

**Secondary Education Grades 6-12 [PBC]
[IS**]**

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

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Program Name: Secondary Education Grades 6-12 [PBC] [IS]**

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

1 Is this program offered via Distance Learning?

50-99% Distance/Traditional

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

No

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

3 Example of Program Improvement

2015-2016:

To help strengthen our candidate's lesson planning, data analysis of student achievement, and content knowledge, we have revamped the instructions and rubrics for these assessments including more rigorous expectations within the directions and/or more thorough, clear, and descriptive components with the rubric elements.

2016-2017:

Assessment to improve instruction: Program involvement in required licensure exams and ongoing curriculum review of the PBS Secondary 6-12 program ensures that candidates are adequately prepared in the area of content knowledge. Assessment data analysis of course grades and the PRAXIS II Content Knowledge exam reveal 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). PRAXIS II Content scores and course grades indicate that candidates possess knowledge in the content areas and have an understanding of the central concepts and structures as they relate to PBC Secondary 6-12 classrooms. Assessment data collected from the FEE instrument which is utilized to assess candidate lesson planning and evaluation throughout the Program through to the student teacher experience, shows solid evidence that our candidates are able to demonstrate preparedness in the content areas.

Pedagogical and Professional Knowledge, Skills, and Dispositions: Data from the Field Experience Evaluation-form (FEE) assessment used to evaluate candidates in program courses and student teaching are reviewed regularly by program faculty, university supervisors, and staff within the Office of Student Teaching and Professional Education Services. Collaboration with the area school district E3 initiative provides pre-service teachers the opportunity to develop technology skills as they relate to teaching and learning. This collaborative project equips candidates with skills necessary to integrate the use of instructional technology (e.g. Promethean Interactive whiteboard technology boards) into daily lessons.

Student Learning: During student teaching, candidates must complete the PBC Secondary 6-12 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. This analysis requires 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.

2017-2018:

Domains 3 and 5 exhibit areas of weakness. These areas are being addressed in the program redesign.

4 Program Highlights from the Reporting Year

2015-2016:

All PBC secondary candidates work with one advisory that is able to support their program

requirements, build relationships with candidates and strengthen support and program clarity. Some PBC candidates are interested in obtaining a Practitioner License (PL2) and this advisor is able to direct this multi-year process with DEP licensure specialist.

2016-2017:

The Department of Education Professions PBC Secondary 6-12 Program continues to enhance course development with the alignment of required elements, as well as implement new and enhanced learning experiences for the candidates. For example, the department implemented a Co-teaching model and professional development for PBC Secondary 6-12 teacher candidates in conjunction with the local school system. Teacher candidates, cooperating teachers, university professors (the pool of which has been strengthened in the Department of Education professions), and university supervisor’s work together to build a co-teaching relationship for the teacher candidate’s student teaching experience. The goal of the Co-teaching model and professional development is to improve the student teaching experience in order to further the success of our students during their final semester. 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:

67% of PBC/Practitioner teacher candidates are graduating within two years.

5 Program Mission

The purpose of the Post Baccalaureate Secondary certificates in 6-12 is to prepare candidates for successful entry into education as school teachers by providing opportunities for developing expertise in content knowledge, teaching methods and strategies, communication skills, behavior management, and the professional dispositions that will enable completers of the program to succeed as teachers within 6-12 grade levels.

6 Institutional Mission Reference

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

Assessment: Enrollment, Completion, Recruitment, and Retention

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

CAEP Standard 3

Assessment: Completer Matriculation Rates.

7.1 Benchmark: 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.

7.2 Benchmark: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the PBC program in Secondary Education within two years of being accepted into the program (499 packet).

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

Enrollment and Completer Data:

All PBC Secondary Education Programs:

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Academic Year	Program	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016		17			9
2016-2017		5	1	2	3
2017-2018	PBC	5	1	2	3
	Practitioner	2	0	2	2

Secondary Education Grades 6-12, Agriculture PBC:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	0	0	0	0
2016-2017	0	0	0	0
2017-2018	1	0	0	0

Secondary Education Grades 6-12, Biology PBC/Practitioner:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	4			3
2016-2017	2			1
2017-2018	0	0	0	0

Secondary Education Grades 6-12, Business PBC:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	3			2
2016-2017	0	0	0	0
2017-2018	1	0	1	1

Secondary Education Grades 6-12, Chemistry PBC/Practitioner:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	0	0	0	0
2016-2017	0	0	0	0
2017-2018	0	0	0	0

Secondary Education Grades 6-12, Chinese PBC:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	0	0	0	0
2016-2017	0	0	0	0
2017-2018	0	0	0	0

Secondary Education Grades 6-12, English PBC/Practitioner:

Academic Year	Program	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016		2			0
2016-2017		1			1
2017-2018	PBC	2	0	1	1
	Practitioner	1	0	1	1

Secondary Education Grades 6-12, Environmental Science PBC:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	0	0	0	0
2016-2017	0	0	0	0
2017-2018	0	0	0	0

Secondary Education Grades 6-12, French PBC/Practitioner:

Academic Year	Program	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016		0	0	0	0
2016-2017		0	0	0	0
2017-2018	PBC	0	0	0	0
	Practitioner	1	0	1	1

Secondary Education Grades 6-12, General Science PBC/Practitioner:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	2			1
2016-2017	0	0	0	0
2017-2018	0	0	0	0

Secondary Education, Grades 6-12, Mathematics PBC/Practitioner:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	2			2
2016-2017	0	0	0	0
2017-2018	0	0	0	0

Secondary Education Grades 6-12, Physics Practitioner:

Academic Year	Program	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	0	0	0	0
2016-2017	0	0	0	0
2017-2018	0	0	0	0

Secondary Education Grades 6-12, Social Studies PBC/Practitioner:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	4			1
2016-2017	2			2
2017-2018	1	1	0	0

Secondary Education Grades 6-12, Spanish PBC/Practitioner:

Academic Year	# of students officially enrolled in program with an EDUC 599 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2015-2016	0	0	0	0
2016-2017	0	0	0	0
2017-2018	0	0	0	0

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Enrollment has been maintained at the same level for three years. Continue to maintain enrollments through current recruitment efforts.

