Program: M.A.T. Elementary Education (506 MAT)

College: Gallaspy College of Education and Human Development

Prepared by: Terrie Poehl and Keicia Hawkins **Date: 6-12-18**

Approved by: Kim McAlister **Date: 6/29/18**

Northwestern Mission: Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Teaching, Leadership, and Counseling Mission. The Department of Teaching, Leadership, and Counseling offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

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

Methodology: The assessment process for the M.A.T. in Elementary Education is as follows:

1. Data from assessments tools are collected and returned to the department chair and program coordinator.

2. The program coordinator will analyze data to determine student learning and whether students have met the measurable outcomes.

3. Results from the assessment will be shared and discussed with program faculty.

4. The program coordinator, in consultation with program faculty, will review data and based on the analysis, faculty collaborate to make any necessary changes to course instruction and/or assessments for program improvement purposes.

Student Learning Outcomes.

SLO 1:

Course Map: Candidates take the PRAXIS PLT in their second year of coursework, prior to their residency (EDUC 5410 Elementary *Internship in Teaching).*

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1, Praxis II)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to elementary education.

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed with the PRAXIS Principles of Learning and Teaching (PLT): Grades K-6 (#5622) exam, which is nationally normed. The assessment is a computer-based standardized test, and the benchmark performance is a minimum qualifying score of 160 as required by the State of Louisiana for certification as an elementary teacher.

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

For candidates to be successful, they must achieve a qualifying score that is at least as high as the State minimum requirement of 160.

Findings: 100% of candidates met target.

- **AY 2016-2017:** 100% of candidates met target
- **AY 2017-2018:** 100% of candidates met target

Analysis:

In AY 2016-2017, 100% of candidates met target, as candidates must pass PRAXIS content exams to be admitted to the program and to be admitted into the year-long residency. Candidates' scores ranged from 160 to 188, with a mean score of 174.50 (n=9). Candidate mean scores exceed the national median score of 169.

In AY 2017-2018, 100% of candidates met the target. The qualifying score for the PLT Grades K-6 is 160. Candidates' scores ranged from 165 to 188, with a mean score of 177 (n = 8). Again, candidate mean scores exceed the national median score of 169.

After examining the evidence from last year, faculty proposed offering more workshops for candidates, addressing all content areas. To enhance program improvement, multiple PRAXIS workshops were offered to candidates, addressing all content areas. Also, the university partnered with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation.

Action - Decision or Recommendation:
Evidence shows 100% of candidates met the target for PRAXIS in AY 2016-2017 and AY 2017-2018. However, faculty increased the number of PRAXIS workshops offered and was able to provide candidates access to PRAXIS preparation resources in collaboration with the local library. To maximize student learning and to continue to improve the program, faculty will offer PRAXIS workshops in all content areas, partner with the library to offer access to Learning Express and find other ways to support candidates in their course to help them be successful on the licensure tests.

SLO 2
Course Map: *EDUC 5480, Research Based Decision Making in Education and EDUC 5410 or EDUC 5411 Elementary Internship in Teaching*

Candidates complete a portfolio defense in their last year of coursework while enrolled in *EDUC 5480, Research Based Decision Making in Education and EDUC 5410 or EDUC 5411 Elementary Internship in Teaching*. They must successfully defend in order to graduate.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4, Teacher Candidate Observation Form)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to Elementary curriculum, instruction and assessment.

Measure 2.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 2 is assessed through a portfolio defense. Candidates complete this defense in their last year of coursework while enrolled in EDUC 5850 *Research Problems* and *EDUC 5410 or EDUC 5411 Elementary Internship in Teaching.* Program faculty collaborated to design the assessment along with a rubric to evaluate candidates' work. Candidates' knowledge and skills in relation to state standards and SPA standards are made visible through the compilation of course artifacts they create along with written

and oral reflections. Through multiple iterations of the assessment and evaluation process, program faculty have collaborated to edit and refine the assessment and rubric to ensure that the portfolio defense assesses what we intend for it to assess and that the rubric continues to be a valid, reliable instrument. The target goal for this assessment is for at least 80% of candidates to score "Meets Expectations" on the rubric.

