

## Assessment Cycle 2018-2019

### Secondary Content in Education

(320: Biology, English, Mathematics, Social Studies)

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

**Prepared by: Terrie Poehl**

**Date: 6/13/19**

**Approved by: Katrina Jordan**

**Date: 6/21/19**

**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 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

## Assessment Cycle 2018-2019

technologies that enrich learning and professional endeavors. Our goal for all is that they will become exceptional classroom teachers and take on leadership roles within school across Louisiana.

### Methodology:

The assessment process for this program is as follows:

- 1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
- 2) Course instructors share data with faculty and department chair.
- 3) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

### Student Learning Objectives

#### SLO 1

Candidates must take and pass the Praxis Subject Assessments, Principles of Learning and Teaching (PLT) and Secondary Content Knowledge for their content concentration of Biology, English Language, Mathematics, or Social Studies. The courses necessary will vary for the content area and candidate. Candidates should plan to take this test after taking the following courses:

EDUC 2020: Foundations of Multicultural Education

EPSY 2020: Introduction to Child and Adolescent Psychology

EDUC 3140: Planning and Assessment

EPSY 3000: Educational Psychology and Assessment

EDUC 4010: Secondary School Teaching Methods

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1, Praxis Subject Assessments: Content and Principles of Learning and Teaching.)	Candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach along with content pedagogical skills.

#### Measure 1.1. (Direct - Measures knowledge and skills)

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

All secondary education, grades 6-12, candidates complete the same Principles of Learning and Teaching test (PLT, Test #5624). However, they complete the appropriate content test for their area of concentration:

Biology: Content Knowledge, Test #5235

English: English Language Arts: Content and Analysis, Test #5039

Mathematics: Mathematics Content Knowledge, Test #5161

Social Studies: Social Studies Content Knowledge, Test #5086

## Assessment Cycle 2018-2019

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

### Findings:

**AY 2017-2018:** Target Met. 100% of candidates met target

**AY 2018-2019:** Target Met. 100% of candidates met target.

### AY2017-2018

#### Praxis Subject Assessments:

Content	Number of Candidates	Passing Score	Range	Median	Mean
Biology	2	150	172-163	162.5	162.5
English	4	168	181-172	177.5	177.0
Mathematics	1	160	165	165	165.0
Social Studies	2	160	167-161	164	164.0
PLT	9	157	185-157	175	172.0

### AY2018-2019

Content	Number of Candidates	Passing Score	Range	Median	Mean
Biology	1	150	150-150	150	150.0
English	5	168	181-154	172	171.2
Mathematics	0	160			
Social Studies	4	160	168-160	163.6	163.8
PLT	10	157	191-164	176	174.7

NOTE: The PLT data are not disaggregated by content concentration.

**Analysis:** Based on the analysis of the results in AY 2016-2017 it became apparent candidates needed additional instruction in math and social studies. Because of this additional instruction in AY 2017-2018 Praxis scores were higher than AY2016-2017. The additional instruction made a difference. However, it was not enough as candidates continue to struggle in 2018-19 in mathematics and social studies with the mean and median scores in these areas not much higher than the required passing score.

**Action – Decision:** Based on the analysis of the data from 2018-19, faculty in the College of Education and the College of Arts and Sciences have determined a remediation plan for 2019-2020 to help students become better-prepared for the Praxis Content Assessments, even as their course grades are above the required grade of C. Last year (2018-19), course instructors from the School of Education and Mathematics department took the Praxis Mathematics Content Knowledge test. A course instructor from the School of Education also attended a professional development session given by Praxis personnel regarding the Social Studies content Test and will include information in course instruction. In 2019-20, course instructors from the School of Education and Arts and Science departments will also develop and view the scope and sequence of documents and

## Assessment Cycle 2018-2019

determine if overlap or missing topics exist in required courses. Lastly, they will include time in classes to strengthen candidate content knowledge and familiarity with the test administration.

