Early Childhood Education Grades PK-3
[PBC] [IECH]

Cycles included in this report:
Jun 1, 2017 to May 31, 2018

Program Name: Early Childhood Education Grades PK-3 [PBC] [IECH]

Reporting Cycle: Jun 1, 2017 to May 31, 2018

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

Yes

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

McNeese State University at Fort Polk.

3 Example of Program Improvement

2015-2016:
1) Content Knowledge: The Department of Teacher Education is involved in ongoing curriculum review of the Early Childhood Education program in order to ensure that candidates are well prepared in the area of content knowledge. In particular, performance measured by course grades and the PRAXIS II Elementary Content Knowledge exam (0014/5014) are used to inform recommendations regarding course and programmatic changes. As stated in section IV, course grades along with the passing rate on PRAXIS II (first attempt average pass rate of 73%), provides evidence that candidates are acquiring the necessary knowledge to integrate theories and research with respect to each content area (Reading/Language Arts, Mathematics, Social Studies, and Science) Content knowledge is also assessed by the cooperating teachers and university supervisors during the student teaching semester. Five of the seven NAEYC Standards are measured on the Field Experience Evaluation form (FEE) for early childhood. As stated in Section IV, data show positive findings and trends. By incorporating the results of this data with PRAXIS II Elementary Content scores and course grades, it is evident that candidates possess knowledge in the content areas and have an understanding of the central concepts and structures as they relate to the early childhood classroom. A lesson plan format was adopted to correlate with the Louisiana Edition of Charlotte Danielson's Framework for Teaching. The FEE instrument directly correlates to the Danielson framework. Faculty and student teacher candidates are experiencing ongoing training utilizing the above stated instruments for planning and evaluation. Candidates also provide input on the effectiveness of feedback from evaluations through end of semester surveys. These sources of information can then be used to make adjustments to the planning and evaluation instruments. Although the data shows solid evidence that our candidates are able to demonstrate preparedness in the content areas, it does not fully reflect the range of content knowledge our program provides through course work and field experiences. For example, the Early Childhood candidates complete 280 hours of field experiences throughout the early childhood degree plan before the student teaching semester. Through lesson planning, teaching, collaboration, and reflection in each course, all NAEYC Standards are consistently integrated.

2) Pedagogical and Professional Knowledge, Skills, and Dispositions: Data from the Field Experience Evaluation-form (FEE) assessment used to evaluate candidates in the above stated courses and the student teaching semester are reviewed regularly by program faculty, university supervisors, and staff within the Office of Student Teaching and Professional Education Services. With increased use of technology in methodology courses, collaboration continues with area school district in order to provide pre-service teachers the opportunity to further develop technology skills as they relate to teaching and learning. Teacher candidates are required to attend technology seminars prior to and during the student teaching semester. Through this collaborative project candidates are better equipped with the skills necessary to integrate the use of instructional technology (e.g. Promethean Interactive whiteboard technology boards) into daily lessons. Early Childhood candidates are required to use technology in every evaluated lesson in the practicum and student teaching semesters. Use of technology to enhance learning, teaching, and the ability to make appropriate accommodations has had positive results reflected in the data. The addition of these performance-based evaluation elements has provided faculty the ability to assess mastery of teaching and of content. In addition, through coursework and seminars, the Burton College of

Education encourages candidates to become involved with professional teaching organizations which provide a variety of professional development opportunities in their specialty areas. Candidates are encouraged to attend and present at national, regional, and state conferences. At present, the assessments described in this report do not provide clear evidence of candidate experience with these organizations and online resources as addressed in NAEYC Standard 6: Becoming a Professional. Candidates are required throughout the program's coursework to read and summarize journal articles pertaining to methodology issues in early childhood; however, at this time, data is not being collected to reflect this.

3) Student Learning: The semester prior to student teaching, the early childhood candidates complete a portfolio/child case study. The data from this assessment reflects the candidate's ability to interpret the impact of observing and documenting student growth and the tool assists candidates in parent-teacher conferencing. Program faculty uses the portfolio/child case study for data collection to assess student learning in place of the P-12 Learning Analysis. During student teaching, the candidates must complete the P-12 Learning Analysis by selecting a unit of instruction, administering a pre/post assessment on that unit of instruction, and analyzing the student performance results. That analysis requires the candidates to compare the pre/post results and calculate the difference in student performance. Information from this assessment is used by program faculty to develop student teaching seminars and course-embedded workshops to support candidates in the creation of future work samples. Early childhood candidates do complete the P-12 Learning Analysis assignment; however, program faculty does not collect data at this time. Throughout the degree program, there are many opportunities for candidates to engage in lesson planning and activities that impact student achievement.

The minimum 80% passage rate on the first attempt on the PRAXIS PLT, 0621, was not met in fall 2015 at 60%; however, it was met in spring 2016 at 86%. The sub-score is being used to address specific areas of need which at this time is Section I Students as Learners and Section II Instructional Process.

Due to changes in the school district's collection of student assessment in the pre-kindergarten classroom, the portfolio assessment tool in the McNeese practicum course has been revised. New data will follow.

2016-2017:
Use of Assessment to Improve Instruction
1) Content Knowledge: The Department of Teacher Education is involved in ongoing curriculum review of the Early Childhood Education program in order to ensure that candidates are well prepared in the area of content knowledge. In particular, performance measured by course grades and the PRAXIS II Elementary Content Knowledge exam (5018) prior to Sept. 1, 2017 and now (5001) are used to inform recommendations regarding course and programmatic changes. As stated in section IV, course grades along with the passing rate on PRAXIS II (No data, due to no candidates), provides evidence that candidates are acquiring the necessary knowledge to integrate theories and research with respect to each content area (Reading/Language Arts, Mathematics, Social Studies, and Science) Content knowledge is also assessed by the cooperating teachers and university supervisors during the student teaching semester. Five of the seven NAEYC Standards are measured on the Field Experience Evaluation form (FEE) for early childhood. As stated in Section IV, data show positive findings and trends. By incorporating the results of this data with PRAXIS II Elementary Content scores and course grades, it is evident that candidates possess knowledge in the content areas and have an understanding of the central concepts and structures as they relate to the early childhood classroom. A lesson plan format was adopted to correlate with the Louisiana Edition of Charlotte Danielson's Framework for Teaching. The FEE instrument directly correlates to the Danielson framework. Faculty and student teacher candidates are experiencing ongoing training utilizing the above stated instruments for planning and evaluation. Candidates also provide input on the effectiveness of feedback from evaluations through end of semester surveys. These sources of information can then be used to make adjustments to the planning and evaluation instruments. Although the data shows solid evidence that our candidates are able to demonstrate preparedness in the content areas, it does not fully reflect the range of content knowledge our program provides through course work and field experiences. For example, the Early Childhood candidates complete 280 hours of field experiences throughout the early

childhood degree plan before the student teaching semester. Through lesson planning, teaching, collaboration, and reflection in each course, all NAEYC Standards are consistently integrated.

