

AC 2024 – 2025 Assessment

Secondary Content in Education (320)

(Agriculture, Business, Biology, English, Mathematics, Social Studies)

Division: Gallaspy College of Education and Human Development

Department: School of Education

Prepared by: Dr. Kristen Walker Authement

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Approved by: Dr. Neeru Deep

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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 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

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and take on leadership roles within schools across Louisiana.

Methodology:

The assessment process for this program includes:

[Updated; Do not change]

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 5624)	Candidates will demonstrate content and pedagogical knowledge related to elementary education. <i>100% of candidates will meet proficiency (minimum score of 157) on Praxis PLT</i>
Demonstrate discipline-specific content knowledge. (Praxis Content: Agriculture (5701), Biology (5236), Business (5101), English (5039), Mathematics (5165), Social Studies (5086))	Candidates will demonstrate content and pedagogical knowledge related to elementary education. <i>100% of candidates will meet proficiency.</i>

Course Map: Portal II: Prior to Residency or Internship

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Measure 1.1. (Direct—Knowledge)

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

- 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, Min. Score: 159
- Social Studies: Content, Test #5086, Min. Score: 153

Finding. AC 2024 – 2025 the target was met.

Analysis.

In AC 2023 – 2024, the target was met. 100% (n=7) of candidates achieved a proficiency score of 157 or higher on Praxis PLT: Principles of Learning and Teaching (5624). They also achieved proficiency scores of at least 153 (Social Studies-5086), 168 (English-5039), 159 (Mathematics-5165), and 154 (Business-5101) on the Praxis CONTENT.

Based on the information gathered from an analysis of the AC 2023 – 2024 data, program faculty made the following changes for AC 2024-2025 to drive the cycle of continuous improvement. The faculty provided study guides, resources, and sample case studies to teacher candidates to prepare them for passing the Praxis exams. Faculty advised students to enroll in 240 Tutoring online programs for additional support in the Praxis Content exam. Students were 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. Praxis tutoring, mentoring, and options for small group study sessions were also offered. Additionally, opportunities to prepare for the Praxis PLT were 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 helped to improve candidates' ability to demonstrate content

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and pedagogical knowledge related to elementary 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 a proficiency score of 157 or higher on Praxis PLT: Principles of Learning and Teaching (5624). They also achieved proficiency scores of at least 153 (Social Studies-5086), 168 (English-5039), and 159 (Mathematics-5165) on the Praxis CONTENT.

100% (n=7) of candidates achieved a proficiency score of 157 or higher on Praxis PLT: Principles of Learning and Teaching (5624). They also achieved proficiency scores of at least 153 (Social Studies-5086), 168 (English-5039), and 159 (Mathematics-5165) on the Praxis CONTENT in 2024-2025 (this year).

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. The program faculty will implement review activities in the EDUC 4010 course and encourage students to utilize The Center for Excellence in Teaching (CET). The CET is a resource for NSU's education majors. It will provide Praxis tutoring, mentoring, and options for small group study sessions.

These changes will improve candidates' ability to demonstrate discipline-specific content knowledge thereby continuing to push the cycle of improvement forward.

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 content and pedagogical knowledge related to elementary education. <i>85% of candidates will meet proficiency (minimum of 3.0)</i>

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).

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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.

Finding. AC 2024 – 2025 the target was met.

Analysis.

In AC 2023 – 2024, the target was met. 100% (n=7) of candidates achieved proficiency (mean score of 3.0) on 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. Teacher candidate highest scores exhibited strengths in: Instructional Plans (mean score 3.72), Activities and Materials (mean score 3.58), and Teacher Content Knowledge (mean score 3.55). The lowest scores are in the areas of: Lesson Structure and Pacing (mean score 3.13), Problem Solving (mean score 3.18), and Academic Feedback (mean score 3.19). Based on these results the faculty continued to meet as a group to discuss lesson planning and candidate effectiveness, and they implemented strategies across the curriculum to assist students in strengthening their lessons and implementation. These changes helped to improve candidates’ ability to structure and pace their lessons, solve problems and provide academic feedback; 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 (mean score of 3.0) on Teacher Candidate Observation Form (LAER). 100% (n=7) of candidates achieved proficiency (mean score of 3.0) on Teacher Candidate Observation Form (LAER).

