

Assessment Cycle 2023 – 2024

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

Division: Gallaspy College of Education and Human Development

Department: School of Education

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Date: May 10, 2024

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Date: June 4, 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 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.

Program Mission Statement: The mission of the Northwestern State University alternate certification Elementary Education Program is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in the Elementary classroom while earning teacher certification. The program prepares educators who are currently in the field to meet children's diverse needs in a variety of settings while documenting and assessing their growth over time in relation to state standards. Upon

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completion of the program, which meets the state accreditation standards, candidates are equipped to meet the many demands of the teaching profession.

Methodology:

The assessment process for the PREP 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 student learning and 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, will review data and based on the 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: Praxis PLT: Candidates take the Praxis PLT exam upon completion of PREP courses prior to certification.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge	Earn a passing score established by LDOE on knowledge of teaching pedagogy related to their area of certification on a standardized test

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed through the PRAXIS Principles of Learning and Teaching (PLT) exam, which is nationally normed. The assessment is a standardized test published by ETS, and the target performance is the successful passing of the PLT according to the minimum qualifying score set forth by the State of Louisiana for certification as a secondary teacher.

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 qualifying score that is at least as high as the State minimum. The required minimum passing scaled scores are as follows: Elementary test #5622 score is 160, Middle school test #5623 score is 160, Secondary school test # 5624 score is 157. The target is for 100% of candidates to achieve the minimum requirement.

Findings: Target was met, 100% of candidates met the target.

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Analysis:

Based on the analysis of the 2022-2023 results, in 2023-2024 the following changes were implemented. To drive continuous improvement, maximize student learning, and continue to improve the program, the faculty offered additional online resources to help prepare students for the PLT exam in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to supporting candidate learning and their ability.

As a result of these changes, in AC 2023-24, 100% of candidates met the target. These changes had a direct impact on the student's ability to demonstrate developmentally appropriate pedagogical knowledge.

Action - Decision or Recommendation:

In AC 2023-2024, the target was met.

Based on information gathered from analysis of the AC 2023 – 2024 data, faculty will implement the following in AC 2024 – 2025 to drive the cycle of improvement. Faculty will offer additional support through a newly added educational lab, online resources to help prepare students for the PLT exam in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to supporting candidate learning and their ability.

These changes will improve the student's ability to demonstrate knowledge of Developmentally Appropriate Practices relating to educational pedagogy, thereby continuing to push the cycle of improvement forward.

SLO 2

Course Map: *PREP Internship courses (EDUC 5410, 5411 for Elementary, EDUC 5420, 5421 for Middle School, and EDUC 5430, 5431 for Secondary)*

Candidates' performance in the classroom assessed while enrolled in *EDUC 5410 or EDUC 5411 Elementary Internship in Teaching, EDUC 5420 or EDUC 5421 Middle School Internship in Teaching, and EDUC 5430 or EDUC 5431 for Secondary Internship in Teaching*. Candidates must earn a minimum rating of 3 on the instrument.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to their specific grade level (Elementary, Middle, or Secondary) curriculum, instruction and assessment.

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Measure 2.1. (Direct – Knowledge, Skills)

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 internship semesters.

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

Finding: Target was not met.

59% (16 out of 27) of students met the goal.

Analysis:

Based on an analysis of results from AC 2022-2023, faculty took the following action for AC 2023-2024. 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 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 was 3.27. Candidate scores on the NIET/TAP instrument during the final evaluation in AC 2023-2024 provide evidence for meeting state-identified standards aligned with artifacts tied to InTASC and content standards. Teacher candidate scores exhibited strengths in Instructional Plans (mean 3.36) and indicated weaknesses in the area of Grouping Students (mean 2.895).

Action - Decision or Recommendation:

In AC 2023-2024, the target was not met.

Based on information gathered from 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 targeted instruction to candidates in the area of assessments in relation to standards and objectives to ensure that content mastery is

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being accurately measured.

These changes will allow teacher candidates to better use data to drive instruction and group students, ultimately improving their ability to ensure mastery of the content by their students.

SLO 3

Course Map: *EDUC 5410, EDUC 5420, EDUC 5430-PREP internship courses*

SLO 3 is assessed through a disposition form in *EDUC 5410, EDUC 5420, EDUC 5430-PREP Internship in Teaching*, which is the candidates' first semester of the last 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 (Indirect/Dispositions) Professional Disposition Evaluation

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 85% of candidates to score a minimum mean score of 3 out of 4.

Finding: Target was Met, 100% of candidates met the target.

Analysis:

In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 data, the areas that needed improvement were Domain 2: Maximizing Learning.

As a result, in AC 2023-2024, faculty assessed candidates' professionalism and motivation for teaching with the use of the newly adopted evaluation tool which better identifies areas of weakness in professional dispositions. This tool better enabled on-site mentor teachers to effectively coach candidates by targeting specific areas of need to ensure candidates' ability to develop dispositions needed to ensure effective teaching and learning. Data indicated an area of strength to be "gives credit to others' work using APA formatted citations and references" (mean 3.929). The weakness indicated was "maintains emotional control" (mean 3.833).

