AC 2020-2021 Assessment

Master of Arts in Teaching, Secondary Education (508)

Division: Gallaspy College of Education and Human Development

Department: School of Education

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

Gallaspy College of Education and Human Development Mission.
The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

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

Program Mission Statement: To prepare teacher candidates to become certified secondary teachers for grades 6-12. The mission underlying the initial certification of candidates in the MAT Secondary Program is to provide the knowledge and skills necessary to implement literacy- and standards based instructional strategies for increasing student content learning in each candidate's discipline of study.

Methodology: The assessment process for this program 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 Objectives:
SLO 1
Course Map:
Completion of SLO 1 occurs as part of admission process when scores are submitted.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1, Praxis II)	Applicants pass Praxis II content exam prior to admission into the degree program: Secondary teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed through the PRAXIS II: Secondary Content Knowledge Exams. The assessment is evaluated using the State Licensure Test published by the ETS, and the target performance is the successful passing of PRAXIS II. Target for SLO is 100% passing scores on PRAXIS content knowledge tests.

Finding: Target was Met

AC 2020-2021: Target Met. 100% of candidates met target.

Social Studies 5086 (n=2)
Mean composite: 172.5
Standard Deviation: 7.78
Cut score: 160

Biology 5235 (n=4)
Mean composite: 156.25
Standard Deviation: 4.57
Cut score: 150

English 5039 (n=1)
Mean composite: 176
Standard Deviation: 0
Cut score: 168

Math 5161 (n=1)
Mean composite: 163
Standard Deviation: 0
Cut score: 160

Analysis:

In AC 2019-2020, 100% of teacher candidates admitted to the program passed the Praxis II subject assessment. Mean composites exceeded the national median in social studies, biology, and math, but not in English; however, all mean composites fell within or exceeded the national ranges for each test. These results are concurrent with results from previous years because passing content licensure exams is an admission requirement. Praxis II Subject Assessments serve as an indicator of teacher candidates' content knowledge in the certification areas they pursue.

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty provided candidates with additional study materials to support a 100% success rate. Given that all candidates' preparation for this assessment occurs prior to their association with the program, how prepared each candidate varies greatly. Although this test is an entrance requirement to the program and passage is required for admission, faculty offered additional test preparation sessions to help prepare candidates for these tests to positively impact both the number of new candidates to the 508 program and improve their effectiveness within their teaching assignments. Faculty supported candidates who were not on track to achieve passing standard by providing study materials, providing tutoring, and recommending undergraduate content courses to take if results in a sub-test area are consistently low.

Faculty and advisors provided study materials for potential teacher candidates interested in taking Praxis II Subject Assessments for Secondary Education. These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

As a result of these changes, in AC 2020-2021 the target was met.

In AC 2020-2021, 100% of teacher candidates admitted to the program passed the Praxis II subject assessment.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will continue to modify instructional design and strategies in all content areas to support student learning in these content areas and strengthen candidate preparedness for this nationally normed standardized assessment.

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

SLO 2
Course Map:

Completion of SLO 2 occurs during the internship course **EDUC 5430.**

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4, Teacher Candidate Observation Form, Part 2)	Candidates pass a teaching evaluation to assess content, pedagogical knowledge, and skills in professional practice

Measure 2.1. (Direct – Skills)
Teacher Candidate Observation Form

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. Target is for all criteria to have a mean score of 2.5 or higher (scale of 0-3).

Finding: Target was not Met.

Analysis:
Analysis of AC 2019-2020 data found a cohort mean was 2.68. Data was incomplete as no data were available in Spring 2020 due to campus and school closures associated with COVID 19. Mean scores suggest that candidates are consistently planning, preparing, fostering a positive classroom environment, instructing, and assessing their students in a way to meet the needs of diverse students, including those planning for college or careers after graduation. Faculty added instructional materials and resources to support student learning and strengthen candidate readiness demonstrate content and pedagogical mastery in this domain.