### **SLO 2**

EDUC 3140: Planning and Assessment

EDUC 4010: Secondary School Teaching Methods

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
Apply discipline-specific content knowledge in professional practice (SPA #4, Teacher Candidate Observation Form)	Candidates will demonstrate knowledge of Appropriate Practices relating to secondary education in their content areas concentration (Biology, English Language Arts, Mathematics, or Social Studies), curriculum, instruction, assessment, and managing classroom procedures.

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

The assessment instrument is used with formal observations completed by the supervising/mentor teacher and university supervisor during Residency I and by the supervising/mentor teacher, university supervisor, and principal during Residency II. The assessment was modeled after the Charlotte Danielson Teaching Rubric used by the Louisiana Department of Education for teacher evaluation. The model includes use of actual portions of the teacher evaluation assessment. With the use of this assessment the candidates can demonstrate the necessary components of effective teaching when observed. The four levels resulting from each score are 1-Ineffective, 2-Effective: Emerging, 3-Effective: Proficient, and 4-Highly Effective. The benchmark score is 2-Effective: Emerging.

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 has alignment to InTASC standards and content validity.

## Assessment Cycle 2018-2019

### AY 2017-2018 findings:

N=8 candidates over the two-semester period. The data are not disaggregated by content (Biology, English Language Arts, Mathematics, Social Studies) concentration.	1	2	3	4	5	6	7	8
	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Spring 2018	Spring 2018	Spring 2018
Demonstrating knowledge of content and pedagogy	3	3	3	3	3	3	3	3
Demonstrating knowledge of students	3	3	3	3	2	3	3	2
Setting instructional outcomes	3	3	3	3	3	3	3	3
Demonstrating knowledge of resources	3	2	3	3	2	3	3	3
Designing coherent instruction	3	3	3	3	3	3	3	3
Designing student assessment	3	3	3	3	2	3	2	2
Creating an environment of respect & rapport	3	3	3	3	3	3	3	3
Establishing a culture for learning	3	3	3	3	3	3	2	3
Managing classroom procedure	3	2	3	3	3	3	2	2
Managing student behavior	3	2	3	3	3	2	2	3
Organizing physical space	3	3	3	3	3	3	3	3
Communicating with students	3	3	3	3	1	3	3	3
Using questioning & discussion techniques	3	3	3	2	3	3	3	2
Engaging students in learning	3	3	3	2	3	3	2	3
Using assessment in instruction	3	2	3	3	2	3	2	2
Demonstrating flexibility & responsiveness	3	3	3	3	2	3	3	2
Mean	3.00	2.93	3.00	2.88	2.56	2.94	2.69	2.63

**AY 2018-2019 findings:** This assessment was not used during the 2018-2019 academic year. The School of Education is in the process of crating a new assessment to be implemented during the AY 2019-2020.

### Findings:

**AY 2017-2018:** 87.5% Met Target.

### Analysis:

After 2017-2018 data were analyzed, videos and resources addressing using questioning techniques, designing student assessments and managing classroom procedures were added to courses to support candidate learning and their ability to meet SLO 2.

The School of Education will not be able to compare growth until AY 2020-2021 with the implementation of the new assessment.

## Assessment Cycle 2018-2019

### Action - Decision:

Based on the analysis of the results from 2017-2018, the current action recommended is to gather evidence in methods courses and Residency I. This will allow for implementation of a remediation program before the candidate enrolls in Residency II.

Future Action: in 2019-20, SLO 2 will be assessed via a Teacher Candidate Observation Form in *Residency I and Residency II – Teaching in the Second School*, which candidates take in their last two semesters of coursework prior to graduation. This change was made to meet CAEP accreditation demands and 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.

### SLO 3

#### Course Map:

EDUC 2020: Foundations of Multicultural Education

EDUC 4010: Secondary School Teaching Methods

Residency I

Residency II

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional, ethical, and provide support to teachers and other school personnel.