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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 Questioning (2.91), Motivating Students (3.31), Presenting Instructional Content (3.31), Activities and Materials (3.31), Teacher Knowledge of Students (3.31), Engaging Students and Managing Behavior (3.31). Program faculty will implement modeling effective questioning, real-world connections, exemplary analysis of presenting instructional content, activity vetting protocols, field experience reflection, and classroom management frameworks. Program faculty will enhance instruction by modeling effective questioning techniques, emphasizing higher-order thinking and thoughtful wait time. They will incorporate real-world connections into coursework to help teacher candidates design lessons that are relevant and meaningful to students' lives. Through exemplary analysis, faculty will guide candidates in evaluating strong instructional content delivery by dissecting model lessons and teaching videos. Activity vetting protocols will be introduced to ensure that candidates develop engaging, standard-aligned, and developmentally appropriate learning tasks. Field experience reflections will be used to deepen candidates' understanding of student needs, encouraging critical thinking about classroom dynamics. Finally, classroom management frameworks will be integrated into the program to equip candidates with proactive, research-based strategies for fostering positive learning environments.

These changes will improve candidates' ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

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>85% of candidates will meet proficiency (minimum of 3.0)</i>

Course Map: Portal III: Residency I or Internship I

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

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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=7) of candidates achieved proficiency (a minimum score of a 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 in AC 2024-2025 to drive the cycle of continuous improvement. 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 scores on both indicators were 3.79 and 3.8 out of 4.0. The faculty provided additional instruction focused on aligning assessment to content to better improve student mastery outcomes. However, based on feedback from mentor teachers and school administrators, the instrument that was used in 2023-2024 was not relevant to attributes that were observable in the field. Therefore, faculty determined to adopt the newly created Disposition instrument which was developed by the Louisiana CAEP Consortium, pending validity and reliability testing. These changes helped to improve candidates' ability to allow for critical dispositions to be accurately measured and improved the candidates' ability to model behaviors and characteristics that are professional and ethical, thereby enabling them to communicate effectively with all stakeholders; 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 (a minimum score of a 3.0) on the Dispositional Evaluation. 100% (n=7) of candidates achieved proficiency (a minimum score of a 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,

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candidates scored lowest on *the student uses correct spelling, grammar, and punctuation* (3.83 out of 4) and *the student completes assignments and other course responsibilities* (3.75 out of 4). Program faculty will implement the encouragement of use of writing tools and provide clear communication and calendars. Program faculty will actively encourage candidates to utilize writing support tools such as Grammarly, Hemingway App, and built-in grammar checkers to enhance their spelling, grammar, and punctuation in all written assignments. Additionally, faculty will provide clear, consistent communication and detailed course calendars, including assignment deadlines, milestone reminders, and expectations, to help candidates manage their responsibilities and stay on track throughout the semester.

These changes will improve candidates' ability to model professional behaviors and characteristics, 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 Implementation)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Secondary Education. <i>85% of candidates will meet proficiency (minimum of 3.0).</i>

Course Map: Portal IV: Residency II: EDUC 4982:

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 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.

Analysis: In AC 2023-2024 the target was met. 100% of candidates met the target with an average of 3.33 out of 4.0. Based on the information gathered from an analysis of the AC 2023 – 2024

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data, program faculty made the following changes to drive the cycle of continuous improvement. Faculty increased instruction in the areas of Performance-based Lesson Planning. Candidates/Interns will be scored on lesson planning with the use of the performance evaluation rubric. These changes helped to improve 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. These changes had a direct impact on the student's ability to achieve proficiency (minimum score of 3.0) on the Lesson Plan. 100% (n=7) of candidates achieved proficiency (minimum score of 3.0) on the Lesson Plan 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. 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 standards and objectives. These changes will improve candidates' ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

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

Course Map: Portal IV: Residency II: EDUC4982

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions. (Student Learning Impact)	Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment. <i>85% of candidates will meet proficiency (minimum 3.0).</i>

Measure 5.1. (Direct—Knowledge and Skills)

SLO 5 is assessed through a student impact assessment (reflection) in Residency II or Internship 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.

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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. 100% (n=7) of candidates achieved proficiency (minimum of 3.0) on Student Learning Impact.