Mathematics Cohort

n= candidates during the 2020-2021 academic year. The data are descriptive statistics (mean) resulting the observations of two program completers. N=number of observation forms completed.	Candidate mean(n=2, N=4)	Candidate standard deviation (n=2, N=4)
Demonstrates and applies knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains as outlined by NCTM.	3.00	0.00
Organizes mathematical thinking and uses the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.	3.00	0.00
Applies mathematical connections among mathematical ideas and across various content areas and real-world contexts.	2.25	0.50
Demonstrates the interconnectedness of mathematical ideas and how they build on one another.	3.00	0.00
Recognizes and applies mathematical connections among mathematical ideas and across various content areas and real-world contexts.	2.75	0.50
Models how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices	3.00	0.00

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n= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) resulting the observations of two program completers. N=number of observation forms completed.	Candidate mean(n=2, N=4)	Candidate standard deviation (n=2, N=4)
of problem solving, reasoning, communicating, connecting, and representing.		
Applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	3.00	0.00
Plans lessons and units that incorporate a variety of strategies and differentiates instruction for diverse populations.	3.00	0.00
Uses formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	3.00	0.00
Exhibits knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning	3.00	0.00
Creates developmentally appropriate, sequential, and challenging learning opportunities in which students are actively engaged in building new knowledge from prior knowledge and experience.	3.00	0.00
Demonstrates equitable and ethical treatment of and high expectations for all students.	3.00	0.00
Selects and uses appropriate math-specific instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies.	3.00	0.00
Provides opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	3.00	0.00
Utilizes resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.	3.00	0.00

Science cohort

n= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) and standard deviation resulting the observations of five program completers (n=5). N=number of observation forms completed.	Candidate mean(n=5, N=29)	Candidate standard deviation (n=5, N=29)
Demonstrates understanding of major concepts, principles, theories, laws, & interrelationships of licensure field & supporting fields as recommended by NSTA.	2.931	0.258
Shows an understanding of state & national curriculum standards and their impact on content knowledge necessary for teaching 6-12 students.	2.793	0.491
Uses variety of inquiry approaches that demonstrates knowledge & understanding of how all students learn science.	2.517	0.509
Designs instruction and assessment strategies that address naïve concepts/preconceptions.	2.414	0.501
Develops lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences.	2.621	0.494
Demonstrates knowledge and understanding of how to select the	2.655	0.484

AC 2020-2021 Assessment

n= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) and standard deviation resulting the observations of five program completers (n=5). N=number of observation forms completed.	Candidate mean(n=5, N=29)	Candidate standard deviation (n=5, N=29)
appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology.		
Provides instruction that allows for equitable achievement of science literacy for all students.	2.862	0.351
Plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.	2.517	0.509
Demonstrates the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.	2.724	0.591
Demonstrates an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.	2.586	0.682
Ensures safe science activities appropriate for the abilities of all students.	2.897	0.310
Demonstrates ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.	2.828	0.384
Engages students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	2.552	0.506

Business cohort

n= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) and standard deviation resulting the observations of two program completers (n=5). N=number of observation forms completed.	Candidate mean(n=2, N=5)	Candidate standard deviation (n=2, N=5)
Demonstrates knowledge and understanding of multiple business education fields including business communication and technologies, financial management & business math, and business careers and career development.	2.600	0.548
Shows an understanding of state & national curriculum standards and their application to business education.	2.000	0.000
Uses variety of instructional strategies and resources for promoting students' understanding of concepts and development of skills related to business education.	2.600	0.894
Uses instructional strategies that promote student learning and foster the development of critical-thinking, higher-order thinking, problem-solving, and performance skills in business education.	2.400	0.894
Creates a productive learning environment using knowledge of student behavior, organizational skills, and classroom management skills.	2.800	0.447
Uses strategies for promoting students' skills and knowledge required for success in the workplace, in business occupations, and in post-secondary education.	2.600	0.548
Uses techniques and approaches that meet the needs of diverse learners.	2.600	0.894
Fosters active inquiry, interaction, and collaboration in the business education classroom.	2.200	0.837
Selects, adapts, and uses technological resources to enhance teaching and learning about business.	2.600	0.894
Promotes students' productivity in the use of information technology	2.400	0.894

AC 2020-2021 Assessment

n= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) and standard deviation resulting the observations of two program completers (n=5). N=number of observation forms completed.	Candidate mean(n=2, N=5)	Candidate standard deviation (n=2, N=5)
tools.		
Assesses students' understanding and mastery of essential concepts in business education.	2.000	0.707