Findings:

- **AY 2016-2017:** 100% of candidates met target
- **AY 2017-2018:** 100% of candidates met target

Analysis:

In AY 2016-2017, 100% of candidates met target and scored "Target" on the rubric (n = 8), as faculty do not let candidates schedule portfolio defenses until candidates demonstrate readiness. In AY 2017-2018, 100% of candidates met the target and scored "Target" (n = 6). Candidates' artifacts, written reflections, and oral reflections demonstrated student learning via mastery of InTASC and content standards. After examining the evidence from last year and based on the analysis of results, faculty revised the explanation handout candidates were given to prepare for the portfolio defense, and this seemed to clarify the process for candidates, resulting in program improvement.

Action - Decision or Recommendation:

As previously stated, 100% of candidates met the target for the portfolio defense in AY 2016-2017 and AY 2017-2018. However, faculty revised the portfolio defense explanation handout to clarify the process. Based on analysis of the results, faculty have decided to have candidates submit written reflections in each course, tying their artifacts to InTASC and content standards. To maximize student learning and to continue to improve the program, faculty will examine data gleaned from candidates' course artifacts, written reflections, and oral reflections to determine necessary changes for portfolio defense instruction and find more ways to support candidates in their courses to help them be successful on their defense.

Moving forward, SLO 2 will be assessed via a Teacher Candidate Observation Form in EDUC 5410 and EDUC 5411 Elementary *Internship in Teaching*, which candidates take in their last two semesters of the program. This change was made in order to meet CAEP demands and to align with departmental goals.

The Teacher Candidate Observation Form is comprised of items extracted from the Danielson Framework for Teaching instrument. The rating scale was adjusted to reflect course grading requirements, but the criteria and indicators were not adjusted from the Framework. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 11 P-12 clinicians viewed two 20-minute teaching vignettes and conducted independent evaluations of the teaching performance using

this tool. Analyses were conducted using the Lawshe Content Validity Ration (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. The goal is for at least 80% of candidates to score a “2” on the rubric. To determine criteria for success,

- CVR mean = -.03 with CVR (Critical, 11) = .59 and no single item meeting critical value of .59.

- ICC = .59. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered “good.”

In AY 2016-2017, 100% of candidates met target and scored at least a “2” on each area of the rubric. Candidates’ mean score was 2.60, with n =8.

In AY 2017-2018, 100% of candidates met target and scored at least a “2” on each area of the rubric. The mean score was 2.61, with n = 6.

Although 100% of candidates met target in AY 2016-2017, program faculty examined the evidence to determine student learning in each area, and resources related to Differentiation were added in Education courses to provide learner support and prepare candidates for Internship. This proved to be effective, as 100% of candidates met target in AY 2017-2018.

In AY 2017-2018, areas where candidates missed points fell into these categories: demonstrating knowledge of students, managing classroom procedures, managing student behavior, organizing physical space, engaging students in learning, using questioning and discussion techniques and using assessment in instruction.

Because the assessment is tied to national standards, candidates’ artifacts demonstrated student learning via mastery of those standards.

Based on changes made from analyzing the results of the previous year, scores improved in AY 2017-2018. Although all candidates met target in 2017-2018, program faculty examined the evidence to determine student learning in each area, and additional resources will be added to provide learner support in addressing demonstrating knowledge of students, managing classroom procedures, managing student behavior, organizing physical space, engaging students in learning, using questioning and discussion techniques and using assessment in instruction. Such ongoing program improvement will enhance candidates’ knowledge and skills relating to elementary learning environments, curriculum, instruction and assessment.

SLO 3
Course Map: *EDUC 5410* Elementary *Internship in Teaching*

- SLO 3 is assessed through a dispositions form in *EDUC 5410* Elementary *Internship in Teaching*, which is the candidates first semester of the last year.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and Characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical.

Measure 3.1. (Direct – Dispositions)

SLO 3 is assessed through a dispositions form in *EDUC 5410* Elementary *Internship in Teaching,* which is the candidates' first semester of the last year. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least "Sufficient." Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and face validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. Face validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. Analysis was conducted using the CAEP Evaluation Framework for EPP-Created Assessments, resulting in "below sufficient," "sufficient," or "above sufficient" ratings. The goal is for at least 80% of candidates to score "Sufficient".