2016-2017:

Enrollment increased from 2014 to 2016, then decreased again in 2017. The amount of completers followed a similar pattern. A recruitment committee has been formed to assess this data and review the five year recruitment plan. Also, the Pinnacle Award was Granted to support a 'Geaux Teach' Day in which local high school students are invited to McNeese's campus to participate in teaching sessions. The goal of this event is to encourage high school student enrollment into the Department of Education Professions. Lastly, the Department of Education Professions is currently setting up a Facebook page in order to have a social media presence to encourage.

PBC Secondary 6-12 faculty schedule regular meetings to discuss CAEP requirements and plan recruitment activities in fall 2017 and spring 2018. Regular meetings stimulate ideas about recruitment programs designed to pique interest in, and instill confidence in, the EPP at McNeese. The individual programs housed in the content colleges launch, and participate in, recruitment activities as well throughout the year that include parents/families of candidates – i.e. Cowboy Q&A day/McNeese Preview Day.

2017-2018:

Analysis of Data: The benchmark was not met. There has been a decline in completers since 2015-2016 data cycle. Total numbers of completers has declined since 2015-2016 data cycle (N=9); however, has averaged since then at 4.5 completers.

Plan for Continuous Improvement: The goal of 2018-2019 is to collaborate with General Studies faculty to contact graduating senior about the PBC opportunities as well as to collaborate with McNeese State University Office of Admissions to contact 100% of applicants indicating interest in the PBC program.

Recommendations to Successful Implementation of Plan for Improvement: A recommendation

is that the Recruitment Committee document two in-service and job fairs attended with information on the PBC programs. It is also recommended that a goal of 10 potential PBC students' information be collected on sign-in sheets at these events.

7.2 Data Completer Matriculation Rates

Completer Matriculation Rates:

Program Type	Cohort Academic Year	Accepted into program with 599 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 SEC ALL	2013-2014	6	N=4 67%				N=2 33%			
PBC SEC Agriculture	2013-2014									
PBC SEC Biology	2013-2014	2	N=2 100%							
PBC SEC Business	2013-2014	1	N=1 100%							
PBC SEC Chemistry	2013-2014	1	N=1 100%							
PBC SEC Chinese	2013-2014									
PBC SEC English	2013-2014									
PBC SEC Environmental Science	2013-2014									
PBC SEC French	2013-2014									
PBC SEC General Science	2013-2014									
PBC SEC Mathematics	2013-2014									
PBC SEC Physics	2013-2014									
PBC SEC Social Studies	2013-2014	2					N=2 100%			
PBC SEC Spanish	2013-2014									

7.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met by students in all secondary content areas with the exception of PBC Sec Social Studies. All PBC Sec Social Studies students dropped from the university (N=2); whereas, all PBC Biology, Business, and Chemistry students met the departmental benchmark and completed their programs within 1-2 years (N=4).

Plan for Continuous Improvement: The goal for 2018-2019 is to identify reasons students are dropping from the University and determine intervention activities.

Recommendations to Successful Implementation of Plan for Improvement: The most beneficial action the department can take is to develop a survey for students who wish to drop from the

University. The survey information gathered on these students, in addition to reviewing teacher candidate credentials upon admission, can aid in providing additional resources or support to these students in the future.

8 Assessment and Benchmark Curriculum Development

Assessment: Curriculum Development

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
- 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
- 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 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:

Meeting #1: December 2016

Topic: Alignment of course major assessments across programs.

Instructors present: King, Ogea, Fetter, Broussard, Williams, White, Scott-McLemore, SeSalem, Garner, Fontenot, Chaumont, Wallace, Anthony, Duhon, Zhang

Discussion: Creation of Scope and sequence of major assessments including but not limited to FEE, Lesson planning, TCWS, Case Study, and Praxis data.

Meeting #2: May, 2017

Topic: Alignment of Louisiana Teacher Preparation Competencies across program

Instructors present: King, Ogea, Fetter, Broussard, Williams, White, Scott-McLemore, SeSalem, Garner, Fontenot, Chaumont, Wallace, Anthony, Duhon, Zhang

Discussion: discussion of Louisiana Teacher Preparation Competencies across program within each course.

2017-2018:

Data table is attached.

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

PBC_Secondary_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 spring 2017; therefore, faculty have been meeting in preparation.

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:

Action/Outcome of meeting #1: Working draft of Louisiana Competencies implementation throughout program coursework:

PBC General Competencies Outlined as follows:

1. FEE: EDUC 204, 316, 409, 410, 420
2. Content Information: Student Teaching; Want to add the content page to the FEEs used in observations

C.1 EDUC 216: SEED Questions; EDUC 416: Lesson Plan; EDUC 316: Assessment Analysis; EDUC 410: TCWS- Assessment Piece; SPED 443

C.2 EDUC 316: Assessment Analysis; EDUC 416: Informal Assessments (Pre-Mid-Post); EDUC 336; SPED 452

C.3 EDUC 316: Peer Observation, Mentor Teacher Observation, MSU Observation; EDUC 410: Peer Observation, Mentor Teacher Observation, MSU Observation; EDUC 409: Peer Observation, Mentor Teacher Observation, MSU Observation; EDUC 420: Mentor Teacher Observation and MSU Observation

D. EDUC 204: Community Map; SPED 424; EDUC 204: In Class Group Activity: Section 504 of the Rehabilitation Act; EDUC 202: Test Questions

EDUC 203

EDUC 204: FEE

EDUC 409: Teacher Candidate Work Sample

EDUC 410: Teacher Candidate Work Sample

EDUC 419: Learning Centers

SPED 424

G. SPED 443; EDUC 316: Lesson Plan (2); EDUC 409: Lesson Plan; EDUC 410: Lesson Plan (2); EDUC 420: Lesson Plan; EDUC 204: Lesson Plan

EDUC 410: Teacher Candidate Work Sample- Prove an alignment to standards

Student Teaching

EDUC 336

SPED 424

SPED 452

Action/Outcome of meeting #2: Scope and Sequence was created for the PBC Secondary 6-12 program that aligned all major assessments throughout program for implementation,