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Action - Decision or Recommendation:

In AC 2023-2024, the target was met.

Based on information gathered from the analysis of the 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 drive improvement by using added resources relating to professional disposition attributes while implementing additional instruction focused on aligning assessment to content to better improve student outcomes. Additionally, 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.

SLO 4

Course Map: *EDUC 5411, EDUC 5421, and EDUC 5431 Elementary, Middle and Secondary Internship in Teaching*

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

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate 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, Middle and Secondary 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. Interns demonstrate competency of written lesson plan design in EDUC 5650 and EDUC 5670 through course assignments prior to the internship. However, this lesson plan assessment measures the intern's ability to effectively execute the components as planned.

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

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Finding: Target was not met, 70% (19 out of 27) met the target.

Analysis:

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, interns/candidates 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 in an effort to drive the cycle of improvement.

Action - Decision or Recommendation:

In AC 2023-2024, the target was not met. Based on information gathered from 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

Course Map: Internship of PREP program

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (Student Impact Assessment)	Candidates will assess the quality of instructional decision-making using a student impact assessment to analyze student learning and provide evidence of using data for instructional decision-making.

Measure 5.1. (Direct: Skills and Dispositions)

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

Finding: Target was met.

Analysis.

In AC 2022-2023 the target was met. The overall mean score was 94%, which reflected an increase from the previous year. The target was a mean overall score of at least 80%

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

In AC 2023-2024 the target was met. The overall mean score was 96.5%, which reflected an increase from the previous year. The target was a mean overall score of at least 80% on a student impact assessment related to student learning targets (SLT) as evaluated and submitted as part of the of the portfolio.

The overall mean scores on this assessment were:

Level	Average total for group (raw out of 4)	Average for total group (%)	Average score setting assessment criteria (out of 4)	Average score preparing instructional assignments or activities (out of 4)	Average score analysis of formative data (out of 4)	Average score analyzing progress toward student learning target (out of 4)
Elementary	3.8	95%	3.9	3.9	3.6	3.9
Middle	3.9375	98%	4	4	3.75	4
Secondary	3.85	96%	3.9	3.9	3.8	3.9
TOTAL	3.86	96.5%	3.93	3.93	3.72	3.93

The student impact assessment data for this project is directly linked to current student data the PREP candidates utilize in establishing and analyzing their Student Learning Targets (SLTs). Part one of the assessment project requires PREP candidates to identify objectives, determine the type and format of assessment that will be used and to identify the assessment criteria. Part 2 requires PREP candidates to analyze the effectiveness of assignments on a performance task. Part 3 of the project includes analyzing progress toward SLTs.

Decision, Action or Recommendation.

Based on information gathered from analysis of the AC 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 place additional emphasis on ensuring candidates are effective with the concept of analyzing progress toward student learning targets through formative assessment.

PREP instructors will provide additional support through examples that include sample student outcome data. These will serve as exemplars to PREP candidates and be included in the assessment project materials. Specific examples of SLTs as established by the LDOE will be embedded into the course project.

These additions and monitoring of identified emphasis will improve the students' ability to demonstrate effective data analysis and identify and analyze whole class, sub-groups, and individual students, thereby continuing the cycle of improvement.

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 additional online resources to help prepare students for the PLT exam in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to supporting candidate learning and their ability.

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 reteaching content as mastery of content is measured in the standards and objectives domain (Domain 2, NIET/TAP).

SLO 3. Faculty assessed candidates' professionalism and motivation for teaching with the use of the newly adopted evaluation tool which better identifies areas of weakness in professional dispositions.

SLO 4. The faculty added additional instructional materials and resources in AC 2023-2024 to support contextual factors and student learning adaptations and higher order thinking. Additionally, interns/candidates 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.

SLO 5. Student Impact Assessment completed by candidates during the Internship II semester. The area that showed the lowest mean score on the rubric was: analysis of summative data. Specific components within this indicator include a summary that addresses learning for the whole class as well as subgroups and individual students. The data used in this assignment was taken from the candidate's current students providing an authentic assessment experience.

Plan of Action 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. The faculty will offer additional support through a newly added educational lab, online resources to help prepare students for the PLT exam in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to supporting candidate learning and their ability.

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SLO 2. Faculty will provide targeted instruction to candidates in the area of assessments in relation to standards and objectives to ensure that content mastery is being accurately measured.

SLO 3. Faculty will drive improvement by implementing added resources relating to disposition attributes and additional instruction focused on aligning assessment to content to better improve student outcomes. Faculty will adopt the newly created Disposition instrument which has been developed by the Louisiana CAEP Consortium, pending current validity and reliability testing.

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. PREP candidates will receive additional support in analysis of formative data. PREP instructors will provide additional support through examples that include student work samples data. These will serve as exemplars to PREP candidates and be included in the assessment project materials.