

AC 2024 – 2025 Assessment

Health and Physical Education K-12 (378)

**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.

Program Mission Statement. Through the completion of program requirements for Health and Physical Education K-12 Teaching, students will gain foundational knowledge in health, physical fitness, and pedagogy. Candidates will acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, critical thinking, research, reflective analysis, communication, and evaluation.

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The Bachelor of Science Degree in Health and Physical Education K-12 Teaching challenges teacher candidates to develop plausible solutions for health and physical fitness needs, beginning with kindergarten and continuing through 12th grade. Through these learning experiences, Health and Physical Education K-12 candidates become life-long learners with the desire to develop and promote physical activity for a lifetime.

Methodology: The assessment process for this program includes:

- Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
- 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.
- Data from assessment tools are collected and returned to the program coordinator.
- The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes and discusses the results with program faculty.
- Annually, program faculty and stakeholders review data to make data driven, curricular decisions.
- 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. The student will demonstrate a basic knowledge of the principles and foundations of Health and Physical Education.

Course Map: Tied to course syllabus objectives.

HP 2010: Foundations of Physical Education

HP 2630: Motor Learning

HP 3550: Applied Kinesiology

HP 4000: Introduction to Adaptive Physical Education

HP 4170: Testing, Evaluation, and Prescription of Exercise

Praxis II Health and Physical Education: Content Knowledge Exam (#5857)

Measure 1.1. (Direct—Knowledge)

SLO 1.1 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 minimum passing score as outlined by the state of Louisiana.

Finding. AC 2024 – 2025 the target was met.

Analysis.

In AC 2023 – 2024, the target was not met. 75% (n=4) of candidates achieved proficiency [minimum score of 160 (K-6 or 5-9) or 157 (7-12)] on Praxis PLT: Principles of Learning & Teaching and (minimum score of 160) on Praxis Content: Health & Physical Education.

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 improved course and curriculum alignment to current National Health and PETE Standards to drive the cycle of improvement. Course materials were further analyzed and tightened for alignment with Content Knowledge Exam content. One area of deficit in testing was preparation in health knowledge. Therefore, increased content knowledge in both health and physical education was implemented throughout the curriculum to enhance student knowledge and subsequent performance. These changes helped to improve candidates' ability to demonstrate a basic knowledge of the principles and foundations of Health and Physical Education, thereby continuing to push the cycle of improvement forward; 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 [minimum score of 160 (K-6 or 5-9) or 157 (7-12)] on Praxis PLT: Principles of Learning & Teaching and (minimum score of 160) on Praxis Content: Health & Physical Education. 100% (n=2) of candidates achieved proficiency [minimum score of 160 (K-6 or 5-9) or 157 (7-12)] on Praxis PLT: Principles of Learning & Teaching and (minimum score of 160) on Praxis Content: Health & Physical Education in 2024-2025.

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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 *planning, instruction, and student assessment*. Program faculty will implement appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, student needs, safety concerns, facilities and equipment, and instructional models, as well as appropriate assessment techniques to assess and improve student understanding and performance, provide feedback, communicate student progress, guide students' personal goal setting, and guide curricular and instructional decisions.

These changes will improve candidates' ability to meet proficiency [minimum score of 160 (K-6 or 5-9) or 157 (7-12)] on Praxis PLT: Principles of Learning & Teaching and (minimum score of 160) on Praxis Content: Health & Physical Education, thereby continuing to push the cycle of improvement forward.

SLO 2. The student will demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations.

Course Map: Tied to course syllabi below.

HP 2110: Basic Movement and Rhythmical Activities
HP 2230: Recreational and Innovative Games
HP 2240: Individual and Dual Sports
HP 2270: Physical Fitness
HP 2280: Team Sports

Measure: 2.1. (Direct – Skill / Ability)

Students will develop content knowledge in the presentation of physical education techniques through activity demonstrations with class participants. This will be achieved by attaining a grade of at least 70% on a 4-week unit lesson plan of instruction in one of the physical education techniques classes. 75% of the students will score 70% or higher on these exercises.

Finding. AC 2024 – 2025 the target was met.

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Analysis.

In AC 2023-2024 the target was met. 83.3% of the students scored 70% or higher on these exercises. These changes impacted on the student's ability to present physical education techniques through activity demonstrations.

Based on the analysis of the 2023-2024 results, the faculty implemented additional courses that the students could practice how to present health and physical education techniques through activity demonstrations with class participants. Also, the faculty collaborated with the NSU Lab School physical educators to create authentic teaching experiences for the students. These changes improved the students' ability to present physical education techniques through activity demonstrations.

As a result of these changes, in AC 2024-25, the target was met. 87% of the students (n = 8; measured at HP 2230 (equivalent) & 2270) scored 70% or higher on these exercises. These changes had a direct impact on the student's ability to develop content knowledge in the presentation of physical education techniques through activity demonstrations with class participants.