#5235 overall	Number	1	2	1	0	0	0
	Mean	163	154	153			
	Range	163	154	153			
	% correct (120)	100%	100%	100%			
	% Pass 1st attempt						
#5235 breakdown:	Number						
Nature of Science: Scientific Inquiry, Methodology, Techniques, and History	Mean						
	Range						
	% correct (17)						
Molecular and Cellular Biology	Mean						
	Range						
	% correct (24)						
Genetics and Evolution	Mean						
	Range						
	% correct (24)						
Diversity of Life and Organismal Biology	Mean						
	Range						
	% correct (24)						
Ecology: Organisms and Environments	Mean						
	Range						
	% correct (19)						
Science, Technology, and Social Perspectives	Mean						
	Range						
	% correct (12)						

Math		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5062/5161 overall	Number						
	Mean						
	Range						
	% correct						
	% Pass 1st attempt						
#5161 breakdown:	Number						
Number and Quantity, Algebra, Functions, and Calculus	Mean						
	Range						
	% correct						
Geometry, Probability	Mean						

and Statistics, and Discrete Mathematics	Range						
	% correct						
English		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5041/5039 overall	Number			1			
#5041 overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#5041 breakdown:	Number						
	Range						
	Mean						
Literature & Understanding Text	Mean						
	Range						
Language & Linguistics	Mean						
	Range						
Composition & Rhetoric	Mean						
	Range						
#5039 overall	Number			1			2
	Mean			169			180
	Range			169			178-182
	% Pass 1st attempt			100%			50%
#5039 breakdown:	Number			1			1
	Mean			169			178
	Range			169			178
	% correct (122)			100%			74%
Reading	Mean			30			33
	Range			30			33
	% correct (41)						80%
Language Use and Vocabulary	Mean			23			23
	Range			23			23
	% correct (28)						82%
Writing, Speaking, Listening	Mean			26			24
	Range			26			24
	% correct (41)						59%
Constructed Response	Mean						10
	Range						10
	% correct						

	(12)						83%
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Social Studies		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5086 overall	Number	1			2	1	
	Mean	164			157	187	
	Range	164			153-161	187	
	% Pass 1st attempt	100%			100%	100%	
#5086 breakdown:	Number	1			1		
United States History	Mean	13			14		
	Range	13			14		
World History	Mean	9			15		
	Range	9			15		
Government/ Civics	Mean	14			12		
	Range	14			12		
Economics	Mean	7			9		
	Range	7			9		
Geography	Mean	11			8		
	Range	11			8		
Behavioral Sciences	Mean	8			6		
	Range	8			6		
0083 overall	Number				1		
	Mean				153		
	Range				153		

French		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5174 overall	Number						1
	Mean						179
	Range						179
	% Pass 1st attempt						100%
#5174 breakdown:	Number						
Interpretive Mode: Listening	Mean						
	Range						
	% correct (30)						
Interpretive Mode: Reading	Mean						
	Range						
	% correct (30)						
Cultural Knowledge	Mean						
	Range						
	% correct (15)						

Interpersonal and Presentational Writing	Mean						
	Range						
	% correct (3)						
Presentational and Interpersonal Speaking	Mean						
	Range						
	% correct (3)						

Business		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5101 overall	Number	1	1				1
	Mean	154	620				176
	Range	154	620				176
	% Pass 1st attempt	100%	100%				100%
	% Pass prior to ST/intern	100%					
#5101 breakdown:	Number	1					
Accounting & Finance	Mean	9					
	Range	9					
Communication & Career Development	Mean	14					
	Range	14					
Economics	Mean	6					
	Range	6					
Entrepreneurship	Mean	9					
	Range	9					
Information Technology	Mean	13					
	Range	13					
Law & International Business	Mean	8					
	Range	8					
Marketing & Management	Mean	6					
	Range	6					
Professional Business Education	Mean	8					
	Range	8					

Agriculture		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5701 overall	Number				1		
	Mean				158		
	Range				158		
	% Pass 1st attempt				100%		
	% Pass prior to ST/intern				100%		
#5701 breakdown:	Number				1		

Agriculture Systems	Mean				7		
	Range				7		
Animal Systems	Mean				15		
	Range				15		
Food Science	Mean				4		
	Range				4		
Environmental & Natural Resources	Mean				12		
	Range				12		
Plant Systems	Mean				11		
	Range				11		
Power & Technical Systems	Mean				13		
	Range				13		
Leadership	Mean				10		
	Range				10		

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

As stated in the first column all candidates must pass the content exam in order to be accepted into the secondary PBC program.

The PBC Biology data table shows that a total of three candidates took the exam in fall 2015 and spring 2016 and all three passed the exam on the first attempt.

There was one PBC Business candidate who took the exam in 2015 (#5101) and they passed it on the first attempt. Likewise, the candidate who took exam #100 in 2016 passed it on the first attempt as well. The testing number changed due to Louisiana Department of Education mandates.

For PBC Social Studies, one candidate passed the exam on the first attempt in fall 2015. No attempts recorded in 2016.

Low numbers in testers for all PBC content areas do not allow for a deeper analysis of data such as mean and range.

ETS only reports subscores for two years.

2016-2017:

This chart shows that all PBC Secondary 6-12 programs from Fall 2015 through to Spring 2017 indicated a 100% pass rate on the first attempt of the Praxis content.

Data reported on this assessment reflect performance of candidates in this program demonstrated knowledge of the content associated with 6-12 programs.

All professors in the content colleges continue to be encouraged to send a representative to take the Praxis exam in order to stay abreast of, and effectively address, components of exam.

2017-2018:

Analysis of Data: Overall, the passing rate in the secondary content areas fell below benchmark at 75% pass rate on the first Praxis attempt. Business and French had a 100% first time pass rate; however, the English PBC students fell below benchmark at 50% passing rate on first Praxis attempt. The English PBC teacher candidate pass rate on the Praxis first attempt brought the overall pass rate of PCB content areas below benchmark to 75%.