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3) Student Learning: The semester prior to student teaching, the early childhood candidates complete a portfolio/child case study. The data from this assessment reflects the candidate's ability to interpret the impact of observing and documenting student growth and the tool assists candidates in parent-teacher conferencing. Program faculty uses the portfolio/child case study for data collection to assess student learning in place of the P-12 Learning Analysis. During student teaching, the candidates must complete the P-12 Teacher Candidate Work Sample by selecting a unit of instruction, administering a pre/post assessment on that unit of instruction, and analyzing the student performance results. That analysis requires the candidates to compare the pre/post results and calculate the difference in student performance. Candidates further use the data for re-teaching purposes within their assigned classrooms. Information from this assessment is used by program faculty to develop student teaching seminars and course-embedded workshops to support candidates in the creation of future work samples. Early childhood candidates do complete the P-12 Teacher Candidate Work Sample assignment; and data collection began Spring 2017. Throughout the degree program, there are many opportunities for candidates to engage in lesson planning and activities that impact student achievement.

2017-2018:
Candidates have been exposed to a variety of teaching strategies, a new approach for them, that are expected to show positive results in to a more student led learning environment. Focus has been directed to differentiated instruction to promote positive outcomes for each child. Professional Development, Leadership, and Community are addressed through numerous opportunities for hands-on field experience in our district schools and community outreach. Program faculty enriches content courses with guest speakers and trainings necessary for reciprocal relationships. In regards to Analysis of Instructional Scenarios, NAEYC standards 5a and 5b are addressed. Students lack the test taking skills to complete constructive response questions, thus lower test scores. Student's gain the experiences necessary to skillfully and confidently approach these scenarios in the final semesters of their program.

Therefore, new and innovative teaching strategies as well as professional development have been modeled and implemented in a variety of early childhood courses. The Praxis PLT benchmark was met for the 2017-2018 year.

4 Program Highlights from the Reporting Year

2015-2016:
We implemented a Co-teaching model and professional development for MAT teacher candidates in conjunction with the local P-12 school system. Teacher candidates, cooperating teachers, and university supervisors work together to build a co-teaching relationship for the teacher candidate's student teaching or intern experience. During multiple professional development opportunities, each member of the triad (teacher candidate, cooperating teacher, and university supervisor) receives information on co-teaching and how to make it successful for all involved in the process, as well as participates in relationship building activities. The goal of the Co-teaching model and professional development is to improve the student teaching or internship experience in order to further the success of our students during their final semester.
Selected Early Childhood Candidates participate in the Teacher Residency - Pilot Program, which will be implemented fall 2017.

2016-2017:
We implemented a Co-teaching model and professional development for MAT teacher candidates in conjunction with the local P-12 school system. Teacher candidates, cooperating teachers, and university supervisor's work together to build a co-teaching relationship for the teacher candidate's student teaching or intern experience. During multiple professional development opportunities, each member of the triad (teacher candidate, cooperating teacher, and university supervisor) receives information on co-teaching and how to make it successful for all involved in the process, as well as participates in relationship building activities. The goal of the Co-teaching model and professional development is to improve the student teaching or internship experience in order to further the success of our students during their final semester.
A select group of McNeese faculty and CPSB teachers come together to provide professional development and serve as mentors for student teacher candidates in the Believe and Prepare Collaboration. This collaboration instills the Co-Teaching Model.

2017-2018:
Developed a Diversity committee to address cultural relevance.
Making strides to establish inter-rater reliability for all faculty, cooperating teachers, and university supervisors on the FEE assessment tool.

5 Program Mission

The purpose of the Post Baccalaureate certificates in ECE Pre-K-3 to prepare teacher education candidates for entry into teaching as an Early Childhood Education teacher in Grades PK-3. Additionally, the purpose is to prepare professional educators and life-long learners who will contribute to the cultural and intellectual advancement of the citizens of Louisiana and instill professionalism, collaboration, reflection, and a respect for diversity.

6 Institutional Mission Reference

7 Assessment and Benchmark Enrollment, Completion, Retention, and Recruitment

Assessment: Track levels of student enrollment, retention, and completion.
Active recruitment efforts within the community specific to your program.
CAEP Standard 3

Benchmark 7.1: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment. Going beyond traditional approaches of recruitment and partnering with the Office of Admission and Recruiting, the EPP will actively recruit within the community at least two times each academic year.

Benchmark 7.2: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the post-baccalaureate program in Early Childhood within two years of being accepted into the program.

Outcome Links

2013 CAEP Standards [External]

   3. Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

7.1 Data Enrollment and Completers

2016-2017:
- 03/05/2016 - Spring Fling 9:00-12:00, 3 hours
- 10/29/2016 - Cowboy Q&A Day 10:30-1:00, 2.5 hours

PBC Early Childhood Education - Enrollment and Completer Data:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2013-2014	6	2	0	2
2014-2015	3	3	0	3
2015-2016	8	2	1	3
2016-2017	5	0	0	0
2017-2018	2	0	1	1

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Enrollments have slightly increased since the 2013-2014 academic year. Increase recruitment effort.

2016-2017:
Enrollment from 2014-2015 increased 62.5 % by 2015-2016, then decreased by .6% in 2016-2017. Currently we do not have candidates as completers for fall 2016
Early childhood faculty will be present at future Spring Flings and Cowboy Q&A Days. Will have photos and/or brochure emphasizing the Early Childhood Program.

2017-2018:
The benchmark of 7% increase was not met. The enrollment had only two candidates enrolled in the current academic year. The program will be discontinued as of the 2019-2020 academic year.

