

## AC 2024 – 2025 Assessment

### B. S. Elementary Education (3102)

**Division:** Gallaspy College of Education and Human

**Development Department:** School of Education

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**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**Gallaspy College of Education and Human Development Mission.** The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service.

Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

**School of Education Mission.** The School of Education 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 assessing their growth over time in relation to Louisiana state competencies. Upon completion of the program, candidates are equipped to meet

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the many demands of the teaching profession.

### Methodology:

The assessment process for this program includes:

1. Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
2. Content and key assessments in each program/course are aligned with the respective professional preparation/application standards, and candidates apply the standards in all their coursework.
3. Data from assessment tools are collected and returned to the program coordinator.
4. The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes and discusses the results with program faculty.
5. Annually, program faculty and stakeholders review data to make data driven, curricular decisions.
6. The program coordinator, in consultation with program faculty and other relevant stakeholders, proposes needed changes to measurable outcomes, assessment tools for the next assessment period, and the curricula and overall program.

### Student Learning Outcomes:

#### SLO 1: Demonstrate Discipline-Specific Content Knowledge

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge. (Praxis PLT: Principles of Learning & Teaching #5622)	Candidates will demonstrate content and pedagogical knowledge related to elementary education. <i>[100% of candidates will meet proficiency on Praxis PLT: Principles of Learning &amp; Teaching]</i>
Demonstrate discipline-specific content knowledge. (Praxis Content: ELA #5002, Math #5003, Social Studies #5004, Science #5005)	Candidates will demonstrate content and pedagogical knowledge related to elementary education. <i>[100% of candidates will meet proficiency on Praxis Content.]</i>

**Course Map: Portal II:** Prior to Residency I

#### Measure 1.1. (Direct—Knowledge)

SLO 1 is assessed through PRAXIS Principles of Learning & Teaching (PLT) and

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PRAXIS Content exams for the respective subject area(s) and grade bands. The PRAXIS assessments are published by ETS and are nationally normed. Proficiency is measured by scoring at least the minimum qualifying score set forth by the State of Louisiana for teacher certification requirements.

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

Application to clinical experiences (residency or internship) requires a passing PRAXIS score; therefore, for candidates to be successful, they must achieve a score that is at least as high as the State of Louisiana required scores of:

<i>PRAXIS II Content Exam for Early Childhood</i>	<i>Required Minimum Score</i>
<i>Elementary Education Multiple Subjects- (Combined exam – #7001)</i>	
<i>Reading Language Arts - #7002</i>	<i>138</i>
<i>Mathematics - #7003</i>	<i>157</i>
<i>Social Studies - #7004</i>	<i>155</i>
<i>Science - #7005</i>	<i>159</i>
<i>Elementary Education Multiple Subjects- (Combined exam - #5001)</i>	
<i>Reading Language Arts - #5002</i>	<i>157</i>
<i>Mathematics - #5003</i>	<i>157</i>
<i>Social Studies - #5004</i>	<i>155</i>
<i>Science - #5005</i>	<i>159</i>
<i>PRAXIS III Exam</i>	<i>Required Minimum Score</i>
<i>Pedagogy/Principles of Learning &amp; Teaching</i>	
<i>Elementary PLT Exam #5622</i>	<i>160</i>

**Finding.** AC 2024 – 2025 the target was met.

### **Analysis.**

In AC 2023 – 2024, the target was met. 100% (n=9) of candidates achieved proficiency on Praxis exams required for Elementary Education.

Assessment year	Reading/ELA Average Scaled score	Math Average Scaled score	Social Studies Average Scaled score	Science Average Scaled score	PLT Average Scaled Score
AC 2023-2024	174	181	167	173	174
AC 2024-2025	166	178	170	174	175

Based on the information gathered from an analysis of the AC 2023 – 2024 data, program

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faculty made the following changes to drive the cycle of continuous improvement. The faculty provided PRAXIS preparation resources and learning opportunities for all students. Students were offered a discounted price 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 of the objective and assessment.

These changes helped to improve candidates' ability to meet or exceed the required cut scores on each of the multiple subject content tests and the PLT Praxis exam, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024 – 2025, the target was met. These changes had a direct impact on the students' ability to achieve proficiency scores of at least 160 on Practices of Learning and Teaching # 5622, 157 on ELA #5002, 157 on Math #5003, 155 on Social Studies #5004, and 159 on Science #5005 on Praxis exams. The lowest score was an average of 166 in the Praxis subtest of Reading.

100% (n=9) of candidates achieved proficiency on Praxis content and PLT exams in 2024-2025.