English cohort

n= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) and standard deviation resulting the observations of two program completers (n=1). N=number of observation forms completed.	Candidate mean(n=1, N=3)	Candidate standard deviation (n=1, N=3)
Demonstrates knowledge of English language subject matter content that specifically includes literature and multimedia texts.	3.00	0.00
Demonstrates knowledge about adolescents as readers, language users and writers.	3.00	0.00
Demonstrates knowledge of English language arts subject matter content that specifically includes language and writing.	3.00	0.00
Demonstrates knowledge of the conventions of English language as they relate to grammar, usage, and mechanics.	2.00	0.00
Plans standards-based, coherent and relevant learning experiences utilizing a range of different text.	3.00	0.00
Designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	2.00	0.00
Implements instructional strategies that are motivating and accessible to all students, including ELL, students with special needs, diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	3.00	0.00
Reflects an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	3.00	0.00
Designs and implements instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.	2.67	0.577
Utilizes individual and collaborative approaches in instruction.	3.00	0.00
Plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.	2.67	0.577
Differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.	3.00	0.00
Uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.	2.67	0.577
Models literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.	2.00	1.00
Plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues	3.00	0.00

AC 2020-2021 Assessment

n= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) and standard deviation resulting the observations of two program completers (n=1). N=number of observation forms completed.	Candidate mean(n=1, N=3)	Candidate standard deviation (n=1, N=3)
related to maintaining a diverse, inclusive, equitable society.3.00		

Social Science cohort

n= candidates during the 2020-2021 academic year The data are descriptive statistics (mean) and standard deviation resulting the observations of two program completers (n=1). N=number of observation forms completed.	Candidate mean(n=1, N=3)	Candidate standard deviation (n=1, N=3)
Demonstrates and applies content knowledge to organize and provide instruction in following area(s) of study as outlined by NCSS:	2.333	0.577
Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of social studies.	2.000	1.000
Plans and implements instruction based on national and state curriculum frameworks and classroom curricular goals for social studies instruction.	1.667	1.155
Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in social studies.	2.000	1.000
Activates students' prior social studies knowledge and experience.	2.333	0.577
Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply social studies knowledge and skills to real world problems.	2.000	1.000
Makes connections between social studies domains (US history, world history, government/civics/political science, geography, economics, & behavioral sciences) as well as with the other disciplines when discussing content knowledge.	1.667	1.155
Uses a variety of effective instructional technologies to enhance students' learning of social studies.	2.333	0.577
Differentiates instruction for diverse student needs based on understanding of students' different developmental levels and approaches to learning.	1.667	1.155
Develops students' ability to effectively analyze primary and secondary sources.	2.000	1.000
Uses informal and formal assessment data to modify social studies instruction and to plan appropriate lessons, including purposeful choices regarding group formations.	1.667	1.155
Responds to the group or individual student's levels of social studies understanding while teaching.	2.333	0.577
Documents student social studies learning in both ongoing and summative ways and provides students with this feedback.	1.667	1.115
Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.	2.333	0.577
Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society.	2.333	0.577

Analysis:

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In AC 2020-2021, the target was not met. Many of the criteria scores exceeded the target of 2.5. For the clinical experience evaluation, candidates 1) plan and prepare lessons, 2) establish the classroom environment, and 3) instruct and assess students. These three domains are assessed with multiple evaluation criteria. University supervisors assess each evaluation criteria using a three-point rating scale with the following options: Ineffective = 1, Effective Emerging = 2, and Emerging Proficient = 3.

The rating scale correlates with Louisiana's adoption and modification of the Framework for Teaching Evaluation Instrument available from the Danielson Group. Also, to improve candidates' scores, instructional resources were added to EDUC 5840 targeting teachers' ability to question their students and facilitate class discussions. Evidence showed that candidates predominantly earned scores of Effective Emerging = 2 and Emerging Proficient = 3. However, the mean suggested that candidates were consistently planning, preparing, fostering a positive classroom environment, instructing, and assessing their students in a way to meet the needs of diverse students, including those planning for college or careers after graduation.

Content Cohort	Number of Criteria	Number of Criteria Met	Number of Criteria Not Met
Mathematics	15	14	1
Science	13	12	1
Business	11	6	5
English	15	12	3
Social Science	15	0	15

In AC 2020-2021, the target was not met. Faculty will continue to provide candidates with increased, detailed feedback. In particular, candidates enrolled in the Business and Social Science content areas need intense feedback and mentoring.

Action - Decision or Recommendation:

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will continue to add instructional materials and resources in using assessment in instruction and designing student assessment to support student learning and strengthen candidate readiness to demonstrate content and pedagogical mastery in this domain.