7.2 Data Completer Matriculation Rates

Completer Matriculation Rates:

Program Type	Cohort Academic Year	Accepted into program with 499 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
PBC	2011	16		N=5 32%	N=2 12%	N=1 6%		N=8 50%		
PBC	2012	20	N=10 50%	N=2 10%	N=1 5%		N=4 20%	N=3 15%		
PBC	2013	24	N=4 16%	N=5 21%	N=1 5%		N=7 29%	N=7 29%		
PBC	2014	4	N=3 75%				N=1 25%			

7.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Benchmark was not met.
Of those candidates that were accepted into the program in the 2013-2014 academic year, 75% completed within two years.
Of those that were accepted and completed the program,100% of them completed within two years of being officially accepted into the program.
The PBC Early Childhood Education program is being discontinued as of the 2019-2020 academic year. Early Childhood Education faculty will follow up with candidates who are currently in the program.

8 Assessment and Benchmark Curriculum Development

Assessment: Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.
Curriculum alignment includes:
-InTASC standards
-Program standards
-Year-long residency
-Louisiana Components of Effective Teaching
-Louisiana Teacher Preparation Competencies
-Louisiana Student Standards
CAEP Standard 2

Benchmark: All program faculty will meet at least twice an academic year to discuss curriculum changes/implementations, assessment data, and progress monitoring of action plans.

Outcome Links

2013 CAEP Standards [External]

2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

8.1 Data

2015-2016:
Spring 2015:
- February 20, 2015 - CLASS consulting with CPSB
- May 11, 2015 - DEP Faculty Meeting - Master Plan 10:30-12:30
- May 13, 2015 - Master Plan 10:30-12:00

Fall 2015:
- August 18, 2015 - BCOE Meeting 1:00
- August 19, 2015 - DEP Meeting 9:00-10:00
                        - ECE small group meeting 12:20-1:30
- October 8, 2015 - Turnitin Plagiarism 3:00-4:00

Spring 2016:
- January 12, 2016 - QEP with Dr. John Gardner 9:30-5:00
- January 13, 2016 - QEP 9:45-12:00
                        - DEP Faculty meeting (General Information) 2:00-4:30
- January 29, 2016 - DEP Faculty Meeting (CAEP) 10:00-12:30
- Feb 1, 2, 3, 4, 2016 - Tara Chaumont and Laura Fontenot CLASS recertification
- February 17, 2016 - QEP Focus Group 12:30-2:00
                        - CAEP Meeting 3:00-4:00
- February 18, 2016 - CPSB - Believe and Prepare
- February 19, 2016 - CPSB - Believe and Prepare
- March 14, 2016 - ECE advising meeting
- March 17, 2016 - CAEP Meeting
- March 21, 2016 - CPSB - Believe and Prepare (Presenters)
- April 18, 2016 - CAEP Meeting

- May 16, 2016 - DEP Workshop/SPA
- May 17, 2016 - DEP workshop/SPA
- May 26, 2016 - CAEP Webinar 3:00

2016-2017:
DEP Meetings:

- 01/12/2016 - Quality Enhancement Program (QEP) Campus wide discussion on advising strategies
- 01/13/2016 - DEP meeting 2:00-4:30, 5 hours
- 01/29/2016 - ECE Faculty meeting 10:00-12:30, 5 hours
- 03/14/2016 - ECE Advising meeting 1:00-2:15,15 hours
- 04/06/2016 - DEP Faculty meeting 12:20-2:00, 40 hours
- 08/08/2016 - Collaboration Partners with a Purpose 10:00-2:00, 4 hours
- 08/15/2016 - DEP meeting 9:00-12:30, (SPA) 1:00-4:30, 7 hours
- 10/26/2016 - DEP Faculty meeting, 3:00-5:00, 2 hours
- 11/07/2016 - InTASC Student Learning Targets 11:00-1:00, 2 hours
- 11/08/2016 - InTASC Student Learning Targets 11:00-3:00, 4 hours
- 12/07/2016 - DEP ECE data 9:00-12:00, 1:00-4:30, 5 hours
- 12/08/2016 - DEP 9:15-12:00, ECE/PBC data 1:00-4:30, 15 hours

2017-2018:
Data table is attached.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

PBC_ECHD_Curriculum Development_17-18

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Department of Education Professions is up for CAEP site visit in the spring of 2017; therefore, faculty have been meeting in preparation. Early Childhood Faculty recertified in "CLASS", which is a Classroom Assessment Scoring System, utilized in Head-Start and Pre-Kindergarten classrooms. Certification enables faculty to work directly with district cohorts. Program faculty meets at regular intervals throughout the year to discuss advising methods and program implementation.
Program Faculty will continue to collaborate with local districts to strengthen our program and prepare our teacher candidates to fully meet district needs.

2016-2017:
01/29/2016; SPA and CAEP data to be collected by ECE Faculty
03/14/2016; ECE faculty addressed advising policies/procedures
12/07-08/2016; Gathering, analyzing, and loading data from fall 2016 semester for Master Plans, SPAS, and CAEP.

- During the QEP meeting, Faculty discussed advisement strategies and procedures to enhance student retention and graduation rates.
- Faculty discussed lesson plan template and decided to use a more universal format in professional education courses.
- Rubrics for specific assessments were evaluated and changed to align with CEC standards.
- Assignments were evaluated to identify strengths and weaknesses and changed to reflect rigor of the course.

2017-2018:
The benchmark was met and exceeded with Early Childhood Education faculty participating in the minimum of professional development and recruitment meetings. Early Childhood Education faculty also collaborated with district cooperating teachers where candidates were placed for field experiences throughout the year.

The goal for 2018-2019 will be for Early Childhood Education faculty to convene meetings with

faculty from other content areas to enhance the curriculum and instruction for Early Childhood Education candidates. Early Childhood Education Faculty will participate in professional development for technology and curriculum development. Early Childhood Education faculty will participate in and require candidates to participate in community partnership*s.*

The goal will be assessed by the number of documented meetings and outcomes from those meetings including enhancements for the Early Childhood Education curriculum and instruction. Documentation of the community partnership events faculty and candidates attend will also serve in evaluating the success of the goal.

9 Assessment and Benchmark Praxis Content Exam

Program: Early Childhood PBC
Assessment #1: Praxis Content
Exam #: PLT
ECHD SPA Assessment 1, Praxis II (0014) & (5014)
Louisiana Teacher General Competency B: The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.
NAEYC Standard 5
NAEYC 1a: Knowing and understanding young children's characteristics and needs.
NAEYC 1b: Knowing and understanding multiple influences on development and learning.
NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.
NAEYC 3a: Understanding the goals benefits and uses of assessment
NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.
NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
InTASC standards included: 4
Knowledge:
Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
Candidate will pass their Praxis content area exam before entering their student teaching/intern semester.
CAEP Standard 1

Benchmark: A minimum of 80% of graduate candidates will have passed the Praxis Content Exam (5014/5018/5001(5002, 5003, 5004, 5005)) on the first attempt.

