

AC 2023 – 2024 Assessment

Program: Secondary Content in Education (320: Business, Biology, English, Mathematics, Social Studies, Agriculture)

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.

Secondary Education Program Mission Statement: The teacher preparation programs at Northwestern State University prepare critically reflective and responsive teachers who continue to learn across their careers. Several priorities distinguish our approach to teacher education including strong subject matter emphasis, intensive clinical field experiences, and commitment to reflective practice. These candidates are well prepared in their content areas and with the most recent research-based knowledge

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of instruction and curriculum. Further, candidates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors. Our goal for all is that they will become exceptional classroom teachers and take on leadership roles within schools across Louisiana.

Methodology: The assessment process for the BS in Secondary 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 secondary education.

Course Map: Candidates must take and pass the Praxis Secondary Content Subject Assessments for their concentration of Agriculture, Biology, Business, English Language, Mathematics, or Social Studies. The courses necessary will vary for the content area and candidate. Candidates should plan to take this test after taking the following courses:

EDUC 2020: Foundations of Multicultural Education
EPSY 2020: Introduction to Child and Adolescent Psychology
EDUC 3140: Planning and Assessment
EPSY 3000: Educational Psychology and Assessment
EDUC 4010: Secondary School Teaching Methods

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

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Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed through State Licensure Tests published by ETS. Licensure in the state of Louisiana requires the successful passing of Praxis Subject Assessments. Candidates must pass the content exam for their major (Agriculture, Biology, Business, English, Mathematics, or Social Studies) before beginning Residency I semester.

All secondary education, grades 6-12, candidates complete the appropriate content test for their area of concentration:

Agriculture: Content, Test #5701, min. Score: 147

Biology: Content, Test #5236, min. Score: 154

Business: Content, Test #5101, min. Score: 154

English: Content and Analysis, Test #5039; min. score: 168

Mathematics: Content Test #5165, Qualifying Score: 159

Social Studies: Content, Test #5086, Qualifying Score: 153

The quality of the assessment is assured because (1) the State of Louisiana Department of Education requires this test, and (2) the test is nationally normed.

100% of the candidates must earn at least the minimum required score to begin the first residency semester.

Finding. Target was met.

Content area	Required min. score	Mean score	Number taking test	Pass percentage
Social Studies	153	171	1	100%
English	168	173.3	3	100%
Mathematics	159	175.5	2	100%
Business	154	181	1	100%

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 on the online 240Tutoring 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

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tested topics of higher-level thinking questions, differentiation, formative assessments, and accommodations.

As a result of these changes, in AC 2023-2024, the target was attained with an average score of 177.57 on the PLT and 100% of the candidates met or exceeded the minimum score needed on all content area tests. These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

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 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 secondary education, thereby continuing to push the cycle of improvement forward.

SLO 2: Candidates will demonstrate knowledge of Appropriate Practices relating to secondary education in their content areas concentration (Agriculture, Biology, Business, English Language Arts, Mathematics, or Social Studies), curriculum, instruction, assessment, and managing classroom procedures.

Course Map: SLO 2 is assessed in EDUC 4982: Residency II. 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	Candidates will demonstrate knowledge of Appropriate Practices relating to secondary education in their content areas concentration (Agriculture, Biology,

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(Louisiana Educator Rubric- NIET Evaluation Instrument)	Business, English Language Arts, Mathematics, or Social Studies), curriculum, instruction, assessment, and managing classroom procedures.
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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 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 AC 2023-2024: Target was met.

Analysis:

Based on analysis results from AC 2022-2023, faculty and university supervisors made the following changes to drive the cycle of improvement 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 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 3.14 (n=7). 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: Instructional Plans (mean=3.72), Activities and Materials (mean=3.58), and Teacher Content Knowledge (mean=3.55). The lowest scores are in the areas of: Lesson Structure and Pacing

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(mean=3.13), Problem Solving (mean= 3.18), and Academic Feedback (mean=3.19). 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 take the following actions in AC 2024-2025: Faculty will meet in AC 2024-2025 as a group to discuss lesson planning and candidate effectiveness, and they will implement strategies across the curriculum to assist students in strengthening their lessons and implementation. These changes will ensure student growth in the indicated areas of weakness thereby continuing to push the cycle of improvement forward.