### Measure 3.1. (Direct-Measures dispositions)

The artifact is a college-developed dispositions form that EDUC 2020 course instructors complete for each candidate that completes the course. A department-developed inventory is used for collecting data. It is a 5-item Likert Scale inventory. Course instructors complete the inventory for each candidate that finished the class. The inventory uses items that describe dispositions and characteristics of effective and dedicated teachers. Instructors have used this inventory for seven years. Therefore, validity and reliability are assured. A benchmark of 4 must be met. COEHD faculty complete the initial dispositions form when candidates complete EDUC 2020 (Data reported), Residency I, and Residency II. Data collected beyond EDUC 2020 is for remediation plans that are necessary for candidates. COEHD Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment has Alignment to InTASC standards and content validity. Face validity 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. A rating = “Sufficient” for each indicator is benchmark.

## Assessment Cycle 2018-2019

### AY 2017-2018

	Domain	Characteristic	Mean Score (n=8 candidates)
1.	Attendance/Punctuality	a. exemplary attendance	5.00
		b. always on time	4.88
2	Professional Appearance / Demeanor	dress/demeanor always appropriate for required professional activities and field experiences.	4.88
3	Positive Attitude	demonstrates a positive attitude about working with diverse people, peers, professionals, and in diverse environments. (4, 5, 6) **	4.63
4	Self-Confidence	is realistically self-assured, and competently handles demands of coursework and/or field experiences.	4.75
5	Collegiality	willingly shares ideas, information and materials when working with others.	4.75
	Domain	Characteristic	Mean Score (n=8 candidates)
6	Collaboration	works effectively with professional colleagues, parents, and other adults. (4, 5, 6) **	4.50
7	Professional Ethics	d. makes decisions and acts with honesty and integrity.	5.00
		e. demonstrates truthfulness to himself/herself and to others.	5.00
		f. demonstrates professional behavior and trustworthiness.	5.00
8	Respect	d. demonstrates self-respect and respect for others. (4, 5, 6) **	5.00
		e. interacts with other colleagues, administrators, parents, and other community members with courtesy and civility. (4, 5, 6) **	4.75
		f. acknowledges perspectives of individuals from diverse cultural and experiential backgrounds. (4, 5, 6) **	4.75
9	Responsibility	h. accepts consequences for personal actions or decisions	5.00
		i. meets all task/assignments in a timely fashion	4.88
		j. prepares well for activities, meetings, and group work	4.88
		k. manages time effectively	4.75
		l. seeks clarification and/or assistance as needed	5.00
		m. ensures accuracy of information for which he/she is responsible	4.88
		n. uses sound judgment in decision making	4.88
10	Commitment to diversity	a. values multiple aspects of diversity;  (1, 2, 3, 4, 5) **	4.63

## Assessment Cycle 2018-2019

		b. respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. (1, 2, 3, 4, 5) **	<b>4.63</b>
<b>1.</b>	<b>Passion/Enthusiasm</b>	demonstrates passion/enthusiasm about learning and teaching.	<b>4.75</b>
<b>2.</b>	<b>Expectation of Learners</b>	consistently exhibits attitude and uses language that indicates high expectation of growth and success for all learners. (1, 2, 3, 5) **	<b>4.88</b>
<b>3.</b>	<b>Interaction with Learning community</b>	demonstrates positive interactions with peers, professionals, and other personnel. (1, 2, 3, 4, 5, 6) **	<b>4.88</b>
<b>4.</b>	<b>Fairness/Equity</b>	consistently responds to the needs of all learners. (1,2,3,5) **	<b>4.88</b>
<b>5.</b>	<b>Problem Solving</b>	analyzes problems critically and attempts to resolve them independently (as appropriate).	<b>4.50</b>
<b>1.</b>	<b>Emotional Maturity</b>	f. Respond to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary.	<b>4.50</b>
		g. uses appropriate tone of voice.	<b>4.88</b>
		h. initiates communication to resolve conflict.	<b>4.75</b>
	<b>Domain</b>	<b>Characteristic</b>	<b>Mean Score (n=8 candidates)</b>
		i. accepts feedback from others.	<b>5.00</b>
		j. identifies personal responsibility in conflict/problem situations.	<b>5.00</b>
<b>2.</b>	<b>Communication</b>	c. communicates effectively, verbally and in written work. (4) **	<b>4.88</b>
		d. routinely models standard English in professional settings. (4) **	<b>4.88</b>
<b>3.</b>	<b>Educational Technology</b>	incorporates technology into professional work.	<b>4.63</b>
<b>4.</b>	<b>Self-Initiative</b>	a. works effectively with limited or no supervision	<b>4.88</b>
		b. goes beyond which is expected	<b>4.75</b>
<b>5</b>	<b>Reflective Practice</b>	d. evaluates and reflects on his/her own experience and work	<b>4.75</b>
		e. uses appropriate professional and/or content standards	<b>4.75</b>
		f. continues to seek knowledge and professional development.	<b>4.88</b>
<b>6.</b>	<b>Professional Conduct</b>	c. exercises sound judgment and ethical professional behavior. (6) **	<b>4.88</b>
		d. represents a positive role model for others. (6) **	<b>4.88</b>