Decision.

In AC 2024 – 2025 the target was met. Based on information gathered from analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. In AC 2025-2026, faculty will redesign the curriculum while keeping components that are successful. Course activities will continue to be refined.

These modifications will improve the student's ability to demonstrate the development of an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations, thereby continuing to push the cycle of improvement forward. Coursework analyzed will be changed, as needed, to reflect the updated curriculum.

Measure: 2.2. (Direct -- Knowledge)

Candidates will describe and apply the correct progression activity, and the duration of exercise needed to satisfy the outcome required by the respective techniques presented. This will be determined by 75% of the students earning a score of at least 70% on semester technique/skill presented.

Finding. AC 2024 – 2025 the target was met.

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Analysis.

In AC 2023-2024 the target was met. 100% of the students earned a score of at least 70% on semester technique/skill presented. These changes impacted on the student's ability to describe and apply the correct progression activity, and the duration of exercise needed to satisfy the outcome required by the respective technique presented.

Based on the analysis of the 2023-2024 results, the faculty provided course materials that encouraged students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented. These changes improved the students' ability to describe and apply the correct progression activity, and the duration of exercise needed to satisfy the outcome required by the respective techniques presented thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024-25, the target was met. 100% of the students (n=8; measured at HP 2230 (equivalent) & 2270) scored 70% or higher on these exercises. These changes had a direct impact on the student's ability to describe and apply the correct progression activity, and the duration of exercise needed to satisfy the outcome required by the respective techniques presented.

Decision.

In AC 2024 – 2025 the target was met. Based on information gathered from analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty will provide updated course materials that encourage students to spend more hours practicing the activity. The curriculum will receive additional updates and activities within alternate courses will be used for analysis.

These changes will improve the student's ability to demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations, thereby continuing to push the cycle of improvement forward.

SLO 3. The student will be able to demonstrate the ability to administer test protocols for evaluating the components of physical fitness.

Course Map: Tied to course syllabus below.

HP 4170: Testing, Evaluation, and Prescription of Exercise

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Measure 3.1. (Direct – Skill / Ability)

The candidate will earn a performance evaluation score of 70% or higher in the administration of testing protocols for various physical fitness components. This will be determined with 75% of the candidates earning a score of at least 70% or higher in the administration of testing protocols for various physical fitness components.

Finding. The target was met.

Analysis.

In AC 2023-2024 the target was not met. 66% of students earned scores of at least 70% or higher on the administration of testing protocols for various physical fitness components. These changes helped students be successful in course, as the curriculum calls for a “hands-on” approach to the outcomes. Only 3 students took the class and 2 of them completed target. Based on the analysis of the 2023-2024 results, faculty taught HP 4170 in lab-like conditions, as students evaluated case studies, and wrote protocols for activity-based prescription treatments to drive the cycle of improvement. These changes improved the student’s ability to administer testing protocols for various physical fitness components thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024-25, the target was met. 100% of the students (n = 1; measured at HP 4170) scored 70% or higher on these exercises.

Decision.

In 2024 – 2025 the target was met. Based on information gathered from analysis of the AC 2024-2025 data, faculty will continue to implement the following changes in AC 2025-2026 to drive the cycle of improvement. In AC 2025-2026, faculty will teach HP 4170 face-to-face in lab-like conditions, as students evaluated case studies and write protocols for activity-based prescription treatments to drive the cycle of improvement. Lab conditions will continue to be approved including updated equipment and applicable labs.

These activities will improve the student’s ability to demonstrate the ability to administer test protocols for evaluating the components of health and physical fitness, thereby continuing to push the cycle of improvement forward.

Measure 3.2. (Direct – Knowledge)

The candidate will correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (elementary, middle, and secondary levels). This

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will be determined by 75% of the candidates scoring 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

Finding. AC 2024 – 2025 the target was met.

Analysis.

In AC 2023-2024 the target was not met. 66% of the students scored 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

Based on the analysis of the 2023-2024 results, the faculty aligned courses and content to the current National PETE Standards. These changes improved the student's ability to gain current knowledge in problem-solving and critical thinking relevant to physical literacy thereby continuing to push the cycle of improvement forward. As a result of these changes, in AC 2024-25, the target was met. One student (100%) (n = 1; measured at HP 4170) scored 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

These changes had a direct impact on the student's ability to correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (elementary, middle, and secondary levels).

Decision.

In AC 2024 – 2025 the target was met. Based on information gathered from analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. In AC 2025-2026, faculty will analyze current coursework for curriculum alignment to the current National Health and PETE Standards. Updated labs and equipment will enhance student experiences and outcomes.