### **Decision.**

In AC 2024 – 2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. As of January 1, 2025, the Louisiana State Department of Education Program has changed this component of the Praxis exam to Teaching Reading 7002. The Study Companion document, provided as a resource through ETS, will be provided to all faculty who teach undergraduate reading courses in the Elementary Education program and their students. A document has been created to indicate the courses in which each component of this exam is taught. A template for students to self-evaluate their study needs is also available as a student resource. Faculty will introduce these resources to students as preparation materials. These changes will improve candidates' ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

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### SLO 2: Apply discipline-specific content knowledge in professional practice.

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 Elementary curriculum, instruction, assessment, and managing classroom procedures.  <i>90% of candidates will meet proficiency (minimum of 3.0) on the Teacher Candidate Observation Form.</i>

**Course Map:** EDUC 4962: Residency II- Teaching in the Elementary School. This course is taken during the final year in the program.

#### Measure 2.1. (Direct—Knowledge, Skills, and Dispositions)

SLO 2 is assessed through the use of the Teacher Candidate Observation Form. The adopted, state-mandated form is the Louisiana Educators Rubric (LER), which was implemented in Fall 2024. Moving forward, the state of Louisiana has mandated that all EPPs implement the Louisiana Aspiring Educators Rubric (LAER).

Validity and Reliability was established for the Louisiana Educator Rubric (LER) in 2025. A panel of 8 P-12 clinicians viewed a model teaching vignette and conducted independent evaluations of the teaching performance using this tool. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = .956 with  $CVR(Critical, 8) = .75$  and no single item below critical value of .75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = .87. ICC of .75-1.00 reflects “excellent” inter-rater agreement.

The Louisiana Educator Rubric (LER) brings a comprehensive focus on four key domains: instruction, planning, environment, and professionalism. Each domain is further broken down into indicators and descriptors that clearly define effective teaching. Performance definitions are provided at levels 5 (Exemplary), 3 (Proficient), and 1 (Unsatisfactory). Observers can score performance at levels 2 or 4 based on evidence and their professional judgment. Assessed indicators include: standards and objectives; motivating students; presenting instructional content; lesson structure and pacing; activities and materials; questioning; academic feedback; grouping students; teacher content knowledge; teacher knowledge of students; thinking; problem-solving; instructional plans; student work; assessment; expectations; engaging students and managing behavior; environment; respectful conditions; growing and developing professionally; reflecting on teaching; school improvement; and school responsibilities.

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**Finding.** AC 2024 – 2025 the target was **met**.

### **Analysis.**

In AC 2023 – 2024 the target was **met**. 100% (n=9) of candidates achieved proficiency of at least 3.0 on the Teacher Candidate Observation Form (LAER).

Based on the information gathered from an analysis of the AC 2023 – 2024 data, program faculty made the following changes in AC 2024-2025 to drive the cycle of continuous improvement. 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).

These changes helped to improve candidates' ability to implement remediation strategies, deliver student feedback, and reteach content thereby continuing to push the cycle of improvement forward. As a result of these changes, in AC 2024 – 2025 the target was met. These changes had a direct impact on the student's demonstrate knowledge of developmentally appropriate practices relating to Elementary curriculum, instruction, assessment, and managing classroom procedures.

100% (n=9) of candidates achieved proficiency of at least 3.0 on the Teacher Candidate Observation Form (LAER) in 2024-2025. The overall average score was 3.33. Teacher Candidate highest scores exhibit strengths in the following areas: Growing and Developing Professionally (3.92) and Instructional Plans (3.69). Candidates scored lowest in the category of providing Academic Feedback to students (2.92).

### **Decision.**

In AC 2024 – 2025, the target was **met**.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will implement having candidates document and categorize specific academic feedback given by Mentor teachers during lessons, having candidates provide specific written academic feedback on student work samples. Professors will also plan for opportunities for students to offer feedback to each other as indicated on lesson plans.

These changes will improve candidates' ability to provide academic feedback, thereby continuing to push the cycle of improvement forward.

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### SLO 3: Model professional behaviors and characteristics.

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.  <i>90% of candidates will meet proficiency (minimum of 3.0) on the Dispositional Evaluation.</i>

**Course Map:** EDUC 4961: Residency I- Teaching in the Elementary School. This course is taken during the final year in the program.

#### Measure 3.1. (Direct—Dispositions)

SLO 3 is assessed through an electronic Professional Disposition Evaluation tool. The tool was implemented in the 2022-2023 AY and re-evaluated after first-year implementation. The Louisiana CAEP Consortium has drafted an updated dispositional evaluation tool to be piloted in the 2025-2026 AY.