### Findings:

**AY 2017-2018:** 100% Met Target.

**AY 2018-2019:** Data not collected

### Analysis:

Based on the analysis of the results, for the 2017-2018 academic years, 100% met target. None of the classes had a score lower than 4 for any of the items. After findings were analyzed in 2016-2017, Faculty placed greater emphasis on professionalism, based on conversations with principals and other stakeholders in the field, to strengthen dispositions



## Assessment Cycle 2018-2019

needed to meet SLO 3. Faculty also added emphasis on current assessments and curricular programs because of conversations with principals and other stakeholders in the field to meet SLO 3. Finally, faculty added an experiential learning component to our undergraduate program as part of our QEP to meet SLO 3. These changes obviously helped the students perform at a high level in 2017-2018. This would also indicate that students who make it to this level obviously have the dispositions expected of someone about to become an educational professional. Faculty did notice relative weaknesses in self-initiative, collaboration, problem solving, and emotional maturity. However, these weaknesses may not be accurate as course instructors and other Faculty feel that the inventory needs revising.

School of Education faculty discussed this topic at several monthly meetings. They decided that teacher candidates needed to be assessed according to general teaching competencies as developed by the Louisiana Department of Education.

### Action - Decision:

The prior evidence and discussion among faculty suggests that for 2019-20 the revised inventory needs to match other assessments that focus on pedagogical knowledge and a better measure of dispositions for long-term candidate growth. If the data are more appropriate, then candidates can have a personalized plan for activities completed during field experience and teaching assignments. In addition, the inventory will be added to Residency I and Residency II to provide candidates with information on time management and professionalism.

### SLO 4

#### Course Map:

EDUC 3140: Planning and Assessment

EPSY 3000: Educational Psychology and Assessment

EDUC 4010: Secondary School Teaching Methods

Residency I

Residency II

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 their area of concentration (Biology, English Language Arts, Mathematics, or Social Studies) within Secondary Education.

### Measure 4.1. (Direct: Knowledge and skills.)

SLO 4 is assessed through lesson plans and reflections in EDUC 4080, Residency I and Residency II. The assessment is evaluated by course instructor, site/university supervisor and classroom mentors using a rubric. 80 % of all students will score at least 2 out of 3 on the benchmark performance during EDUC 4080 and Residency I and 80% of all students will score at least 3 out of 4 on the benchmark performance during Residency II.

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

## Assessment Cycle 2018-2019

Standards' expectations. The template requires candidates to plan for and explain elements of lessons on which in-service teacher evaluations were based. The assessment had Alignment to InTASC standards and content validity. 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 Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability.

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."