Plan for Continuous Improvement: The goal for 2018-2019 is to set one meeting with content area faculty across campus in order to share Praxis data and facilitate discussion of learning outcomes within coursework as related to the Praxis content area exams.

Recommendations to Successful Implementation of Plan for Improvement: It is recommended that the department hold one meeting with content area faculty that specifically address Praxis reporting and areas of improvement in order to identify if course contents adequately address Praxis material. It is also recommended that the department review the areas of weakness

#5062/5161 overall	Number						
	Mean						
	Range						
	% correct						
	% Pass 1st attempt						
#5161 breakdown:	Number						
Number and Quantity, Algebra, Functions, and Calculus	Mean						
	Range						
	% correct						
Geometry, Probability and Statistics, and Discrete Mathematics	Mean						
	Range						
	% correct						

English		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5041/5039 overall	Number			1			
#5041 overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#5041 breakdown:	Number						
	Range						
	Mean						
Literature & Understanding Text	Mean						
	Range						
Language & Linguistics	Mean						
	Range						
Composition & Rhetoric	Mean						
	Range						
#5039 overall	Number			1			2
	Mean			169			180
	Range			169			178-182
	% Pass 1st attempt			100%			50%
#5039 breakdown:	Number			1			1
	Mean			169			178
	Range			169			178
	% correct (122)			100%			74%
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	Range			30			33
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Language Use and Vocabulary	Mean			23			23
	Range			23			23
	% correct (28)						82%
Writing, Speaking, Listening	Mean			26			24
	Range			26			24
	% correct (41)						59%
Constructed Response	Mean						10
	Range						10
	% correct (12)						83%

Social Studies		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5086 overall	Number	1			2	1	
	Mean	164			157	187	
	Range	164			153-161	187	
	% Pass 1st attempt	100%			100%	100%	
#5086 breakdown:	Number	1			1		
United States History	Mean	13			14		
	Range	13			14		
World History	Mean	9			15		
	Range	9			15		
Government/ Civics	Mean	14			12		
	Range	14			12		
Economics	Mean	7			9		
	Range	7			9		
Geography	Mean	11			8		
	Range	11			8		
Behavioral Sciences	Mean	8			6		
	Range	8			6		
0083 overall	Number				1		
	Mean				153		
	Range				153		

French		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5174 overall	Number						1
	Mean						179
	Range						179
	% Pass 1st attempt						100%
#5174 breakdown:	Number						
	Mean						

Interpretive Mode: Listening	Range						
	% correct (30)						
Interpretive Mode: Reading	Mean						
	Range						
	% correct (30)						
Cultural Knowledge	Mean						
	Range						
	% correct (15)						
Interpersonal and Presentational Writing	Mean						
	Range						
	% correct (3)						
Presentational and Interpersonal Speaking	Mean						
	Range						
	% correct (3)						

Business		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5101 overall	Number	1	1				1
	Mean	154	620				176
	Range	154	620				176
	% Pass 1st attempt	100%	100%				100%
	% Pass prior to ST/intern	100%					
#5101 breakdown:	Number	1					
Accounting & Finance	Mean	9					
	Range	9					
Communication & Career Development	Mean	14					
	Range	14					
Economics	Mean	6					
	Range	6					
Entrepreneurship	Mean	9					
	Range	9					
Information Technology	Mean	13					
	Range	13					
Law & International Business	Mean	8					
	Range	8					
Marketing & Management	Mean	6					
	Range	6					
Professional Business Education	Mean	8					
	Range	8					

Agriculture		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5701 overall	Number				1		
	Mean				158		
	Range				158		
	% Pass 1st attempt				100%		
	% Pass prior to ST/intern				100%		
#5701 breakdown:	Number				1		
Agriculture Systems	Mean				7		
	Range				7		
Animal Systems	Mean				15		
	Range				15		
Food Science	Mean				4		
	Range				4		
Environmental & Natural Resources	Mean				12		
	Range				12		
Plant Systems	Mean				11		
	Range				11		
Power & Technical Systems	Mean				13		
	Range				13		
Leadership	Mean				10		
	Range				10		

9.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: Benchmark was met in all sub-categories on the Praxis content areas, with the exception of the English Praxis sub-category: Writing, Speaking, and Listening.

All Praxis content area sub-category scoring met or exceeded the departmental benchmark of 70% or higher, with the exception of the English Praxis sub-category: Writing, Speaking, and Listening (59%).

Plan for Continuous Improvement: The goal for 2018-2019 is to collect and analyze sub-category area data for all teacher candidates that report their Praxis scores.

Recommendations to Successful Implementation of Plan for Improvement: It is recommended that sub-category scores are collected from all students that report/submit their Praxis scores with their 599 Packet for the next academic year.

10 Assessment and Benchmark Field Experience Evaluation by Subject Area

Assessment: Field Experience Evaluation by Subject Area.

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.

InTASC standards included: 4, 5

10.1 Benchmark: Candidates will score a 3.00 or higher on each component of the FEE rubric for Domains 1-4 in each of the secondary content areas.

10.2 Benchmark: Candidates will score a 3.00 or higher on each element assessed in Domain 5 of the FEE rubric for each content area.

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.

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.

10.1 Data

2017-2018:

Data table is attached.

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

PBC_Secondary_FEE by Content Area_17-18

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Nearly all components meet the benchmark. Track for several more years to determine if the benchmark is appropriate.

2016-2017:

Benchmark was met on all elements of the Content FEE rubric. The benchmark was set at 3.00 to indicate student level of proficiency on a rigorous rubric. All content colleges will continue to work with the Education Department to closely align their content FEE with specific standards for accreditation and student success purposes. Additionally, a co-teaching model is now being incorporated in an attempt to improve the teaching skills and knowledge of candidates, especially within the planning aspect of teaching. The latest rubric is now also more rigorous.

2017-2018:

Analysis of Data: Benchmark was met in the majority of component listed on the FEE assessment. However, the following components fell below benchmark during fall 2017: all components under domain 1 and 3, Components 2.1.1, 2.1.2, 2.2.1, 2.2.2, and 2.2.3. In spring 2018, the following components fell below benchmark: 2.1.1, 2.2.2, 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.3.4.