As of September 1st, 2014, Praxis II exam became all computer based (5014).

Outcome Links

LTGC B [Program]
The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

2013 CAEP Standards [External]

1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

2013 InTASC Standards [External]

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

9.1 Data [Not Approved]

Early Childhood PBC - Praxis Content #0014:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017
	Number	2	1	0	0
	Mean	162	170		
Overall score information	Range	161-162	170		
	% Pass 1st attempt	100%	100%		
	% Pass prior to ST/Intern	100%	100%		
Subcomponents:	Number				
	Mean				
Students as Learners	Range				
	% correct				
	Mean				
Instructional Process	Range				
	% correct				
	Mean				
Assessment	Range				
	% correct				
Professional Development Leadership and Community	Mean				
	Range				
	% correct				
Analysis of Instructional Scenarios	Mean				
	Range				
	% correct				

Early Childhood PBC - Praxis Content PLT:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017
	Number	2	1	0	0
	Mean	167	166		
Overall score information	Range	163-171	166		
	% Pass 1st attempt	50%	100%		
	% Pass prior to ST/Intern	100%	100%		
Subcomponents:	Number	2	0		
	Mean	14			
Students as Learners	Range	13-15			
	% correct (21)				
	Mean	14			
Instructional Process	Range	12-15			
	% correct (21)				
	Mean	9			

Assessment	Range	9			
	% correct (14)				
Professional Development Leadership and Community	Mean	9			
	Range	7-10			
	% correct (14)				
Analysis of Instructional Scenarios	Mean	14			
	Range	13-15			
	% correct (14)				

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Data reporting began in the 2014-2015 academic year. The passage rate is 100% prior to student teaching, and the three students from fall 2015 and spring 2016 passed on the first attempt.

2016-2017:
For Fall 2015 there were two candidates that took the Praxis Test 0014 and passed on the first attempt. The mean score of the candidates was 162. In spring 2016 one candidate took Praxis 0014 and passed on the first attempt. Breakdown data of content areas was not available.

2017-2018:
The one completer in 2017-2018 did not achieve a passing score on the Praxis #5018 on the first attempt, so the benchmark was not met.
Although the program will be eliminated as of 2019-2020, Early Childhood Education faculty will continue to work to identify factors that may influence the performance scores on the test for BS Early Childhood Education candidates.

10 Assessment and Benchmark Comprehensive Unit Plan (CUP)/Lesson Planning

Assessment: EDUC 420: Early Childhood Practicum II.
Comprehensive Unit Plan is assessed during the kindergarten practicum via a rubric that is based on a lesson plan template that is aligned with Common Core State Standards and utilized by the Department of Education Professions.
ECHD SPA Assessment 3 Planning
Louisiana Teacher General Competency F: The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.
Louisiana Teacher General Competency G: The teacher candidate develops and applies instructional supports and plans for an Individual Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.
NAEYC Standard 1
NAEYC 1a: Knowing and understanding young children's characteristics and needs.
NAEYC 1b: Knowing and understanding multiple influences on development and learning.
NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.
NAEYC 3a: Understanding the goals benefits and uses of assessment
NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.
NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
InTASC standards included: 1, 2, 4, 5, 7, 8.
Knowledge:
Learner Development: InTASC Standard 1 - The candidate determines how learners grow and

develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.
Learning Differences: InTASC Standard 2 - The candidate identifies individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
Application of Content: InTASC Standard 5 - The candidate decides how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Planning for Instruction: InTASC Standard 7 - The candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context to plan instruction that supports every student in meeting rigorous learning goals.
Skills:
Instructional Strategies: InTASC Standard 8 - The candidate implements a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
CAEP Standard 1

Benchmark 10.1: Candidates will have a minimum score of 3 (Proficient) in each criterion from the CUP rubric administered in EDUC 420: Early Childhood Assessment and Practicum II.

Benchmark 10.2: Candidates will have a minimum score of 3 (Proficient) in each criterion from the Lesson Plan rubric administered in EDUC 409: Early Classroom Management and Field Experience.

Outcome Links

LTGC F [Program]
The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.

LTGC G [Program]
The teacher candidate develops and applies instructional supports and plans for an Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.

2013 InTASC Standards [External]

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

2010 NAEYC Initial and Advanced Standards [External]

1 Promoting Child Development & Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

4b Effective Strategies & Tools

4b: Knowing and understanding effective strategies and tools for early education

2c Involvement in Learning

2c: Involving families and communities in their children's development and learning

4d Reflection

4d: Reflecting on own practice to promote positive outcomes for each child

10.1 Data Comprehensive Unit Plan

		Fall 2015 N=2					Spring 2 N=1		
Standard	Criteria on Rubric	Ineffective 0 points	Effective Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score	Ineffective 0 points	Effective Emerging 1 point	Profic 3 poi
4b	Integrations of Technology	0	0	0	2	2	0	0	0
		0%	0%	0%	100%	100%	0%	0%	0%
4b	Introductory Activities	0	0	1	1	2	0	0	0
		0%	0%	50%	50%	100%	0%	0%	0%
4b	Learning Activities	0	0	0	2	2	0	0	1
		0%	0%	0%	100%	100%	0%	0%	100
2c	Home/School Activities	0	0	0	2	2	0	0	0
		0%	0%	0%	100%	100%	0%	0%	0%
4b	Seed Questions	0	0	1	1	2	0	0	0
		0%	0%	50%	50%	100%	0%	0%	0%
4d	How Special Needs will be Met	0	0	0	2	2	0	0	3
		0%	0%	0%	100%	100%	0%	0%	100
4d	Accommodations/ Modifications	0	0	0	2	2	0	0	0
		0%	0%	0%	100%	100%	0%	0%	0%

		Spring 2018 N=1				
Standard	Criteria on Rubric	Ineffective 0 points	Effective Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b	Integrations of Technology	0	0	0	1	1
		0%	0%	0%	100%	100%
4b	Introductory Activities	0	0	1	0	1
		0%	0%	100%	0%	100%
4b	Learning Activities	0	0	0	1	1
		0%	0%	0%	100%	100%

2c	Home/School Activities					
4b	Seed Questions	0	0	0	1	1
		0%	0%	0%	100%	100%
4d	How Special Needs will be Met	0	0	1	0	1
		0%	0%	100%	0%	100%
4d	Accommodations/ Modifications	0	0	0	1	1
		0%	0%	0%	100%	100%

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
This was the first year for this assessment.
Program faculty revised rubric so that data reflects disaggregation by standard and element, as well as percentages for competency level. Faculty pulled fall 2015 and spring 2016 candidate rubrics and re-graded content for verification of data. A competency score of 3 (proficient) was set by faculty as a minimum score for candidates to effectively demonstrate understanding of each element assessed. Low numbers of candidates for the fall 2015 and spring 2016 semesters, make interpretation of data difficult.