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. The criteria that candidates scored the highest 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 were *Analysis of Formative Data* with a mean score of 3.167. Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes in AC 2024-2025 to drive the cycle of improvement. Opportunities to analyze formative data were provided, Assessment and Data Analysis and Instructional Methods in EDUC 4010. 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 (minimum of 3.0) on Student Learning Impact. 100% (n=7) of candidates achieved proficiency (minimum of 3.0) on Student Learning Impact 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

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changes in AC 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored lowest on *Setting Assessment Criteria-Format, Analysis of Formative Data-Learning Gaps, and Student Learning Targets-Intervention (3.857)*. Program faculty will implement strengthening candidates' ability to set clear assessment criteria by modeling and teaching alignment between learning objectives and appropriate assessment formats, including the use of rubrics and checklists. To improve analysis of formative data, faculty will implement data analysis activities using student work samples to help candidates identify learning gaps and plan instruction accordingly. Additionally, faculty will guide candidates in designing targeted interventions by teaching response-to-intervention strategies and providing structured templates for creating tiered instructional plans based on student performance data. These changes will improve candidates' ability to make responsible decisions and problem-solve, using 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 2023-2024 data analysis which resulted in improved learning and program improvement for AC 2024- 2025.

SLO 1 –To support teacher candidates in passing the Praxis exams, faculty provided study guides, sample case studies, and recommended enrollment in 240 Tutoring for additional content support. Students also had access to face-to-face tutoring through NSU's Academic Success Center and new resources through the Center for Excellence in Teaching (CET), which offers mentoring, small group study sessions, and Praxis tutoring. Preparation for the Praxis PLT is integrated into EDUC 3140 through portfolio development, lesson planning, presentations, and targeted assignments.

SLO 2 –Teacher candidates demonstrated strengths in Instructional Plans, Activities and Materials, and Content Knowledge, with the highest mean scores in those areas. Lower scores in Lesson Structure and Pacing, Problem Solving, and Academic Feedback prompted the faculty to meet regularly to review candidate performance and refine curriculum strategies. These collaborative efforts led to targeted improvements in lesson planning and implementation, supporting ongoing growth in candidates' instructional effectiveness and continuing the cycle of improvement.

SLO 3 –The lowest scoring indicators for residents were proper use of APA citations and completion of course responsibilities, with mean scores of 3.79 and 3.8 out of 4.0. In response, faculty provided additional instruction on aligning assessments to content to support student mastery. Feedback from mentor teachers and administrators revealed that the previous disposition instrument was not field-relevant, leading to the adoption of a new tool developed by the Louisiana CAEP Consortium, pending validation.

SLO 4 –Faculty enhanced instruction in performance-based lesson planning and began using a performance evaluation rubric to assess candidates' lesson plans. These efforts improved candidates' ability to effectively plan and deliver instruction aligned to standards and objectives, supporting ongoing program improvement.

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SLO 5 –Faculty enhanced EDUC 4010 by incorporating Assessment and Data Analysis and Instructional Methods to provide candidates with opportunities to analyze formative data. These changes improved candidates' ability to use data to inform instruction, supporting ongoing program improvement.

Plan of Action for Moving Forward:

The 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: 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 review activities into EDUC 4010 and encourage students to use the Center for Excellence in Teaching (CET), which offers Praxis tutoring, mentoring, and small group study sessions. These efforts aim to strengthen candidates' discipline-specific content knowledge, supporting continued program improvement.

SLO 2: 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 modeling effective questioning techniques, integrating real-world connections, and guiding candidates through the analysis of exemplary instructional content. They will implement activity vetting protocols to support the creation of engaging, standard-aligned tasks and use field experience reflections to promote deeper understanding of student needs. Additionally, classroom management frameworks will be introduced to equip candidates with proactive, research-based strategies. These changes aim to strengthen candidates' ability to apply discipline-specific content knowledge in professional practice, supporting ongoing program improvement.

SLO 3: 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 encourage candidates to use writing support tools like Grammarly and Hemingway App to improve grammar, spelling, and punctuation. They will also provide clear communication and detailed course calendars to support time management and responsibility. These efforts will strengthen candidates' ability to model professional behaviors, contributing to ongoing program improvement.

SLO 4: 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 explanation of the lesson planning rubric and ensuring students use it when developing their lessons. They will also guide students in reflecting on equity and access. These changes aim to enhance candidates' creative thinking and ability to design engaging, discipline-appropriate learning experiences, supporting ongoing program improvement.

SLO 5: 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 enhancing candidates' skills in setting clear assessment criteria by modeling alignment

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between objectives and assessment formats like rubrics. They will also provide data analysis activities using student work to help identify learning gaps and guide instructions. Additionally, the faculty will teach response-to-intervention strategies and offer templates for designing targeted, tiered interventions. These efforts will improve candidates' decision-making and problem-solving using data, supporting continuous program improvement.