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

SLO 3
Course Map:
Completion of SLO 3 occurs during the internship course **EDUC 5430.**

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Candidates pass a dispositions evaluation: Secondary teacher candidates demonstrate the professional dispositions and characteristics of effective educators in their interactions with students, administrators, co-workers, parents, and university faculty throughout the program.

Measure 3.1. (Direct – Dispositions)
Dispositional Evaluation

SLO 3 is assessed through the Professional Dispositions and Characteristics (PDC) Scale. The assessment is evaluated using the PDC Likert scale evaluates dispositions and characteristics demonstrated by university faculty, supervisor, and cooperating principal over the course of the program; candidates are evaluated during their internship year, and the target performance is a score of 3.5-5.0.

Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards.

Finding: Target was Met

AC 2020-2021 data: Aggregated Cohort mean for each criterion was equal to or above 3.5 (5 is highest on scale) to meet the target.

	Domain	Characteristic	Mean Score (n=57 candidates)
1.	Attendance/Punctuality	a. exemplary attendance	4.852
		b. always on time	4.796
2	Professional Appearance / Demeanor	dress/demeanor always appropriate for required professional activities and field experiences.	4.800
3	Positive Attitude	demonstrates a positive attitude about working with diverse people, peers, professionals, and in diverse environments. (4, 5, 6)**	4.727
4	Self-Confidence	is realistically self-assured, and competently handles demands of coursework and/or field experiences.	4.556
5	Collegiality	willingly shares ideas, information and materials when working with others.	4.759
6	Collaboration	works effectively with professional colleagues, parents, and other adults. (4, 5, 6)**	**4.667**
		d. makes decisions and acts with honesty and integrity.	**4.891**

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7	**Professional Ethics**	e. demonstrates truthfulness to himself/herself and to others.	4.909
		f. demonstrates professional behavior and trustworthiness.	4.855
8	**Respect**	d. demonstrates self-respect and respect for others. (4, 5, 6)**	4.782
		e. interacts with other colleagues, administrators, parents, and other community members with courtesy and civility. (4, 5, 6)**	4.727
9	**Responsibility**	h. accepts consequences for personal actions or decisions	4.855
		i. meets all task/assignments in a timely fashion	4.873
		j. prepares well for activities, meetings, and group work	4.618
		k. manages time effectively	4.727
		l. seeks clarification and/or assistance as needed	4.527
		m. ensures accuracy of information for which he/she is responsible	4.673
		n. uses sound judgment in decision making	4.745
10	**Commitment to diversity**	a. values multiple aspects of diversity; (1, 2, 3, 4, 5)**	4.836
		b. respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. (1, 2, 3, 4, 5)**	4.778

11.	**Passion/Enthusiasm**	demonstrates passion/enthusiasm about learning and teaching.	4.855
12.	**Expectation of Learners**	consistently exhibits attitude and uses language that indicates high expectation of growth and success for all learners. (1, 2, 3, 5)**	4.745
13.	**Interaction with Learning community**	demonstrates positive interactions with peers, professionals, and other personnel.(1, 2, 3, 4, 5, 6)**	4.745
14.	**Fairness/Equity**	consistently responds to the needs of all learners. (1,2,3,5)**	4.741
15.	**Problem Solving**	analyzes problems critically and attempts to resolve them independently (as appropriate).	4.727
16.	**Emotional Maturity**	f. Respond to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary.	4.722
		g. uses appropriate tone of voice.	4.722
		h. initiates communication to resolve conflict.	4.727
		i. accepts feedback from others.	4.679
		j. identifies personal responsibility in conflict/problem situations.	4.836
17.	**Communication**	c. communicates effectively, verbally and in written work. (4)**	4.774
		d. routinely models standard English in professional settings. (4)**	4.818
18.	**Educational Technology**	incorporates technology into professional work.	4.855

19.	Self-Initiative	a. works effectively with limited or no supervision	4.909
		b. goes beyond which is expected	4.796
20.	Reflective Practice	d. evaluates and reflects on his/her own experience and work	4.685
		e. uses appropriate professional and/or content standards	4.764
		f. continues to seek knowledge and professional development.	4.818
21.	Professional Conduct	c. exercises sound judgment and ethical professional behavior. (6)**	4.836
		d. represents a positive role model for others. (6)**	4.833

Analysis:

Analysis of AC 2019-2020 data resulted in faculty provided additional support and encouragement in four areas: 1) manages time effectively, 2) goes beyond which is expected, 3) evaluates and reflects on his/her own experience and work, and 4) continues

to seek knowledge and professional development through focused online instruction and counseling throughout the internship. These changes had a direct impact on the student's ability to model professional behaviors and characteristics. As a result of these changes, in AC 2020-2021 the target was met.