During the fall 2017 semester, all components that did not meet benchmark specifically fell below benchmark with candidates in the Social Studies PBC program. During the spring 2018 semester, teacher candidates in the French, English, and Business PBC/Practitioner programs fell below benchmark in FEE components 2.1.1, 2.2.2, 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.3.4.

Plan for Continuous Improvement: The goal for 2018-2019 is to share data findings with the faculty of the PBC and Practitioner programs during curriculum redesign so that they can reinforce expectations and provide examples to PBC/Practitioner students on weak domains 2 and 3.

Recommendations to Successful Implementation of Plan for Improvement: Identified FEE Domains 2 and 3 weaknesses discussed with PBC and Practitioner program faculty during curriculum redesign meetings during 2018-2019 academic year. Implementation and teaching of the revised FEE domains throughout the scope and sequence of Education coursework in the curriculum redesign.

10.2 Data

2017-2018:

Data table is attached.

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

PBC_Secondary_FEE by Content Area_17-18

10.2.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

For all PBC secondary certification areas (Business, Biology, and Social Studies), the overall average for each element met the standard of 3.00.

In order to ensure university supervisors are evaluating candidates with the same level of rigor, the Field Experience office implemented inter-rater reliability workshops as well as professional development for the university supervisors in May 2016.

2017-2018:

Analysis of Data: Proficiency was met in all components within Domain 5 with the exception of 5.2, 5.3, and 5.4 for spring 2018.

All candidates met or exceeded all components under domain 5 with the exception of the teacher candidate within the PBC program. The Business PBC student did not meet benchmark in the following domain 5 components: 5.2, 5.3, and 5.4.

Plan for Continuous Improvement: The goal for 2018-2019 is to share data findings/analysis with the faculty of the PBC and Practitioner programs during curriculum redesign so that they can reinforce expectations and provide examples to PBC/Practitioner students on weak domains of 5.2, 5.3 and 5.4 which are content area specific.

Recommendations to Successful Implementation of Plan for Improvement: Identified FEE Domains 5.2, 5.3, 5.4 weaknesses discussed with PBC and Practitioner program faculty during curriculum redesign meetings during 2018-2019 academic year. Implementation and teaching of the revised FEE domains throughout the scope and sequence of Education coursework in the curriculum redesign.

11 Assessment and Benchmark Lesson Planning [Not Approved]

Assessment:

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.

InTASC standards included: 1, 2, 4, 5, 7, 8.

Benchmark:

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 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]

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.

11.1 Data

2017-2018:

Data tables are attached.

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

PBC_Secondary_Lesson Plan_17-18

PBC_Secondary_Lesson Plan_17-18.2

PBC_Secondary_Lesson Plan_Previous Data

11.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

For PBC Business and Social Studies the sample number is low and the data set is relative to a single student. Therefore, this analysis uses the largest sample, which is PBC Biology, spring 2016 with three candidates. This is not the most accurate analysis but given the low numbers we believe this can provide insight about how to make some improvements.

For PBC Biology the mean data for Spring 2016 indicates candidates are lowest in the areas of "Essential Question" (2), "Student Outcomes" (1.33), "Content Standards" (2.67), "Technology" (2), "Educational Materials" (2.33), "Hook" (2), "Model, Guided..." (2.67), and "Formative/Summative Assessment" (2.67). The above indicators are areas that require improvement and will be addressed in secondary methods courses and the candidates' student teaching. Strengthening lesson planning earlier is important and there is a one hour course that focuses on lesson planning fundamentals. This course is not part of the degree plan for the PBC candidates: however, elements of this course should be examined and woven into other courses with PBC candidates, for examples, 402-405 and 412. Also, the lesson planning expectations should be revisited with university supervisors and partner school faculty to ensure inter-rater reliability.

2016-2017:

Candidate scores consistently did not reach the benchmark of 2.50 for the lesson planning elements - Essential questions, Procedures, Lesson Hook, Pre-Planned Questions, Closure, Relevance and Rationale, Explorations/Extensions, and Differentiation. It is recommended these vital areas be emphasized more in the Assessment class and in the Methods courses that candidates take, and candidates should have exposure earlier in the Program to specific elements of the Lesson Plan and more often.

Faculty will utilize new lesson plan template with specific content criteria to facilitate lesson planning instruction. Instructors will plan and implement additional strategies to improve scores on all elements with these post-baccalaureate candidates.

2017-2018:

Analysis of Data: Benchmark was met in every component of the Lesson Plan rubric with the exception of Technology; Exploration, Extension, Supplemental; and Accommodations/Differentiation for our English Practitioner teacher candidate and Student Outcomes and Closure for our Business PCB teacher candidate.

The only components on the Lesson Plan rubric that fell below benchmark within our English Practitioner program was Technology (N=1, M=2); Exploration, Extension, Supplemental (N=1, M=2); and Accommodations/Differentiation (N=1, M=1). In our Business PBC program, the following components fell below benchmark: Student Outcomes (N=1, M=2) and Closure (N=1, M=2).

Plan for Continuous Improvement: Adopt the new Lesson Plan rubric in PBC and Practitioner programs during the next academic year.

Recommendations to Successful Implementation of Plan for Improvement: Develop and implement a systematic process to track student performance data from the new Lesson Plan rubric in order to more accurately identify areas of weakness on the Lesson Plan assessment.

12 Assessment and Benchmark Field Experience Evaluation

Assessment: Field Experience Evaluation Domains 1-4 and Domain 5.

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.

InTASC standards included: 1, 2, 3, 4, 5, 6, 7, 8, 9.

12.1 Benchmark: Candidates will score a 3.00 or higher on each component in the FEE rubric for Domains 1-4 of the FEE rubric.

12.2 Benchmark: Candidates will score 3.00 or higher on each InTASC standard assessed in the FEE rubric.

12.3 Benchmark: Candidates will score a 3.00 or higher on each element assessed in Domain 5 of the FEE rubric.

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 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]

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.