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

Course Map:

EDUC 2020: Foundations of Multicultural Education,
EDUC 4010: Secondary School Teaching Methods
Residency I and Residency II

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 3 out of 4.

Findings: Target was Met.

Analysis:

In AC 2022-2023 the target was met. 100% of candidates met the target. Based on the analysis of the AC 2022 – 2023 results, the following changes were implemented in AC 2023-2024: Faculty added additional resources focusing on professionalism in Secondary courses to positively impact candidates' professional dispositions. Faculty

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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=7) for all dispositions of candidates in Residency II was 3.90 on a 4.0-point scale. 100% (7 out of 7) residents scored at least 3 out of 4 on the Professional Disposition Evaluation instrument. The lowest scoring indicators were: The student gives credit to others' work using APA formatted citations and references and the student completes assignments and other course responsibilities. Residents' mean score on both indicators was 3.79 and 3.8 out of 4.0. The highest scoring indicators were: The student attends class regularly (mean=3.933), The student shows concern for mastery of material (mean=3.933), The student uses appropriate language in online discussions, emails, and course meetings (mean=3.933), The student communicates in a logical and organized manner (mean=3.933), and The student connects prior knowledge and new information (mean=3.933 mean).

Action – Decision/Recommendation:

In AC 2023-2024, the target was met.

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 pacing students to ensure assignments are completed in a timely manner and responsibilities are managed. 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 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: Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Secondary Education.

Course Map: EDUC 4982: Residency II.

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

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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 execution)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in 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 residents 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 residents' 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 with an average of 3.33 out of 4.0.

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. Also, residents were given additional instruction in executing the lesson plan and measuring the implementation and effectiveness of planning through student outcomes. These changes resulted in more in-depth and targeted instruction in this area of need thereby driving the cycle of improvement and resulted in the target being met for AC 2023 – 2024.

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/Residents will be scored on lesson planning with 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

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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 4982 Residency II** through the teaching portfolio assessed using the P12 Student Learning Impact Assessment during the program's last semester.

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.

Analysis:

The target was met in AC 2022-2023. 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 in EDUC 4010 to reinforce setting student learning targets, and to increase their ability to analyze formative data and reflect on instruction as a component of the self-reflection after teaching the unit.

As a result of these changes, in AC 2023-2024 the target was met. 100% of candidates (n=7) scored a minimum of 3 on the 4-point scale. Candidates' scores, with the mean score being 3.42. The criteria that candidates scored the highest in were *Setting Assessment Criteria, Preparing Instructional Assignments or Activities and Student Learning Targets*, all criteria showing a mean score of 3.5. The lowest criteria was *Analysis of Formative Data* with a mean score of 3.167.

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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. Additional opportunities to analyze formative data will be provided in EDUC 4010, Assessment and Data Analysis and Instructional Methods.

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 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.

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, using questioning and discussion techniques, using assessment in instruction, and demonstrating flexibility and responsiveness to support student learning in secondary 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 and instructor feedback using the NSU Lesson Plan Template (with hyperlinks) and rubric.

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SLO 5. Additional direct instruction and assignments were provided by faculty in EDUC 4010 to reinforce setting student learning targets, and to increase their ability to analyze formative data and reflect on instruction as a component of the self-reflection after teaching the unit.

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 provide 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.

SLO 2. Faculty will meet as a group to discuss lesson planning and candidate effectiveness, and they will implement strategies across the curriculum to assist students in strengthening their lessons and implementation.

SLO 3. Faculty will provide additional instruction focused on pacing students to ensure assignments are completed in a timely manner and responsibilities are managed. Faculty will adopt the newly created Disposition instrument developed by the Louisiana CAEP Consortium, pending current validity and reliability testing.

SLO 4. Faculty will increase instruction in the areas of Performance-based Lesson Planning. Candidates/Interns will be scored on lesson planning with 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. Additional opportunities to analyze formative data will be provided in EDUC 4010, Data Analysis and Instructional Methods.