2016-2017:
Faculty will utilize new lesson plan template with specific content criteria to facilitate lesson planning instruction. For the Essential Question element, early childhood candidates were not required to pose a question. Candidates are mainly teaching baseline skills. Candidates scored at 0% to 50% in fall 2015 and spring 2016. This element will not be required of early childhood candidates.
Instructors will plan and implement additional strategies to improve scores for student outcomes, guided practice, assessment, and differentiation with these post-baccalaureate candidates. This will occur specifically in EDUC 420 which is the semester prior to student teaching.
There were no candidates for fall 2016 and spring 2017.

2017-2018:
The one completer in 2017-2018 scored Highly Proficient in all criterion categories.
For 2018-2019, candidates will score a minimum of 80% in areas of the CUP rubric. The Early Childhood Education program will be eliminated in 2019-2020.

10.2 Data Lesson Planning

PBC EDUC 409			Fall 2015	Spring 2016	Fall 2016	Spring 2017
Rubric Element	InTASC Standard					
Essential Questions		Number	2	1	0	0
		Mean	2.5	2.00		
		Range	2.00-3.00	2.00		
		% Proficient or Higher	50%	0%		
Content Standards		Number	2	1	0	0
		Mean	3.00	3.00		
		Range	3.00	3.00		
		% Proficient or Higher	100%	100%		

Student Outcomes		Number	2	1		
		Mean	2.50	2.00		
		Range	2.00-3.00	2.00		
		% Proficient or Higher	50%	0%		
Technology		Number	2	1		
		Mean	3.00	3.00		
		Range	3.00	3.00		
		% Proficient or Higher	100%	100%		
Education Materials		Number	2	1		
		Mean	3.00	3.00		
		Range	3.00	3.00		
		% Proficient or Higher	100%	100%		
Procedures		Number	2	1		
		Mean	3.00	3.00		
		Range	3.00	3.00		
		% Proficient or Higher	100%	100%		
Lesson "Hook"		Number	2	1		
		Mean	3.00	2.00		
		Range	3.00	2.00		
		% Proficient or Higher	100%	0%		
Pre-Planned (Seed) Questions		Number	2	1		
		Mean	3.00	3.00		
		Range	3.00	3.00		
		% Proficient or Higher	100%	100%		
Modeled, Guided, Collab. & Ind. Practice		Number	2	1		
		Mean	3.00	2.00		
		Range	3.00	2.00		
		% Proficient or Higher	100%	0%		
Closure		Number	2	1		
		Mean	3.00	3.00		
		Range	3.00	3.00		
		% Proficient or Higher	100%	100%		

Formative/Summative Assessment		Number	2	1		
		Mean	2.50	2.00		
		Range	2.00-3.00	2.00		
		% Proficient or Higher	50%	0%		
Relevance & Rationale		Number	2	1		
		Mean	3.00	3.00		
		Range	3.00	3.00		
		% Proficient or Higher	100%	100%		
Exploration, Extension, Supplemental		Number	2	1		
		Mean	2.50	3.00		
		Range	2.00-3.00	3.00		
		% Proficient or Higher	50%	0%		
Differentiation		Number	2	1		
		Mean	2.00	2.00		
		Range	2.00	2.00		
		% Proficient or Higher	0%	0%		

Criteria on Rubric	Spring 2018 N=1				
	Ineffective	Effective Emerging	Proficient	Highly Effective	# of students with passing score
Professional Writing	0	0	0	1	1
	0%	0%	0%	100%	100%
Content Standards	0	0	0	1	1
	0%	0%	0%	100%	100%
Student Outcomes					
Materials/ Technology	0	0	0	1	1
	0%	0%	0%	100%	100%
Procedures	0	0	0	1	1
	0%	0%	0%	100%	100%
Lesson Hook	0	0	0	1	1
	0%	0%	0%	100%	100%
HOT Questions	0	0	0	1	1
	0%	0%	0%	100%	100%
Modeling,	0	0	0	1	1

Guided, Independent	0%	0%	0%	100%	100%
Formative/ Summative Assessment	0	0	0	1	1
	0%	0%	0%	100%	100%
Closure	0	0	1	0	1
	0%	0%	100%	0%	100%
Differentiation	0	0	0	1	1
	0%	0%	0%	100%	100%
Reflection	0	0	0	1	1
	0%	0%	0%	100%	100%

10.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
The benchmark was met for all elements in which data was collected.
For 2018-2019, Early Childhood Education faculty will require candidates to write a complete lesson plan and score "Proficiency" or higher.

11 Assessment and Benchmark   Field Experience Evaluation

Assessment: ECE SPA Assessment 4: Field Experience Evaluation (FEE)
Domains: Planning & Preparation, Classroom Environment, Managing Student Behavior, and Professionalism.
Louisiana Teacher General Competency A: The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Compass Teacher Rubric.
Louisiana Teacher General Competency C2: The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.
NAEYC Standards: 1, 3, 4, 5, & 6.
NAEYC 1a: Knowing and understanding young children's characteristics and needs.
NAEYC 1b: Knowing and understanding multiple influences on development and learning.
NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.
NAEYC 3a: Understanding the goals benefits and uses of assessment
NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.
NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
InTASC standards included: 1, 2, 3, 4, 5, 6, 7, 8, 9.
Knowledge:
Learning Differences: InTASC Standard 2 - The candidate identifies individual difference s and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
Skills:
Learner Development: InTASC Standard 1 - The candidate designs and implements developmentally appropriate and challenging learning experienced.
Learning Environments: InTASC Standard 3 - The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge: InTASC Standard 4 - The candidate creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Application of Content: InTASC Standard 5 - The candidate engages learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues by connecting concepts and using differing perspectives.