12.1 Data

2017-2018:

Data tables are attached.

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

PBC_Secondary_FEE Domains 1-4_17-18

PBC_Secondary_FEE_Previous Data

12.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Continue to monitor for three years to determine if the benchmark is appropriate. Nearly all areas and components meet the benchmark.

2016-2017:

It is apparent that the candidates had a strong grasp of the content knowledge and demonstrated this during the clinical experience. All FEE Data is pulled from candidates' final semesters in our program. The mean score of the FEE content knowledge assessment shows evidence that this was a strong point regarding candidate preparation and background in the subject matter content.

Overall these Post-Baccalaureate candidates were successful in planning a cohesive lesson plan, planning for behavior management, providing for quality of questions, and planning for

assessment. Faculty will continue to spend time mentoring these students with this instrument and understanding of the process as a whole.

2017-2018:

Analysis of Data: Benchmark was met in the majority of component listed on the FEE assessment. However, the following components fell below benchmark during fall 2017: all components under domain 1 and 3, Components 2.1.1, 2.1.2, 2.2.1, 2.2.2, and 2.2.3. In spring 2018, the following components fell below benchmark: 2.1.1, 2.2.2, 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.3.4.

The following components fell below benchmark during fall 2017: all components under domain 1 and 3 (N= 1, 0% Proficiency), Components 2.1.1 (N=1, M= 2.5), 2.1.2 (N=1, M=2.5), 2.2.1 (N=1, M=1.75), 2.2.2 (N= 1, M=2.13), and 2.2.3 (N=1, M=2).

In spring 2018, the following components fell below benchmark: 2.1.1 (N=4,M= 3.54), 2.2.2 (N=4, M=3.35), 3.1.1 (N=4, M=2.97), 3.1.2 (N=4, M=3.03), 3.1.3 (N=4, M=3.03), 3.2.2 (N=4, M=3.47), and 3.3.4 (N=4, M=3.04).

Plan for Continuous Improvement: The goal for 2018-2019 is to share FEE Domains 1-4 data findings/analysis with the faculty of the PBC and Practitioner programs during curriculum redesign so that they can reinforce expectations and provide examples to PBC/Practitioner students on weak domains.

Recommendations to Successful Implementation of Plan for Improvement: Identified FEE Domains 1-4 weaknesses discussed with PBC and Practitioner program faculty during curriculum redesign meetings during 2018-2019. Implementation and teaching of the revised FEE domains throughout the scope and sequence of Education coursework in the curriculum redesign.

12.2 Data

2017-2018:

Data tables are attached.

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

PBC_Secondary_FEE Domains 1-4_17-18

PBC_Secondary_FEE InTASC_Previous Data

12.2.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

All four PBC Biology candidates scored above the 3.00 benchmark on all Domain 1: Planning and Preparation elements. The lowest scored area is in the area of “value, sequence, and alignment.” This area also has the lowest score as indicated in the range metric. This cohort of candidates was likely not beneficiaries of improvements made to the lesson planning process as changes were made when they were near the end of their program.

There were two PBC Business candidates. The fall 2015 candidate received highest marks as she scored 4.00 on each indicator. The spring 2016 candidate did better than the 3.00 benchmark and reported a 3.50 on each indicator. Both candidates reached proficient with all elements.

The PBC Social Studies candidate scored above the required 3.00 threshold. This candidate’s lowest score was a 3.50 in areas “value, sequence and alignment” and “balance.”

2017-2018:

Analysis of Data: Proficiency was met in the majority of component listed on the FEE assessment. However, the following components fell below benchmark during fall 2017: all components under domain 1 and 3, Components 2.1.1, 2.1.2, 2.2.1, 2.2.2, and 2.2.3. In spring 2018, the following components fell below benchmark: 2.1.1, 2.2.2, 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.3.4.

The following components fell below benchmark during fall 2017: all components under domain 1 and 3 (N= 1, 0% Proficiency), Components 2.1.1 (N=1, M= 2.5), 2.1.2 (N=1, M=2.5), 2.2.1 (N=1, M=1.75), 2.2.2 (N= 1, M=2.13), and 2.2.3 (N=1, M=2).

In spring 2018, the following components fell below benchmark: 2.1.1 (N=4,M= 3.54), 2.2.2

(N=4, M=3.35), 3.1.1 (N=4, M=2.97), 3.1.2 (N=4, M=3.03), 3.1.3 (N=4, M=3.03), 3.2.2 (N=4, M=3.47), and 3.3.4 (N=4, M=3.04).

Plan for Continuous Improvement: The goal for 2018-2019 is to share data findings/analysis with the faculty of the PBC and Practitioner programs during curriculum redesign so that they can reinforce expectations and provide examples to PBC/Practitioner students on weak domains 1-3.

Recommendations to Successful Implementation of Plan for Improvement: Identified FEE Domains 1-3 weaknesses discussed with PBC and Practitioner program faculty during curriculum redesign meetings during 2018-2019 academic year. Implementation and teaching of the revised FEE domains throughout the scope and sequence of Education coursework in the curriculum redesign.

12.3 Data

2017-2018:

Data tables are attached.

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

PBC_Secondary_FEE Domain 5_Previous Data

PBC_Secondary_FEE_Domain 5_17-18

12.3.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: Benchmark was met in all components within Domain 5 with the exception of 5.2, 5.3, and 5.4 for spring 2018.

Benchmark was not met in spring 2018 in the following domain 5 components: 5.2, 5.3, and 5.4. All components listed had a 75% of teacher candidates scoring proficiency.

Plan for Continuous Improvement: The goal for 2018-2019 is to share data findings with the faculty of the PBC and Practitioner programs during curriculum redesign so that they can reinforce expectations and provide examples to PBC/Practitioner students on weak domains of 5.2, 5.3 and 5.4.

Recommendations to Successful Implementation of Plan for Improvement: Identified FEE Domain 5.2, 5.3, 5.4 weaknesses discussed with PBC and Practitioner program faculty during curriculum redesign meetings during 2018-2019 academic year. Implementation and teaching of the revised FEE domains throughout the scope and sequence of Education coursework in the curriculum redesign.