Content Validity was re-established for the Dispositional Evaluation in 2025. A panel of EPP faculty members from initial and advanced programs, as well as programs not associated with CAEP accreditation conducted an independent critique using the 2021 CAEP workbook. Construct validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. The Data Quality was determined to be sufficient, with all items being sufficient according to CAEP criteria for EPP-created surveys.

The Professional Disposition Scale informs candidates' professional responsibility, integrity, enthusiasm, communication, and reflection. Each domain entails three to six statements that confirm the degree to which candidates demonstrate each characteristic. Evaluators can rate candidates a 1 (strongly disagree), 2 (disagree), 3 (agree) or 4 (strongly agree).

**Finding.** AC 2024 – 2025 the target was met.

#### Analysis.

In AC 2023 – 2024, the target was met.

100% (n=9) of candidates achieved proficiency of at least 3.0 on the Dispositional Evaluation.

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Based on the information gathered from an analysis of the AC 2023 – 2024 data, program faculty made the following changes to drive the cycle of continuous improvement. Faculty adopted and implemented the newly created Disposition instrument developed by the Louisiana CAEP Consortium. This instrument is more relevant to attributes that are observable in the field. This change helped to improve the ability to more accurately evaluate candidates' dispositions, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024 – 2025, the target was met. These changes had a direct impact on the student's ability to achieve proficiency of at least 3.0 on the Professional Disposition Evaluation tool.

100% (n=9) of candidates achieved proficiency of at least 3.0 on the Professional Disposition Evaluation tool in 2024-2025. Based on their latest performance, candidates scored lowest in the components of "The student connects prior knowledge and new information", "The student communicates in a logical and organized manner." and "The student shows concern for mastery of material." Each indicator scored an average of 3.82.

### Decision.

In AC 2024 – 2025 the target was met

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will implement peer review of lesson plans to check for logically organized information in the plan and the inclusion of connecting new and prior knowledge in the lesson plan. Additional focus on questions used in the Pre-Observation conference questions will provide additional emphasis on these indicators. Question 2: *What information/data did you use to design the lesson? How did the information/data influence the planning of this lesson? How will you know whether the students have learned what you intended? And question 3: What is the academic relationship between this lesson and past or future lessons? How does this lesson fit into the sequence of learning for this class (vertical alignment)?* These changes will improve candidates' ability to connect new and prior knowledge for students, show concern for mastery of material, and communicate in a logical and organized manner, thereby continuing to push the cycle of improvement forward.

### SLO 4: Exhibit Creative Thinking that Yields Engaging Ideas, Processes, Materials, and Experiences Appropriate for the Discipline

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.  85% of candidates will meet proficiency (minimum of 3.0)



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

### **Measure 4.1. (Direct—Knowledge and Skills)**

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.** AC 2024 – 2025 the target met.

### **Analysis.**

In AC 2023 – 2024 the target was met. Based on information gathered from an analysis of the AC 2023-2024 data, faculty implemented the following in AC 2024 – 2025.

Faculty increased instruction in the areas of Performance-based Lesson Planning.

Candidates/Interns were scored on lesson planning with the use of the performance evaluation rubric. These changes allowed 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.

As a result of these changes, the target was met for AC 2024-2025. 100% (n=9) of teacher candidates scored 3.0 or higher on the Standards and Objectives Domain, indicating effective and proficient implementation of the lesson plan.

### **Decision.**

In AC 2024 – 2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty will add additional instructional materials and resources in AC 2025-2026 to support contextual factors and student learning adaptations and higher order thinking.

Additionally, residents will be 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 (i.e. pre- and post-tests). These changes will provide more in-depth and targeted instruction in this area of need and continue to push the improvement cycle forward.

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### SLO 5: Make Responsible Decisions and Problem-Solve, using Data to Inform Actions when Appropriate

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions. (Student Learning Impact)	80% of candidates will meet proficiency (minimum 3.0) on Student Learning Impact.

**Course Map:** Portal IV: Residency II: 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.

#### Measure 5.1. (Direct—Knowledge and Skills)

SLO 5 is assessed through a student impact assessment (reflection) in Residency II. The candidate must demonstrate the ability to effectively impact student learning and make data-informed decisions for continuous student improvement through measuring proficiency from pre- to post-assessment when planning and executing (teaching) a lesson.

Validity and Reliability was established for the Teacher Candidate Observation Assessment in 2025. A panel of 8 EPP faculty each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates from various initial teacher preparation programs. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = 1.00 with CVR(Critical), 8) = .75 and no single item below critical value of .75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = 1.00. ICC of .75-1.00 reflects “excellent” inter-rater agreement.