### AY 2017-2018

Group Name	Rubric Criteria	N	Average
<b>01. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations. The Student Teacher plans based on knowledge of subject matter, the learning community, and curriculum goals.	8	3.71
<b>02. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	8	3.71
<b>03. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	8	3.29
<b>04. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	8	3.57
<b>05. Evaluation of Instruction</b>	5.B Evaluation of Instruction (Observation of Instruction Forms)	8	3.57
<b>06. Evaluation of Instruction</b>	5.B Evaluation of Instruction (Observation of Instruction Forms)	8	4.00
<b>07. Reflection on Instruction</b>	5.C Reflection on Instruction	8	2.86
<b>08. Reflection on Instruction</b>	5.C Reflection on Instruction	8	2.86
<b>09. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	8	3.86
<b>10. Higher Order Thinking</b>	Higher Order Thinking	8	3.86
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	8	4.00
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of instructional strategies.	8	4.00
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry, & structure of the discipline he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	8	3.86

## Assessment Cycle 2018-2019

<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	8	4.00
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	8	3.71
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support instruction and foster active inquiry, collaboration, and supportive interaction.	8	3.71
<b>17. Integration Across and Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	8	3.43
<b>Group Name</b>	<b>Rubric Criteria</b>	<b>N</b>	<b>Average</b>
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	8	3.86
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	8	3.71

Overall average=3.43

NOTE: Data are not disaggregated by content concentration (Biology, English Language Arts, Mathematics, Social Studies)

**AY2018-2019** Data are disaggregated by content concentration.

English

<b>Group Name</b>	<b>Rubric Criteria</b>	<b>N</b>	<b>Average</b>
<b>01. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations. The Student Teacher plans based on knowledge of subject matter, the learning community, and curriculum goals.	5	3.96
<b>02. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	5	3.60
<b>03. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	5	3.80
<b>04. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	5	3.80
<b>05. Evaluation of Instruction</b>	5.B Evaluation of Instruction (Observation of Instruction Forms)	5	3.40
<b>06. Evaluation of Instruction</b>	5.B Evaluation of Instruction (Observation of Instruction Forms)	5	3.80
<b>07. Reflection on Instruction</b>	5.C Reflection on Instruction	5	3.60
<b>08. Reflection on Instruction</b>	5.C Reflection on Instruction	5	3.60
<b>09. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	5	3.80
<b>10. Higher Order Thinking</b>	Higher Order Thinking	5	4.00
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	5	4.00

## Assessment Cycle 2018-2019

<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of instructional strategies.	5	3.80
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry, & structure of the discipline he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	5	4.00
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	5	4.00
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	5	3.60
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support instruction and foster active inquiry, collaboration, and supportive interaction.	5	3.60
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	5	3.0
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	5	4.00
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	5	4.00

### Biology

Group Name	Rubric Criteria	N	Average
<b>01. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations. The Student Teacher plans based on knowledge of subject matter, the learning community, and curriculum goals.	1	3.00
<b>02. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	1	3.00
<b>03. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	1	3.00
<b>04. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	1	3.00
<b>05. Evaluation of Instruction</b>	5.B Evaluation of Instruction (Observation of Instruction Forms)	1	3.00
<b>06. Evaluation of Instruction</b>	5.B Evaluation of Instruction (Observation of Instruction Forms)	1	3.00
<b>07. Reflection on Instruction</b>	5.C Reflection on Instruction	1	3.00
<b>08. Reflection on Instruction</b>	5.C Reflection on Instruction	1	3.00
<b>09. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	1	3.0

## Assessment Cycle 2018-2019

<b>10. Higher Order Thinking</b>	Higher Order Thinking	1	3.00
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	1	3.00
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of instructional strategies.	1	3.00
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry, & structure of the discipline he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	1	3.00
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1	3.00
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1	3.00
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support instruction and foster active inquiry, collaboration, and supportive interaction.	1	3.00
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	1	3.00
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	1	3.00
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	1	3.00

### Social Studies

Group Name	Rubric Criteria	N	Average
<b>01. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations. The Student Teacher plans based on knowledge of subject matter, the learning community, and curriculum goals.	4	3.25
<b>02. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	4	4.00
<b>03. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	4	3.75
<b>04. Planning for Instruction</b>	5.A Planning for Instruction (Lesson Plans)	4	3.75
<b>05. Evaluation of Instruction</b>	5.B Evaluation of Instruction (Observation of Instruction Forms)	4	4.00
<b>06. Evaluation of Instruction</b>	5.B Evaluation of Instruction (Observation of Instruction Forms)	4	4.00
<b>07. Reflection on Instruction</b>	5.C Reflection on Instruction	4	3.75