13 Assessment and Benchmark Teacher Candidate Work Sample

Assessment: Teacher Candidate Work Sample.

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 or identify areas of need and make adjustments to practice.

InTASC standards included: 6

Benchmark: Candidates will score a 3.00 or above on each of the elements of the Teacher Candidate Work Sample rubric.

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 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]

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.

13.1 Data

PBC Secondary Education All Content Areas - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Choice of Assessment	Number	9	6	0	8	0	3
	Mean	2.9	2.38		3.75		4.00
	Range	1.00-4.00	1.00-4.00		3.00-4.00		4.00
	% Proficient or Higher	78%	33%		100%		100%
Pre-assessment	Number	9	6		8		3
	Mean	2.23	2.13		3.75		3.33
	Range	2.00-3.00	1.00-3.00		3.00-4.00		2.00-4.00
	% Proficient or Higher	22%	33%		100%		67%
Post-assessment	Number	9	6		8		3
	Mean	2.67	2.5		3.5		3.00
	Range	2.00-3.00	2.00-3.00		2.00-4.00		1.00-4.00
	% Proficient or Higher	78%	50%		88%		67%
Alignment of Lesson Evidence	Number	9	6		8		3
	Mean	2.3	2.25		3.63		3.67
	Range	2.00-3.00	2.00-3.00		3.00-4.00		3.00-4.00
	% Proficient or Higher	33%	33%		100%		100%
Student Level of Mastery & Evaluation of Factors	Number	9	6		8		3
	Mean	2.77	3.25		3.75		3.33
	Range	2.00-3.00	3.00-4.00		3.00-4.00		2.00-4.00
	% Proficient or Higher	67%	100%		100%		67%
Data to Determine Patterns & Gaps	Number	9	6		8		3
	Mean	2.43	3.00		3.75		3.33
	Range	2.00-3.00	2.00-4.00		3.00-4.00		2.00-4.00
	% Proficient or Higher	67%	100%		100%		67%
Response to	Number	9	6		8		3
	Mean	1.2	1.38		3.63		3.67

Interventions	Range	1.00-2.00	1.00-4.00		3.00-4.00		3.00-4.00
	% Proficient or Higher	0%	17%		100%		100%

MAT Secondary Education English - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	
							PBC	Practitioner
Choice of Assessment	Number	2	2	3	2	0	1	1
	Mean	2.5	3.00	4.00	4.00		4.00	4.00
	Range	1.00-3.00	2.00-4.00	4.00	4.00		4.00	4.00
	% Proficient or Higher	50%	50%	100%	100%		100%	100%
Pre-assessment	Number	2	2	3	2		1	1
	Mean	2.00	2.5	4.00	4.00		4.00	2.00
	Range	2.00	2.00-3.00	4.00	4.00		4.00	2.00
	% Proficient or Higher	0%	50%	100%	100%		100%	0%
Post-assessment	Number	2	2	3	2		1	1
	Mean	2.00	3.00	4.00	3.50		4.00	1.00
	Range	2.00	3.00	4.00	3.00-4.00		4.00	1.00
	% Proficient or Higher	0%	100%	100%	100%		100%	0%
Alignment of Lesson Evidence	Number	2	2	3	2		1	1
	Mean	2.00	3.00	4.00	3.50		4.00	3.00
	Range	2.00	3.00	4.00	3.00-4.00		4.00	3.00
	% Proficient or Higher	0%	100%	100%	100%		100%	100%
Student Level of Mastery & Evaluation of Factors	Number	2	2	3	2		1	1
	Mean	2.50	3.00	4.00	4.00		4.00	2.00
	Range	2.00-3.00	3.00	4.00	4.00		4.00	2.00
	% Proficient or Higher	50%	100%	100%	100%		100%	0%
Data to Determine Patterns & Gaps	Number	2	2	3	2		1	1
	Mean	2.00	3.00	4.00	3.50		4.00	2.00
	Range	2.00	3.00	4.00	3.00-4.00		4.00	2.00
	% Proficient or Higher	0%	100%	100%	100%		100%	0%
Response to Interventions	Number	2	2	3	2		1	1
	Mean	1.00	2.50	4.00	4.00		4.00	3.00
	Range	1.00	1.00-4.00	4.00	4.00		4.00	3.00
	%							

	Proficient or Higher	0%	50%	100%	100%		100%	100%
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MAT Secondary Education French - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Choice of Assessment	Number						1
	Mean						4.00
	Range						4.00
	% Proficient or Higher						100%
Pre-assessment	Number						1
	Mean						4.00
	Range						4.00
	% Proficient or Higher						100%
Post-assessment	Number						1
	Mean						4.00
	Range						4.00
	% Proficient or Higher						100%
Alignment of Lesson Evidence	Number						1
	Mean						4.00
	Range						4.00
	% Proficient or Higher						100%
Student Level of Mastery & Evaluation of Factors	Number						1
	Mean						4.00
	Range						4.00
	% Proficient or Higher						100%
Data to Determine Patterns & Gaps	Number						1
	Mean						4.00
	Range						4.00
	% Proficient or Higher						100%
Response to Interventions	Number						1
	Mean						4.00
	Range						4.00
	% Proficient or Higher						100%

MAT Secondary Education Math - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017
	Number	0	2	1	2
	Mean		2.50	4.00	4.00

Choice of Assessment	Range		1.00-4.00	4.00	4.00
	% Proficient or Higher		50%	100%	100%
Pre-assessment	Number		2	1	2
	Mean		2.00	4.00	3.50
	Range		1.00-3.00	4.00	3.00-4.00
	% Proficient or Higher		50%	100%	100%
Post-assessment	Number		2	1	2
	Mean		2.00	4.00	3.50
	Range		2.00	4.00	3.00-4.00
	% Proficient or Higher		0%	100%	100%
Alignment of Lesson Evidence	Number		2	1	2
	Mean		2.00	4.00	3.50
	Range		2.00	4.00	3.00-4.00
	% Proficient or Higher		0%	100%	100%
Student Level of Mastery & Evaluation of Factors	Number		2	1	2
	Mean		3.00	4.00	3.50
	Range		3.00	4.00	3.00-4.00
	% Proficient or Higher		100%	100%	100%
Data to Determine Patterns & Gaps	Number		2	1	2
	Mean		3.00	4.00	3.50
	Range		3.00	4.00	3.00-4.00
	% Proficient or Higher		100%	100%	100%
Response to Interventions	Number		2	1	2
	Mean		1.00	4.00	3.50
	Range		1.00	4.00	3.00-4.00
	% Proficient or Higher		0%	100%	100%