The cohort mean for all criteria on the instrument in AC 2020-2021 was 4.770 which exceeded the target of 3.5. The range was 0.382 (4.909-4.527).

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

In AC 2021-2022, faculty will add instructional materials and resources in responding to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary to support student learning and strengthen candidate readiness to demonstrate content and pedagogical mastery in this domain.

These changes will improve the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

SLO 4
Course Map:

Completion of SLO 4 occurs during the internship year while candidates are enrolled in EDUC 5430.

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 from Portfolio)	Secondary teacher candidates demonstrate the ability to select/create appropriate formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

Measure 4.1. (Direct – Knowledge)
Candidate, Lesson Plan from Portfolio

There are three elements in the rubric for the lesson plan portion of the portfolio. The target score is a 2.00 for the overall mean for each program.

Finding: Table below is organized by content area.

Rubric Criteria	Folio Area	Program Name	Candidates evaluated	Average for Group Element 1	Average for Group Element 2	Average for Group Element 3
Planning for Instruction	Overall Folio Evaluation	Alt Cert Semester 2 Portfolio Template-ENGL (Fall 2020)	1	3.00/4	3.00/4	4.00/4
Planning for Instruction	Overall Folio Evaluation	Alt Cert Semester 2 Portfolio Template-ENGL (Spring 2021 and Beyond)	6	2.67/3	2.67/3	2.67/3
Planning for Instruction	Overall Folio Evaluation	Alt Cert Semester 2 Portfolio Template-Math (Fall 2020)	1	4.00/4	4.00/4	4.00/4
Planning for Instruction	Overall Folio Evaluation	Alt Cert Semester 2 Portfolio Template-Math (Spring 2021 and Beyond)	11	2.82/3	2.73/3	2.73/3
Planning for Instruction	Overall Folio Evaluation	Alt Cert Semester 2 Portfolio Template-Science (Spring 2021 and Beyond)	9	2.67/3	2.33/3	2.33/3

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Rubric Criteria	Folio Area	Program Name	Candidates evaluated	Average for Group Element 1	Average for Group Element 2	Average for Group Element 3
Planning for Instruction	Overall Folio Evaluation	Alt Cert Semester 2 Portfolio Template-SST (Fall 2020)	2	4.00/4	3.50/4	3.50/4
Planning for Instruction	Overall Folio Evaluation	Alt Cert Semester 2 Portfolio Template-SST (Spring 2021 and Beyond)	5	2.80/3	2.40/3	2.40/3

Extraction from Portfolio Rubric:

Criteria	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Lesson Plan	Example lesson plan not attached.	Example lesson plan attached that minimally aligns with attached narrative.	Example lesson plan included that clearly aligns with attached narrative.	Example lesson plan included that strongly aligns with attached narrative..

Analysis:

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty provided modified instructional design and strategies in four areas: 1) Setting Assessment Criteria, 2) Analysis of Formative Data, 3) Student Learning Targets, and 4) Reflective Practice. These changes had a direct impact on the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

As a result of these changes, in AC 2020-2021 the target was met. Fall 2020 and Spring 2021 scores are reported separately due to a change in the requirements and rubric.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met. Based on information gathered from analysis of the AC 2020-2021 data, faculty will continue to implement the following changes in AC 2021-2022 to drive the cycle of improvement. Faculty will add additional instructional materials and resources to support contextual factors and student learning adaptations and higher order thinking.

These changes will improve the student's 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
Course Map:
Completion of SLO 5 occurs during the internship course **EDUC 5430.**

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 Target)	Candidates create a Student Learning Target Assessment

Measure 5.1. (Direct – Knowledge)
Student Learning Target Assessment
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. In fall 2020, three elements are assessed for this SLO with a mean score of 3.0 (scale of 4) as a target. Beginning in spring 2021, the rubric and scale was changed to a 3 point scale; therefore, the target has been lowered to a 2.5 for each element.