## Assessment Cycle 2018-2019

<b>08. Reflection on Instruction</b>	5.C Reflection on Instruction	4	4.00
<b>09. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	4	4.00
<b>10. Higher Order Thinking</b>	Higher Order Thinking	4	3.50
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	4	4.00
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of instructional strategies.	4	3.75
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry, & structure of the discipline he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	4	3.75
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	4	3.75
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	4	3.75
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support instruction and foster active inquiry, collaboration, and supportive interaction.	4	3.50
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	4	3.50
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	4	4.00
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	4	4.00

NOTE: There were no program completers for Business Education and Mathematics

### Finding:

**AY 2017-2018:** 100% Met Target.

**AY 2018-2019:** 100% Met Target

### Analysis:

The evidence indicates that candidates' scores for 2018-2019 have improved over 2017-2018 scores in planning instruction. The improvement may be because Faculty increased course content on Differentiation and added professional development sessions to provide learner support and help them meet SLO 4. However, they still show a weakness in reflecting on instruction. These skills complement the inventory used in SLO 3. Candidates must be able to plan and implement effective instruction.

## Assessment Cycle 2018-2019

### Action - Decision:

Based on the analysis of the results from 2018-19, the current inventory appears to be an appropriate measure of the objective for this SLO. The reflection scores are similar when compared to other measures. In 2019-20, Instructors in methods courses and Residency I will need to model deep reflection methods rather than cursory ones that can result from the candidates. This will enable the candidates to truly reflect on the result of their actions on student learning.

A second area of integrating across and integration within content fields needs attention. In 2019-20, Candidates can begin work on this skill in EDUC 4010 and Residency I in preparation for data gathering in Residency II. It is also possible that longitudinal measures may be collected to view candidate growth through Residency II.

### SLO 5

#### Course Map:

EDUC 4980: Student Teaching

EDUC 4982: Residency II

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 assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

### Measure 5.1. (Direct: Skills and Dispositions)

SLO 5 is assessed through the P12 Student Learning Impact Assessment during Residency II. The assessment is evaluated using a rubric, and 80% of all students will score 3 out of 4 on the benchmark performance. A group of faculty and cooperating teachers collaborated to create the student learning impact assessment to align with (at the time) new Louisiana Compass and Common Core State Standards' expectations. The assessment requires candidates to plan for, create, administer, and analyze student learning. Candidates then reflect on and make instructional decisions based on their analyses.

The assessment has alignment to InTASC standards and content validity.

A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous student learning impact work samples submitted by candidates in four different initial teacher preparation programs.

Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability.

CVR mean = -.61 with CVR (Critical, 8) = .75 and 7 items (78%) meeting critical value of .75

ICC = .954. ICC greater than .75 reflects "excellent" inter-rater reliability.

## Assessment Cycle 2018-2019

### Findings:

**AY 2017-2018:** 100 % Met Target.

**AY 2018-2019:** 100% Met Target.

### AY 2018-2019

#### English

Group Name	Rubric Criteria	N	Average
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	5	3.6
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	5	3.4
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	5	3.8
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	5	3.6
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	5	3.4
6. Student Learning Targets	3.D.3 Student Learning Targets	5	4.0
7. Student Learning Targets	3.D.3 Student Learning Targets	5	3.6
8. Student Learning Targets	3.E Self-Reflection Reflective Practice the Student Teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	5	3.6
9. Reflective Practice	3.D.3 Student Learning Targets	5	3.8

#### Biology

Group Name	Rubric Criteria	N	Average
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	1	3.0
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	1	3.0
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	1	3.0
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	1	3.0
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	1	3.0
6. Student Learning Targets	3.D.3 Student Learning Targets	1	3.0
7. Student Learning Targets	3.D.3 Student Learning Targets	1	3.0
8. Student Learning Targets	3.E Self-Reflection Reflective Practice the Student Teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	1	3.0



## Assessment Cycle 2018-2019

9. Reflective Practice	3.D.3 Student Learning Targets	1	3.0
------------------------	--------------------------------	---	-----