Assessment: InTASC Standard 6 - The candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.

Planning for Instruction: InTASC Standard 7 - The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies: InTASC 8 - The candidate implements a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Dispositions:

Professional Learning and Ethical Practice: InTASC 9 - The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

CAEP Standard 1

Benchmark 11.1: >70% on all formal evaluations utilizing the Field Experience Evaluation tool. > 80% on student teacher candidate portfolio. Attend all professional development seminars. Minimum of 3.50 mean score out of 4.00 on indicators of final Field Experience Evaluation (FEE) that measure each of the following domains: Planning and Preparation, The Classroom Environment, Instruction, and Professionalism.

Prior to 2016-2017, the becnhmark was candidates will score at benchmark (score of 2.00) or higher on their FEE evaluation at the end of their internship or student teaching semester.

Benchmark 11.2: Minimum average mean score of 3.00 out of 4.00 on content specific indicators on the Field Experience Evaluation.

Outcome Links

LTGC A [Program]
The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Compass Teacher Rubric.

LTGC C2 [Program]
The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.

2013 InTASC Standards [External]

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Lrng & Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

2010 NAEYC Initial and Advanced Standards [External]

1 Promoting Child Development & Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

3 Observe, Document, and Assess

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

4 Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

5 Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

6 Becoming a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

11.1 Data

Previous Data:

Domain	NAEYC Standards	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
		N=0	N=0	N=0	N=0	N=2	N=1
Planning and Preparation	5a, 5b, 5c				4	3.4	2.9
Classroom Environment: Managing Student Behavior	4a				4	3.1	2.1
Instruction:					4		

Using Questioning and Discussion Techniques	5b						3.1	2.45
Engaging Students in Learning	1c						3.1	3.7
Using Assessment in Instruction	3a, 3b, 3c						3.1	3.5
Professionalism	6a, 6b, 6c					4	4	3.8

	InTASC	Fall 2015 N=2		Spring 2016 N=1		Fall 2016 N=0		Spring 2017 N=0	
Component	Standard	Mean	Range	Mean	Range	Mean	Range	Mean	Range
1.1.1	4n	3.75	3.8	2.75	2.75				
1.1.2	6r	3.6	3.5-3.75	3.25	3.25				
1.1.3	2g	3.4	3.25-3.63	2.75	2.75				
1.1.4	1b	3.7	3.5-3.88	3	3				
2.1.1	3j	3.3	2.75-3.85	2.5	2.5				
2.1.2	3d	3.1	2.75-3.5	1.5	1.5				
2.1.3	3d	3.4	3.25-3.63	2.5	2.5				
2.1.4	3d	3.1	2.75-3.5	2.25	2.25				
2.2.1	3c	3.5	3.25-3.75	2	2				
2.2.2	3f	3.1	2.75-3.5	2	2				
2.2.3	3f	3	2.5-3.5	2	2				
3.1.1	8f	3.3	3-3.5	1.75	1.75				
3.1.2	4c	2.8	2.5-3	2.25	2.25				
3.1.3	5e	3.4	3-3.7	2.25	2.25				
3.2.1	7a	3.63	3.25-3.63	2.25	2.25				
3.2.2	3j	3.63	3-3.63	2.5	2.5				
3.2.3	4f	3.5	3.5	3	3				
3.2.4	3d	3.63	3.25-3.63	2.75	2.75				
3.3.1	6d	3.13	3.13-3.5	2.5	2.5				
3.3.2	6a	3.63	3.63-4	2.75	2.75				
3.3.3	6d	3.5	3.5-3.75	2.75	2.75				
3.3.4	8b	3.38	3.25-3.38	2.25	2.25				
4.1.1	9o	4	4	3.75	3.75				
4.1.2	9l	4	4	4	4				
4.1.3	9o	4	4	3.75	3.75				

2017-2018:
Data table is attached.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

PBC_ECHD_FEE_17-18

11.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Data was reported differently prior to 2015-2016. Look at it and maybe include it.
It is important to note that these are scores compiled at the "end" of the student teaching

experience. There are summative assessments collected throughout the semester which are reviewed with the candidate. This data is collected at the end of each semester. Scores are monitored for formative data to ensure that the student teaching process remains effective. The consistently high averages indicate that candidate performance at the end of the student teaching semester exceeds the effective criteria of 2.00, as indicated on the instrument, across the four domains, (see table above; Field Experience Evaluation Data of Final Average). The level of 2.00 is considered Effective Emerging, as this instrument is used to measure student teacher candidates' performance, excluding the area of Planning and Preparation, which is the writing of the lesson plan. Perhaps the consistently high scores indicate that evaluators are not critical enough of our candidates and further training might be necessary for inter-rater reliability on critical feedback. This program for fall 2015 and spring 2016 had 3 candidates from which to collect data, one of which had some difficulty in the area of Classroom Environment; Managing Student Behavior which resulted in lower data ranges. Program faculty will continue to monitor data trends with post-baccalaureate candidates.

2017-2018:
The benchmark was met in the domains of Planning and Preparation, Professionalism, and Classroom Environment. The benchmark was not met for Component 3.1 in the Instruction domain.
Inter-rater reliability on the FEE critical feedback to candidates across the four domains. This is intended to assist candidates in acquiring the reliable score of 3.00 or higher.
Early Childhood Education faculty will create a systematic process to analyze candidates' FEE scores (including scripted observations). Areas indicating need for improvement will be identified and curriculum changes will be made in appropriate coursework.

11.2 Data

ECH	NAEYC Standard	Fall 2015 N=2		Spring 2016 N=1		Fall 2016 N=0		Spring 2017 N=0		Fall 2017 N=0		Spring 2018 N=1	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
5.1	1a	3.50	3.50	2.67	2.67							3.25	3.25
5.2	1b	3.50	3.50	2.67	2.67							3.50	3.50
5.3	1c	3.25	3.00-3.50	2.00	2.00							3.38	3.38
5.4	2a	3.50	3.50	3.00	3.00							3.38	3.38
5.5	2b	3.35	3.20-3.50	3.00	3.00							3.38	3.38
5.6	2c	3.53	3.30-3.75	3.00	3.00							3.25	3.25
5.7	3a	3.75	3.50-4.00	3.00	3.00							3.38	3.38
5.8	3b	3.75	3.50-4.00	3.00	3.00							3.13	3.13
5.9	3c	3.75	3.50-4.00	3.00	3.00							3.38	3.38
5.10	3d	3.75	3.50-4.00	3.00	3.00							3.38	3.38
5.11	4a	3.50	3.50	3.00	3.00							3.38	3.38
5.12	4b	3.50	3.50	2.33	2.33							3.38	3.38
5.13	4c	3.38	3.25-3.50	2.33	2.33							3.38	3.38
5.14	5a	3.50	3.50	3.00	3.00							3.33	3.33

11.2.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Analyze data after three years of data collection to determine benchmark.