Findings:

- **AY 2016-2017:** 100% of candidates met target
- **AY 2017-2018:** 100% of candidates met target

Analysis:

In AY 2016-2017, 100% of candidates met target and scored "Above Sufficient" on the rubric. Candidates' mean score was "4" (n = 8). Although 100% of candidates met target, program faculty examined the evidence to determine student learning in each area, and emphasis on Professionalism and demonstrating a passion and enthusiasm for teaching was strengthened in coursework to provide learner support. This proved to be effective, as 100% of candidates met target in AY 2017-2018. In AY 2017-2018, 100% of candidates met target and scored "Above Sufficient" on the rubric. Candidates' mean score was 4.37 (n = 6).

As this assessment is used in the Internship Course, which is one of the last courses candidates take before graduating, faculty expect scores to be strong. Because the assessment and rubric are tied to InTASC standards and state standards, candidates' artifacts demonstrated student learning via mastery of InTASC and content standards.

Action - Decision or Recommendation:

Although 100% of candidates met target in AY 2016-2017 and AY 2017-2018, program faculty have reviewed the evidence to review student learning, and based on the analysis of the results, faculty will continue to add resources relating to professionalism and motivation for teaching to support student learning, as this is a growing concern in

the field of elementary education. This effort to engage in program improvement will strengthen candidates' knowledge, skills, and dispositions relating to growing as professionals who teach children in the elementary grades.

SLO 4
Course Map: EDUC 5411 Elementary *Internship in Teaching*

- SLO 4 is assessed through a lesson plan assignment in EDUC 5411 Elementary *Internship in Teaching*, which is candidates' last course.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3, Lesson Plan)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary Education.

Measure 4.1. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan assignment in EDUC 5411 Elementary *Internship in Teaching*, which is the candidates' last course. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least a "3" on the rubric, which is aligned with the state teacher assessment. A group of faculty and cooperating teachers collaborated to create the lesson planning template to align with (at the time) new Louisiana Compass and Common Core State Standards' expectations. The template requires candidates to plan for and explain elements of lessons on which in-service teacher evaluations were based. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous lesson plan work samples submitted by candidates in four different initial teacher preparation programs. Analyses were conducted using the Lawshe Content Validity Ration (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. To determine criteria for success,

- CVR mean = -.58 with CVR (Critical, 8) = .75 and 13 items (62%) meeting critical value of .75

- ICC = .573. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered "good."

Findings:

- **AY 2016-2017:** 100% of candidates met target
- **AY 2017-2018:** 100% of candidates met target

Analysis:

In AY 2016-2017, 100% of candidates met target and scored at least a "3" on each area of the rubric. At the end of the course, program faculty examined the evidence to determine student learning in each area and determined that more emphasis was needed on Differentiation. Action was taken by increasing course content on Differentiation and adding two professional development sessions provided by outsider presenters to provide learner support. As a result, scores increased in this area, and 100% of candidates met target in AY 2017-2018.

In AY 2017-2018, candidates' mean score was 3.29 (n = 19). Candidates' lowest scores fell into three categories, Higher Order Thinking, Planning for Instruction, and Reflecting on Instruction.

Because the assessment and rubric are tied to InTASC standards and state standards, candidates' artifacts demonstrated student learning via mastery of InTASC and content standards.

Action - Decision or Recommendation:

Although 100% of candidates met target in AY 2016-2017 and AY 2017-2018, program faculty have reviewed the evidence to review student learning, and based on the analysis of the results, faculty will continue to add resources relating to higher order thinking, planning for instruction and reflecting on instruction to support student learning. This effort to engage in program improvement will strengthen candidates' knowledge, skills, and dispositions relating to meeting individual students' varying needs in the classroom.

SLO 5
Course Map: *EDUC 5480, Research Based Decision Making in Education*

SLO 5 is assessed through a paper in *EDUC 5480, Research Based Decision Making in Education,* which is one of the candidates' last courses.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5, Student Learning Impact)	Candidates will conduct investigations relevant to the field of Elementary Education and discuss implications for further research.

Measure 5.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 5 is assessed through a paper in *EDUC 5480, Research Based Decision Making in Education,* which is the candidates' last course. The assessment is evaluated using a rubric, and the target performance is that at least 80% will score minimally "Meets Expectations". To complete this assessment, candidates implement an action research project in their own classrooms to improve student outcomes. The rubric was developed in a collaborative fashion by program faculty, and it provides evidence of student learning and mastery of state and national standards because the assessment was

specifically designed to align with InTASC and state expectations. Program faculty have also reviewed the rubric for validity and reliability, ensuring that the assessment measures what it is intended to measure and that it is reliable over time.