### Social Studies

Group Name	Rubric Criteria	N	Average
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	4	3.75
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	4	3.75
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	4	4.00
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	4	3.50
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	4	3.50
6. Student Learning Targets	3.D.3 Student Learning Targets	4	3.75
7. Student Learning Targets	3.D.3 Student Learning Targets	4	3.75
8. Student Learning Targets	3.E Self-Reflection Reflective Practice the Student Teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	4	3.75
9. Reflective Practice	3.D.3 Student Learning Targets	4	4.0

#### Analysis:

Evidence for 2017-2018 indicates that the scores are well-above the target of 3.00 except for Reflective Practice for AY 2017-2018. These scores are an increase when compared to AY 2016-2017. This increase may be since emphasis on integration across and within content fields, integration of critical thinking strategies and reflection on instruction was strengthened in this and other courses (EDUC 3140, EPSY 3000, EDUC 4010, and EDUC 4980) to meet SLO 5.

In 2018-19, the English and Social Studies program completers were well above the target of 3.0 for all areas. The one Biology program completer had a score of 3.0 for all items. These scores also meet the target score.

#### Action – Decision:

Recommendations for SLO 5 are like SLO 4. Candidates must complete reflections of their teaching in EDUC 3140, EPSY 3000, and EDUC 4010. Course instructors will work with candidates on the art of true reflection without cursory comments in 2019-20.

In 2018-19, Scores for reflective teaching improved for the AY 2018-2019; Therefore, in 2019-20, the course instructor will place an emphasis on reflection in the courses listed.

## Assessment Cycle 2018-2019

### 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 seminars 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. Evidence shows that candidates are mastering the InTASC standards and Louisiana Teacher Competencies addressed in these assessment tools. 100% of candidates pass the Praxis tests with qualifying scores set by the state of to progress through the program and achieve certification to meet SLO 1.
- Videos and resources addressing using questioning techniques, designing student assessments and managing classroom procedures were added to courses to support candidate learning and their ability to meet SLO 2.
- Emphasis on integration across and within content fields, integration of critical thinking strategies and reflection on instruction was strengthened in EDUC 3140, EPSY 3000, EDUC 4010, and EDUC 4980 to meet SLO 5.
- Faculty increased course content on Differentiation and added professional development sessions to provide learner support and help them meet SLO 4.
- Faculty have placed greater emphasis on professionalism, based on conversations with principals and other stakeholders in the field to meet SLO 3.
- Faculty have added emphasis on current assessments and curricular programs because of conversations with principals and other stakeholders in the field to meet SLO 3.
- Faculty added more professional development sessions than ever had in the program, strengthening the overall program to meet SLO 1.
- Finally, faculty have added an experiential learning component to our undergraduate program as part of our QEP to meet SLO 3.
- Several courses were redesigned due to a change in faculty teaching the course. The redesign included changes in assessment along with scope and sequence. The courses are EDUC 3140, EDUC 4010, and EPSY 3000.

### Plan of Action Moving Forward:

Program faculty have examined the evidence and results of data analysis and will take steps to continue to improve student learning in 2019-20:

## **Assessment Cycle 2018-2019**

- COEHD faculty will offer PRAXIS seminars 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.
- COEHD faculty will add additional resources and videos addressing designing coherent instruction, designing student assessment, using questioning and discussion techniques, using assessment in instruction, and demonstrating flexibility

## Assessment Cycle 2018-2019

and responsiveness to support student learning in elementary education courses to support candidate learning and their ability to meet SLO 2.

- Moving forward, SLO 2 will be assessed with a Teacher Observation Form to meet CAEP requirements and align with departmental goals.
- COEHD faculty will add additional resources focusing on Professionalism in education courses to positively impact candidates' professional dispositions to help them meet SLO 3.
- Instructors in methods courses and Residency I will model deep reflection methods rather than cursory ones that can result from the candidates in order to improve scores for SLO 4.
- Moving forward, SLO 5 will be assessed with a PK-12 Student impact assessment to meet CAEP accreditation requirements and align with departmental goals.