2016-2017:
We had no teacher candidates for fall 2016 and spring 2017.
Overall these three Post-Baccalaureate candidates were challenged with planning a cohesive lesson plan, behavior management, quality of questions, and assessment. Instructors will

utilize class time in EDUC 420 within the module of lesson planning to target the previously stated areas of concern. Classroom management concerns will be addressed in EDUC 409 with positive behavior management strategies being the focus.

2017-2018:
The completer scored at the proficiency rate of 3.00 or higher on all indicators in the FEE content domain 5, meeting the benchmark for the year.

In 2018-2019, FEE descriptors will be reviewed and revised to create increased inter-rater reliability for the entire FEE, including domain 5.

Early Childhood Education faculty will analyze FEE practicum and student teaching scores to identify areas of strength and areas of improvement. These findings will drive course learning outcomes relative to Domain 5 content standards as determined by NAEYC to be revised.

12 **Assessment and Benchmark** Teacher Candidate Work Sample

ECE SPA Assessment 5: Portfolio (Teacher Candidate Work Sample)/P-12 Learning Analysis.
Assessment: EDUC 468P: Student Teaching.
This documentation is a statistical analysis of student learning through pre- and post-assessments.
During their Education 468P: Teacher candidates must prepare a unit of instruction, administer a pre/post assessment on that unit of instruction, and analyze the student performance results. The P-12 Student Learning Analysis provides evidence that addresses NAEYC Standards.
Louisiana Teacher General Competency H: The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.
Louisiana Teacher General Competency C1: The teacher candidate observes and reflects on students' responses to instruction o identify areas of need and make adjustments to practice.
NAEYC Standards 2, 3, and 5.
NAEYC Standard 3 Observing, documenting, and Assessing to Support Young Children and Families
NAEYC Standard 4c Understanding content knowledge in early education
NAEYC Standard 4d Building meaningful curriculum
InTASC Standards included: 6
Skills:
Assessment: InTASC Standard 6 - The candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
CAEP Standard 1

Benchmark: Candidates will score a 3.00 or above on each of the elements of the Teacher Candidate Work Sample rubric at the end of their internship or student teaching semester.

Prior to 2016-2017, the benchmark was a target for student achievement at 80% passing.

Outcome Links

LTGC C1 [Program]
The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.

LTGC H [Program]
The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

2013 InTASC Standards [External]

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

2010 NAEYC Initial and Advanced Standards [External]

2 Family & Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3 Observe, Document, and Assess

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

5 Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

12.1 Data

Impact on Student Learning		Fall 2015 N=2					Spring 2016 N=1			
Standard	Criteria on Rubric	Ineffective 0 points	Effective Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score	Ineffective 0 points	Effective Emerging 1 point	Proficient 3 points	E 5
	Candidate Information Sheet	0	0	1	1	2	0	0	0	
		0%	0%	50%	50%	100%	0%	0%	0%	
3a	Assessment Plan	0	0	2	0	2	0	0	0	
		0%	0%	100%	5%	100%	0%	0%	0%	
3a	Analyzing Results	0	0	1	1	2	0	0	0	
		0%	0%	50%	50%	100%	0%	0%	0%	
3a, 3b	Reflection on Impact of Instruction	0	0	0	2	2	0	0	1	
		0%	0%	0%	100%	100%	0%	0%	100%	

Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2017	Spring 2018
Choice of Assessment	Number	2	1	0	0
	Mean	2.50	2.00		
	Range	2.00-3.00	2.00		
	% Proficient or Higher	50%	0%		
Pre-assessment	Number				
	Mean				
	Range				
	% Proficient or Higher				
	Number	2	1		
	Mean	2.50	2.00		

Post-assessment	Range	2.00-3.00	2.00		
	% Proficient or Higher	50%	0%		
Alignment of Lesson Evidence	Number	2	1		
	Mean	3.50	3.00		
	Range	3.00-4.00	3.00		
	% Proficient or Higher	100%	100%		
Student Level of Mastery & Evaluation of Factors	Number	2	1		
	Mean	2.50	2.00		
	Range	2.00-3.00	2.00		
	% Proficient or Higher	50%	0%		
Data to Determine Patterns & Gaps	Number	2	1		
	Mean	3.00	3.00		
	Range	2.00-4.00	3.00		
	% Proficient or Higher	5%	100%		
Response to Interventions	Number				
	Mean				
	Range				
	% Proficient or Higher				

*Data was not available for the one completer in 2017-2018.

12.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
This was the first year for this assessment.
The data table below displays that the candidates have a strong grasp of goals, benefits, and uses of appropriate assessment tools as shown by the lowest component score of 3.00 in fall 2015, Analyzing the Results. (3a) For spring 2016, the lowest component was a 3.33 found in Reflection of Impact of Instruction, Part 3. (3a, 3b) In creating the Assessment Plan for fall 2015, candidates scored in the effective: proficient level demonstrating that they were able to apply formal and informal measures from the pre-assessment to the post-assessment of unit plan and for spring 2016, candidates was equally successful with an "effective: proficient" rating.
The data reflects that from fall 2015 to spring 2016, there were three candidates which completed this assessment, therefore, the scores appear to be high in the "effective: proficient" and the "highly effective" areas. Program faculty will continue to monitor scores and add rigor as deemed necessary.

2016-2017:
Candidates scored below the benchmark of 3.00 in the areas of Choice of Assessment, Post-Assessment, Student Level of Mastery and Evaluation of Factors
The areas of assessment and alignment of lesson evidence will be stressed in EDUC 420 when candidates review lesson planning as preparation for comprehensive unit plans and teacher work samples.

2017-2018:
The teacher candidate work sample was replaced with a new measurement tool. Therefore, the new assessment was not administered to the completer for 2017-2018.

The goal for 2018-2019 is for Early Childhood Education faculty to become knowledgable on

the new assessment tool adopted by the Department of Education Professions.