The Student Learning Impact evaluates candidates on the following criteria: setting measurable assessment criteria; setting appropriate assessment format criteria; preparing instructional assignments or activities; disaggregation and analysis of formative data; concluding analysis of formative data; student learning targets (outcomes); student learning targets (analysis); student learning targets (interventions); and reflective practice. Candidates can score 4 (exemplary), 3 (proficient), 2 (needs improvement), or 1 (unsatisfactory) on each component.

**Finding.** AC 2024 – 2025 the target was met.

**Analysis.** In AC 2023 – 2024 the target was **met**.

88% (n=8) of candidates achieved proficiency, at least 3.0 out of 4.0 on Student Learning Impact data.

Based on the information gathered from an analysis of the AC 2023 – 2024 data,

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program faculty made the following changes to drive the cycle of continuous improvement. Opportunities to analyze formative data were 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 helped to improve candidates' ability to analyze formative data to inform actions thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024 – 2025 the target was met. These changes had a direct impact on the student's ability to achieve proficiency of at least 80% on student learning impact.

88% (n=9) of candidates achieved proficiency of at least 80% on student learning impact in 2024-2025. Candidates' lowest scores (3.44 average) were in the areas of: Disaggregating and analysis of formative data, Analysis of formative data and identifying learning gaps, Student learning targets-Intervention, and Reflective practice.

### **Decision.**

In AC 2024 – 2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored lowest on: Disaggregating and analysis of formative data, Analysis of formative data and identifying learning gaps, Student learning targets-Intervention, and Reflective practice. Each component's average score was 3.44. Program faculty will provide additional opportunities for Methods students to disaggregate and analyze student data using assessment scores from lessons taught in content-specific areas of methods courses. Methods Students will then research and create interventions to address any deficits identified in the data. These identified areas of weakness are reflective practices connected by student data and can be addressed simultaneously.

These changes will improve candidates' ability to disaggregate and analyze data, identify learning gaps, and, through reflective practices, create interventions for student learning targets. 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 2023-2024 data analysis which resulted in improved learning and program improvement for AC 2024-2025

**SLO 1** The faculty provided PRAXIS preparation resources and learning opportunities for all students. Students were offered a discounted price on the online Tutoring 240 program,

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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 of the objective and assessment.

**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).

**SLO 3** – Faculty adopted and implemented the newly created Disposition instrument developed by the Louisiana CAEP Consortium. This instrument is more relevant to attributes that are observable in the field.

**SLO 4** – Faculty added additional instructional materials and resources in AC 2024-2025 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.

**SLO 5** – Opportunities to analyze formative data were 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.

### Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2024-2025 and will take steps to continue to improve candidate learning in AC 2025-2026:

**SLO 1:** Louisiana State Department of Education Program has changed this component of the Praxis exam to Teaching Reading 7002. The Study Companion document, provided as a resource through ETS, will be provided to all faculty who teach undergraduate reading courses in the Elementary Education program and their students. A document has been created to indicate the courses in which each component of this exam is taught. A template for students to self-evaluate their study needs is also provided as a student resource. Faculty will introduce these resources to students as preparation materials.

**SLO 2:** Program faculty will implement having candidates document and categorize specific academic feedback given by Mentor teachers during lessons, having candidates provide specific written academic feedback on student work samples, and having candidates plan for opportunities for students to offer feedback to each other as indicated

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on lesson plans.

**SLO 3:** Program faculty will implement peer review of lesson plans to check for logically organized information in the plan and the inclusion of connecting new and prior knowledge in the lesson plan. Additional focus on questions used in the Pre-Observation conference questions will provide additional emphasis on these indicators. Question 2: *What information/data did you use to design the lesson? How did the information/data influence the planning of this lesson? How will you know whether the students have learned what you intended? And question 3: What is the academic relationship between this lesson and past or future lessons? How does this lesson fit into the sequence of learning for this class (vertical alignment)?*

**SLO 4:** Program faculty will provide careful examination of these areas of lesson planning by Methods Instructors, Mentor Teachers, or Cooperating Teachers will reveal any difficulties that a Methods Student may be having in identifying and planning for diverse learners. Candidates who are not proficient in the category of Thinking and Problem-solving will be encouraged to observe, record, and identify specific strategies and opportunities demonstrated by Mentor Teachers or Cooperating Teachers in clinical experiences. The candidate will seek opportunities to implement these strategies or methods in lesson plans.

**SLO 5:** Program faculty will provide opportunities for Methods students to disaggregate and analyze student data using assessment scores from lessons taught in content-specific areas of methods courses. Methods Students will then research and create interventions to address any deficits identified in the data. These identified areas of weakness are reflective practices connected by student data and can be addressed simultaneously.