These changes will improve the student's ability to demonstrate the ability to administer test protocols for evaluating the components of physical fitness, thereby continuing to push the cycle of improvement forward. Additional activities will be assessed in 2025 – 2026.

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SLO 4: Candidates will demonstrate knowledge of Appropriate Practices relating to K-12 health and physical education, curriculum, instruction, assessment, and managing classroom procedures.

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 K-12 Health and Physical Education curriculum, instruction, assessment, and managing classroom procedures.

Course Map: SLO 4 is assessed in EDUC 4922: Residency II- Teaching in K-12 Health and Physical Education. This course is taken during the final year in the program.

Measure 4.1. (Direct—Knowledge, Skills, and Dispositions)

SLO 4 is assessed using 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

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professionally; reflecting on teaching; school improvement; and school responsibilities.

Finding. The target was met.

Analysis.

In AC 2023 – 2024, the target was met. Teacher candidates' mean observation score was 3.968 (n=3), indicating candidates achieved proficiency (minimum of 3.0) on the Teacher Candidate Observation Form. 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. A transitional period was put in place for candidates who were not yet in Residency in which they were placed in a classroom with a cooperating teacher at NPSB School during Methods courses for level 1,2, and 3 field experiences. This occurred over the span of two semesters. These field experiences allowed 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 were observed and evaluated by both the cooperating teacher and NSU methods instructors. These changes allowed 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 taught and interacted with students in the classroom.

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 (minimum of 3.0) on the Teacher Candidate Observation Form.

100% (n=3) of candidates achieved proficiency (minimum of 3.0) on the Teacher Candidate Observation Form 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. Based on their latest performance, candidates scored lowest on *academic feedback* and *student work*. Program faculty will implement strategic processes and examples to ensure candidates provide oral and written feedback that is academically focused, frequent, and high quality, and that feedback from students is used to monitor and adjust instruction. Further, candidates will receive direct instruction on ensuring that student work is developed and aligned to the rigor and depth of the standards and curriculum content, and that assignments and activities require students to apply a higher level of blooms taxonomy.

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These changes will improve candidates' ability to meet proficiency (minimum of 3.0) on the Teacher Candidate Observation Form, thereby continuing to push the cycle of improvement forward.

SLO 5: 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 5.1. (Direct – Dispositions)

SLO 5 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 3.5 out of 4.

Measure 5.1. (Direct—Dispositions)

SLO 5 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).

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Finding. The target was met.

Analysis.

In AC 2023 – 2024, the target was met. Teacher candidates' mean dispositional score was above 3.968 (n=3), indicating that candidates achieved proficiency (minimum of 3.0) on the Dispositional Evaluation. 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 provided additional instruction focused on aligning assessment to content to better improve student mastery 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 have 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 allowed 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.

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 (minimum of 3.0) on the Dispositional Evaluation. 100% (n=3) of candidates achieved proficiency (minimum of 3.0) on the Dispositional Evaluation 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. Based on their latest performance, candidates scored lowest on *connecting theory with practice* and *ensuring and maintaining academic integrity*. Program faculty will implement activities/discussions that incorporate structured reflective teaching that directly link educational theory to real classroom experiences and help candidates ensure they apply the policies and principles of the university, department, program, and placement in their professional practice as residents.

These changes will improve candidates' ability to meet proficiency (minimum of 3.0) on the Dispositional Evaluation, thereby continuing to push the cycle of improvement forward.

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SLO 6: Candidates exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for 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.

Course Map: EDUC 4922: Residency II- Teaching in the K-12 Health and Physical Education Classrooms. SLO 6 is assessed through the standards and objective domain on the intern's (resident's) final evaluation.

Measure 6.1. (Direct—Knowledge and Skills)

The ***Assessment for Lesson Plan Implementation*** addresses the Louisiana State Standards and interns' (residents') 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 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. 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 = .952 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 = .89. ICC of .75-1.00 reflects "excellent" inter-rater agreement.

Finding. The target was 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 –

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2025. Faculty increased instruction in the areas of Performance-based Lesson Planning. Candidates/Interns (Residents) 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, in AC 2024 – 2025 the target was met.

100% (n=3) of candidates achieved proficiency (minimum of 3.0) on the standards and objectives component of the evaluation in AC 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. Based on their latest performance, candidates scored lowest on *Planning-Teacher Knowledge of Students and Contextual Factors and Student Learning Adaptations*. Program faculty will implement activities/discussions that teach candidates multiple strategies and processes for adapting instruction to diverse learners. Faculty will further engage candidates in understanding their learning community in a more effective effort to create appropriate instruction for those learners.

These changes will improve candidates' ability to meet proficiency (minimum of 3.0) on Implementation of the Lesson Plan, thereby continuing to push the cycle of improvement forward.

SLO 7: Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

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.

