEP Consortium, pending current validity and reliability testing. 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 connect theory with practice and concern for mastery of material.

SLO 4. Faculty will increase instruction in the areas of Performance-based Lesson Planning. Candidates/Interns will be scored on lesson planning with the use of the performance evaluation rubric. These changes will allow faculty to better identify and improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward.

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. Opportunities to analyze formative data will be provided in EDUC 3010, Assessment and Data Analysis and in EDUC 4080 Instructional Methods in ELA. Literacy Tasks required by LDOE provide analyzing data activities using data gathered in small group teaching of lessons.