Finding: Table is organized by content area for AC 2020-2021

Rubric	Program Name	Candidates evaluated	Average for Group Element 1	Average for Group Element 2	Average for Group Element 3
Student Learning Targets	Alt Cert Semester 2 Portfolio Template-ENGL (Fall 2020)	1	4.00/4	3.00/4	3.00/4
Student Learning Targets	Alt Cert Semester 2 Portfolio Template-ENGL (Spring 2021 and Beyond)	6	2.67/3	2.50/3	2.33/3
Entry 3.D.3 Student Learning Targets	Alt Cert Semester 2 Portfolio Template-Math (Fall 2020)	1	4.00/4	4.00/4	4.00/4
Student Learning Targets	Alt Cert Semester 2 Portfolio Template-Math (Spring 2021 and Beyond)	11	2.82/3	2.36/3	2.36/3
Student Learning Targets	Alt Cert Semester 2 Portfolio Template-Science (Spring 2021 and Beyond)	9	2.67/3	2.22/3	2.33/3
Entry 3.D.3 Student Learning Targets	Alt Cert Semester 2 Portfolio Template-SST (Fall 2020)	2	4.00/4	3.50/4	3.50/4

Rubric	Program Name	Candidates evaluated	Average for Group Element 1	Average for Group Element 2	Average for Group Element 3
Student Learning Targets	Alt Cert Semester 2 Portfolio Template-SST (Spring 2021 and Beyond)	5	2.80/3	2.00/3	2.20/3

Finding: In AC 2020-2021, target was not met. Although all elements met the threshold for fall 2020 (3.0 on a 4.0 scale), all elements did not meet the Spring 2021 (2.5 on a 3.0 scale) benchmark.

Analysis:

The analysis of AC 2019-2020 resulted in the offering of a new course, focused on data literacy and assessment. Focus was given specifically on middle/secondary teaching to improve student learning. The new planning course provided greater instructional focus on data and assessment. These changes had a direct impact on the student's ability to make responsible decisions and problem-solve, using data to inform actions when appropriate. However, in AC 2020-2021, the target was not met despite the faculty changes.

Action - Decision or Recommendation:

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will continue to implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will continue to modify instructional design and strategies to support candidate learning in setting student learning target criteria and analysis of data.

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

Program faculty made several decisions after examining results of data analysis from AC 2019-2020 which resulted in improved student learning and program improvement in AC 2020-2021.

- SLO 1: Faculty supported candidates who were not on track to achieve passing standard by providing study materials, providing tutoring, and recommending

undergraduate content courses to take if results in a sub-test area are consistently low. Faculty and advisors provided study materials for potential teacher candidates interested in taking Praxis II Subject Assessments for Secondary Education.

- SLO 2: Faculty provided supplemental materials to candidates for the rubric criteria of 1) Uses an effective lesson design including motivation, introduction and closure and 2) Encourages student participation through questioning and discussion techniques.

- SLO 3: Faculty provided additional support and encouragement in four areas: 1) manages time effectively, 2) goes beyond which is expected, 3) evaluates and reflects on his/her own experience and work, and 4) continues to seek knowledge and professional development through focused online instruction and counseling throughout the internship.

- SLO 4: Faculty provided modified instructional design and strategies in four areas: 1) Setting Assessment Criteria, 2) Analysis of Formative Data, 3) Student Learning Targets, and 4) Reflective Practice. These changes had a direct impact on the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

- SLO 5: Faculty added a new data literacy and assessment course to the AC 2019-2020 curriculum. The course focused specifically on middle/secondary teaching to improve student learning. The new planning course provided greater instructional focus on data and assessment.

Plan of Action Moving Forward:

Program faculty have examined the evidence and results of data analysis from AC 2020-2021 and will take steps to continue to improve student learning in AC 2021-2022:

- SLO 1: Faculty will continue to modify instructional design and strategies in biology and social studies to support student learning in these content areas and strengthen candidate preparedness for this nationally normed standardized assessment.

- SLO 2: Faculty will continue to add instructional materials and resources in using assessment in instruction and designing student assessment to support student learning and strengthen candidate readiness to demonstrate content and content pedagogy, and pedagogical mastery in this domain.

- SLO 3: Faculty will continue to add instructional materials and resources in responding to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary to support student learning and strengthen candidate readiness to demonstrate content and pedagogical mastery in this domain.

- SLO 4: Faculty will continue to add additional instructional materials and resources to support contextual factors such as questioning skills, student learning adaptations and higher order thinking.

- SLO 5: Faculty will continue to modify instructional design and strategies to support student learning in setting assessment criteria and analysis of formative data. They will also help candidates evaluate summative assessments provided by the local school districts to use appropriately for their student population. This will aid in the development of student learning target documents at the beginning of each school year.

AC 2020-2021 Assessment