Course Map: EDUC 4922: Residency II- Teaching in the Health and Physical Education Classrooms (through the teaching portfolio which is assessed using the P12 Student Learning Impact Assessment during the last semester of the program.)

Measure 7.1. (Direct – Knowledge and Skills)

SLO 7 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 rubric.

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80% of all students will score 3 out of 4 on the benchmark performance.

Finding: Target was met.

Analysis.

In AC 2023 – 2024, the target was met. 100% (n=3) of candidates achieved proficiency (minimum of 3.0) on the student impact assessment, with a mean score of 3.778. 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. Opportunities to analyze formative data were provided in HED 4880 Methods and Materials of K-12 Health Education and HP 4960 Methods and Materials of K-12 Physical Education. Literacy Tasks required by LDOE provided analyzing data activities using data gathered in small group teaching of lessons. These changes had a direct impact on the 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 (minimum 3.0) on Student Learning Impact. 100% (n=3) of candidates achieved proficiency (minimum 3.0) on Student Learning Impact in 2024-2025.

Decision.

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 & analysis of formative data* and *student learning targets—intervention*. The Program faculty will implement activities/discussions that build candidates' knowledge and understanding of how to more effectively break down and analyze student data to develop appropriate instruction and interventions based on findings in order to improve student achievement.

These changes will improve candidates' ability to meet proficiency (minimum 3.0) on Student Learning Impact, 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:

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- **SLO 1:** Faculty improved course and curriculum alignment to current National Health and PETE Standards to drive the cycle of improvement. Course materials were further analyzed and tightened for alignment with Content Knowledge Exam content. One area of deficit in testing was preparation in health knowledge. Therefore, increased content knowledge in both health and physical education was implemented throughout the curriculum to enhance student knowledge and subsequent performance.
- **SLO 2:** Faculty implemented additional courses that the students could practice how to present health and physical education techniques through activity demonstrations with class participants. Also, the faculty collaborated with the NSU Lab School physical educators to create authentic teaching experiences for the students.
- **SLO 3:** Faculty aligned courses and content to the current National PETE Standards. These changes improved the student's ability to gain current knowledge in problem-solving and critical thinking relevant to physical literacy.
- **SLO 4:** A transitional period was put in place for candidates who were not yet in Residency in which they were placed in a classroom with a cooperating teacher at NPSB School during Methods courses for level 1,2, and 3 field experiences. This occurred over the span of two semesters. These field experiences allowed 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 were observed and evaluated by both the cooperating teacher and NSU methods instructors.
- **SLO 5:** Faculty provided additional instruction focused on aligning assessment to content to better improve student mastery 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 have determined to adopt the newly created Disposition instrument which has been developed by the Louisiana CAEP Consortium, pending current validity and reliability testing.
- **SLO 6:** Faculty increased instruction in the areas of Performance-based Lesson Planning. Candidates/Interns (Residents) were scored on lesson planning with the use of the performance evaluation rubric.
- **SLO 7:** Opportunities to analyze formative data were provided in HED 4880 Methods and Materials of K-12 Health Education and HP 4960 Methods and Materials of K-12 Physical Education. Literacy Tasks required by LDOE provided analyzing data activities using data gathered in small group teaching of lessons.

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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:** Program faculty will implement appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, student needs, safety concerns, facilities and equipment, and instructional models, as well as appropriate assessment techniques to assess and improve student understanding and performance, provide feedback, communicate student progress, guide students' personal goal setting, and guide curricular and instructional decisions.
- **SLO 2:** Faculty will provide updated course materials that encourage students to spend more hours practicing the activity. The curriculum will receive additional updates and activities within alternate courses will be used for analysis.
- **SLO 3:** Faculty will analyze current coursework for curriculum alignment to the current National Health and PETE Standards. Updated labs and equipment will enhance student experiences and outcomes.
- **SLO 4:** Program faculty will implement strategic processes and examples to ensure candidates provide oral and written feedback that is academically focused, frequent, and high quality, and that feedback from students is used to monitor and adjust instruction. Further, candidates will receive direct instruction on ensuring that student work is developed and aligned to the rigor and depth of the standards and curriculum content, and that assignments and activities require students to apply a higher level of blooms taxonomy.
- **SLO 5:** Program faculty will implement activities/discussions that incorporate structured reflective teaching that directly link educational theory to real classroom experiences and help candidates ensure they apply the policies and principles of the university, department, program, and placement in their professional practice as residents.
- **SLO 6:** Program faculty will implement activities/discussions that teach candidates multiple strategies and processes for adapting instruction to diverse learners. Faculty will further engage candidates in understanding their learning community in a more effective effort to create appropriate instruction for those learners.
- **SLO 7:** Program faculty will implement activities/discussions that build candidates' knowledge and understanding of how to more effectively break down and analyze student data to develop appropriate instruction and interventions based on findings to improve student achievement.