Findings:

- **AY 2016-2017:** 100% of candidates met target
- **AY 2017-2018:** 100% of candidates met target

Analysis:

In AY 2016-2017, 100% of candidates met target and scored "Target" on the rubric. Candidates' mean score was a "3" (n = 8). At the end of the course, program faculty examined the evidence to determine student learning in each area and determined that a review of research writing skills and APA format would benefit candidates. Action was taken by increasing focus on research writing and on APA format in courses taken prior to this course. Candidates did seem to benefit from this, and 100% of candidates met target in AY 2017-2018 by scoring "Target".

In AY 2017-2018, candidates' mean score was a "3" (n = 9).

Sharing sample papers and additional online resources with candidates has also expedited the revising and editing process. Faculty expect all candidates to score at least "Meets Expectations" simply because candidates must continue revising drafts until they are error-free. Papers are not submitted to the Graduate School until they are free of errors. Thus, candidates may not exit this course until their papers are polished. Because the assessment and rubric are tied to state standards, candidates' artifacts demonstrated student learning via mastery of content standards.

Action - Decision or Recommendation:
Although 100% of candidates met target in AY 2016-2017 and AY 2017-2018, program faculty have reviewed the evidence to review student learning, and based on the analysis of the results, faculty will continue to provide support relating to the research writing process and APA format. Further, we will continue to share sample papers and online resources to support student learning. This effort to engage in program improvement will strengthen candidates' ability to complete their action research papers in a timely fashion.

Moving forward, SLO 5 will be assessed via a P12 Student Learning Impact assessment. This decision was made in order to meet CAEP demands and to align with departmental goals.

AY 2017-2018 data on this assessment show that 100% of candidates (n = 9) met target by scoring at least "3" on the rubric. The mean score was 3.19.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of data analysis which resulted in improved student learning and program improvement.

- Multiple PRAXIS workshops were offered to candidates, addressing all content areas. Also, the university partnered with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.

- Faculty added resources related to addressing demonstrating knowledge of students, managing classroom procedures, managing student behavior, organizing physical space, engaging students in learning, using questioning and discussion techniques and using assessment in instruction to coursework, helping them achieve SLO 2.

- Content addressing Professionalism, motivation and passion for teaching was added to Education courses to facilitate candidates' professional dispositions and enhance their ability to meet SLO 3.

- Faculty increased course content on Differentiation, Higher Order Thinking, and Instructional Planning and increased opportunities for student to practice Reflecting on Instruction to provide learner support and help them meet SLO 4.

- Faculty increased focus on research writing and on APA format in courses taken prior to *EDUC 5480, Research Based Decision Making in Education,* and sample papers and additional online resources were shared with candidates to support student learning and to help them achieve SLO 5.

- Service learning components were added to select courses in the Elementary Education program.

Plan of Action Moving Forward:

Program faculty have examined the evidence and results of data analysis from AY 2017-2018 and will take steps to continue to improve student learning:

- We will offer PRAXIS workshops and partner with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.

- More videos and other resources will be added to Elementary coursework to provide learner support in addressing demonstrating knowledge of students, managing classroom procedures, managing student behavior, organizing physical space, engaging students in learning, using questioning and discussion techniques and using assessment in instruction to help them meet SLO 2.

- Moving forward, SLO 2 will be assessed via a Teacher Candidate Observation Form in EDUC 5410 and EDUC 5411 Elementary *Internship in Teaching*, which candidates take in their last year of the program. This change was made to meet CAEP demands and to align with departmental goals.

- Videos and resources relating to Professionalism and motivation will be added to Education courses to facilitate candidates' professional dispositions and enhance their ability to meet SLO 3.

- Faculty will add resources relating to Higher Order Thinking, Instructional Planning and Reflecting on Instruction in Education courses to provide learner support and help them meet SLO 4.

- Faculty will continue to increase focus on research writing and on APA format in courses taken prior to *EDUC 5480, Research Based Decision Making in Education,* and sample papers and additional online resources will be shared with candidates to support student learning and to help them achieve SLO 5.

- Moving forward, SLO 5 will be assessed with a P12 Student Learning Impact assessment in order to meet CAEP requirements and to align with departmental goals.

- Service learning will continue to be a stronger focus in selected Elementary education courses to align with QEP goals.