Faculty will attend workshop or training when provided by DEP. Components of this tool will be collected and analyzed in EDUC 420.

13 **Assessment and Benchmark** Principles of Learning and Teaching PRAXIS

ECHD SPA Assessment 6 Licensure:
Assessment: Early Childhood Praxis II
Louisiana Teacher General Competency B: The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.
Louisiana Teacher General Competency E: The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1706, and Bulletin 1903).
NAEYC Standard 1, 2, 3, 4, 5.
NAEYC 1a: Knowing and understanding young children's characteristics and needs.
NAEYC 1b: Knowing and understanding multiple influences on development and learning.
NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.
NAEYC 2c: Involving families and communities in their children's learning and development.
NAEYC Standard 3: Observing, documenting, and Assessing to Support Young Children and Families
NAEYC Standard 4c: Understanding content knowledge in early education
NAEYC Standard 4d: Building meaningful curriculum
InTASC standards included: 10
Dispositions:
Leadership and Collaboration: InTASC 10 - The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure leaner growth, and to advance the profession.

Benchmark: Minimum 80 % of graduates pass PRAXIS PLT 0621 on the first attempt.
Benchmark: Minimum 80% of graduates pass PRAXIS PLT #5621 on the first attempt.

Outcome Links

LTGC B [Program]
The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

LTGC E [Program]
The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).

2013 InTASC Standards [External]

10. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

2010 NAEYC Initial and Advanced Standards [External]

1 Promoting Child Development & Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

2 Family & Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's

families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3 Observe, Document, and Assess

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

4 Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

5 Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

13.1 Data

PRAXIS PLT #0621

		Fall 2015	Spring 2016	Fall 2016	Spring 2017
#0621 overall	Number	10	14	9	14
	Mean	165	172	164.4	168
	Range	157-179	161-185	157-179	158-188
	% Pass 1st attempt	60%	86%	67%	80%
	% Pass prior to ST/Intern	100%	100%	100%	100%
#0621 subcomponents:	Number	9	12	9	14
Students as Learners	Mean	14	16	14	14
	Range	12-16	13-19	12-17	10-18
Instructional Process	Mean	14	15	14	14
	Range	12-17	12-19	14-17	7-17
Assessment	Mean	9	9	9	10
	Range	7-11	7-12	6-10	7-13
Professional Development Leadership and Community	Mean	10	10	9	11
	Range	6-14	9-13	6-10	8-14
Analysis of Instructional Scenarios	Mean	11	12	11	10
	Range	5-15	10-16	9-14	6-15

PRAXIS PLT #5621

		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
	Number	2	1	0	0	0	1

#5621 overall	Mean	167	166					172
	Range	163-171	166					172
	% Pass 1st attempt	0%	100%					100%
	% Pass prior to ST/Intern	100%	100%					100%
#5621 subcomponents:	Number	2	0	0	0	0		1
Students as Learners	Mean	14						18
	Range	13-15						18
Instructional Process	Mean	13.5						17
	Range	12-15						17
Assessment	Mean	9						9
	Range	9						9
Professional Development Leadership and Community	Mean	8.5						9
	Range	7-10						9
Analysis of Instructional Scenarios	Mean	14						12
	Range	13-15						12

13.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Data reporting began in 2014-2015.
This level of achievement was not met in fall 2015; however, in spring 2016, teacher candidates exceeded the minimum competency score by 20%.

2016-2017:
Early Childhood candidates scored within the range of 163-171 on the PLT. Passing score is 157. As evidenced in the data, two of the three candidates were unsuccessful in passing the PLT on the first attempt. More emphasis will be placed on the introductory Early Childhood Development courses in the areas of Students as Learners, the Instructional Process, Assessment, Professional Development, Leadership, and Community Involvement and Analysis of Instructional Scenarios.
During the advising meeting, Faculty will have students sign a document stating the importance of taking the PLT the semester following EDUC 202.
Data was not provided for sub-components of spring 2016.

2017-2018:
The completer in 2017-2018 achieved the passing score on the Praxis PLT on the first attempt, therefore, the benchmark was met.
For 2018-2019, Early Childhood Education faculty has established the goal of 80% passage on the first attempt and a minimum of 70% of questions correct in each sub-score.
EDUC 202 will prioritize content relevant to case study activities to strengthen knowledge of the assessment and analysis of the sub components within the Praxis Principles of Learning and Teaching exam. Sub-scores will be used to determine areas of improvement needed.

14 Assessment and Benchmark Course Content GPA

Assessment: Course content GPA is pulled from the final grades in the following courses: EDUC 202, EDUC 409, EDUC 420, and EDUC 485P.

Benchmark: Candidates should make a minimum score of 3.00 in each of the courses listed for the Early Childhood content area. ECE curriculum content will be up-to-date and meet state and national standards. The 3.00 score correlates to a "B" average.

Prior to 2016-2017, the benchmark was 2.00 since all candidates must have a "C" or better to apply the grade to the degree program.

14.1 Data

Course Content GPA:

Courses	Fall 2015 N=2			Spring 2016 N=1			Spring 2018 N=1		
	Mean	Range	% met benchmark	Mean	Range	% met benchmark	Mean	Range	% met benchmark
EDUC 202	4.00	4.00	100%	4.00	4.00	100%	4.00	4.00	100%
EDUC 409	4.00	4.00	100%	4.00	4.00	100%	4.00	4.00	100%
EDUC 420	4.00	4.00	100%	4.00	4.00	100%	4.00	4.00	100%
EDUC 483P	4.00		100%	2.00		100%	3.00		100%

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
The benchmark of 80% was met in EDUC 202, EDUC 409, EDUC 420, and EDUC 483P in spring 2018.

For 2018-2019, 100% of the candidates will achieve a minimum score of 3.00 in each of the courses listed in the Early Childhood Education content area.

Early Childhood Education faculty will analyze student achievement in Early Childhood Education in the above listed courses and ensure that materials are up-to-date and meet state and national standards.

Program outcomes

LTGC A
The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Compass Teacher Rubric.

LTGC B
The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

LTGC C1
The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.

LTGC C2
The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.

LTGC C3
The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.

LTGC D
The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.

LTGC E
The teacher candidate applies knowledge of state and federal laws related to studentsâ€™ rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).

LTGC F
The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.

LTGC G
The teacher candidate develops and applies instructional supports and plans for an Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.

LTGC H
The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

End of report