MAT Secondary Education Social Studies - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Choice of Assessment	Number	5	1	2	2
	Mean	3.2	2.00	3.00	3.00
	Range	3.00-4.00	2.00	2.00-4.00	3.00
	% Proficient or Higher	100%	0%	50%	100%
Pre-assessment	Number	5	1	2	2
	Mean	2.2	2.00	3.00	3.50
	Range	2.00-3.00	2.00	2.00-4.00	3.00-4.00
	% Proficient or Higher	20%	0%	50%	100%

Post-assessment	Number	5	1	2	2
	Mean	3.00	3.00	2.50	3.00
	Range	3.00	3.00	1.00-4.00	2.00-4.00
	% Proficient or Higher	100%	100%	50%	50%
Alignment of Lesson Evidence	Number	5	1	2	2
	Mean	2.4	2.00	2.50	4.00
	Range	2.00-3.00	2.00	1.00-4.00	4.00
	% Proficient or Higher	40%	0%	50%	100%
Student Level of Mastery & Evaluation of Factors	Number	5	1	2	2
	Mean	2.8	3.00	3.00	3.50
	Range	2.00-3.00	3.00	2.00-4.00	3.00-4.00
	% Proficient or Higher	80%	100%	50%	100%
Data to Determine Patterns & Gaps	Number	5	1	2	2
	Mean	2.8	2.00	3.00	4.00
	Range	2.00-3.00	3.00	2.00-4.00	4.00
	% Proficient or Higher	80%	100%	50%	100%
Response to Interventions	Number	5	1	2	2
	Mean	1.6	1.00	3.00	3.50
	Range	1.00-2.00	1.00	2.00-4.00	3.00-4.00
	% Proficient or Higher	0%	0%	50%	100%

MAT Secondary Education Biology - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Choice of Assessment	Number				1
	Mean				4.00
	Range				4.00
	% Proficient or Higher				100%
Pre-assessment	Number				1
	Mean				4.00
	Range				4.00
	% Proficient or Higher				100%
Post-assessment	Number				1
	Mean				4.00
	Range				4.00
	% Proficient or Higher				100%
	Number				1
	Mean				4.00

Alignment of Lesson Evidence	Range				4.00
	% Proficient or Higher				100%
Student Level of Mastery & Evaluation of Factors	Number				1
	Mean				4.00
	Range				4.00
	% Proficient or Higher				100%
Data to Determine Patterns & Gaps	Number				1
	Mean				4.00
	Range				4.00
	% Proficient or Higher				100%
Response to Interventions	Number				1
	Mean				4.00
	Range				4.00
	% Proficient or Higher				100%

MAT Secondary Education Chemistry - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Choice of Assessment	Number			1	
	Mean			4.00	
	Range			4.00	
	% Proficient or Higher			100%	
Pre-assessment	Number			1	
	Mean			4.00	
	Range			4.00	
	% Proficient or Higher			100%	
Post-assessment	Number			1	
	Mean			4.00	
	Range			4.00	
	% Proficient or Higher			100%	
Alignment of Lesson Evidence	Number			1	
	Mean			4.00	
	Range			4.00	
	% Proficient or Higher			100%	
Student Level of Mastery & Evaluation of Factors	Number			1	
	Mean			4.00	
	Range			4.00	
	% Proficient or Higher			100%	

Data to Determine Patterns & Gaps	Number			1	
	Mean			4.00	
	Range			4.00	
	% Proficient or Higher			100%	
Response to Interventions	Number			1	
	Mean			4.00	
	Range			4.00	
	% Proficient or Higher			100%	

MAT Secondary Education Business - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Choice of Assessment	Number	2		4	1
	Mean	3.00		3.50	4.00
	Range	2.00-4.00		2.00-4.00	4.00
	% Proficient or Higher	50%		75%	100%
Pre-assessment	Number	2		4	1
	Mean	2.50		3.50	4.00
	Range	2.00-3.00		2.00-4.00	4.00
	% Proficient or Higher	50%		75%	100%
Post-assessment	Number	2		4	1
	Mean	3.00		3.50	4.00
	Range	3.00		2.00-4.00	4.00
	% Proficient or Higher	100%		75%	100%
Alignment of Lesson Evidence	Number	2		4	1
	Mean	2.50		3.50	3.00
	Range	2.00-3.00		2.00-4.00	3.00
	% Proficient or Higher	50%		75%	
Student Level of Mastery & Evaluation of Factors	Number	2		4	1
	Mean	3.00		3.50	4.00
	Range	3.00		2.00-4.00	4.00
	% Proficient or Higher	100%		75%	100%
Data to Determine Patterns & Gaps	Number	2		4	1
	Mean	2.50		3.50	4.00
	Range	2.00-3.00		2.00-4.00	4.00
	% Proficient or Higher	100%		75%	100%
	Number	2		4	1
	Mean	1.00		3.50	3.00

Response to Interventions	Range	1.00		2.00-4.00	3.00
	% Proficient or Higher	0%		75%	100%

MAT Secondary Education Agriculture - Teacher Candidate Work Sample Data:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Choice of Assessment	Number		1		1
	Mean		2.00		4.00
	Range		2.00		4.00
	% Proficient or Higher		0%		100%
Pre-assessment	Number		1		1
	Mean		2.00		4.00
	Range		2.00		4.00
	% Proficient or Higher		0%		100%
Post-assessment	Number		1		1
	Mean		2.00		4.00
	Range		2.00		4.00
	% Proficient or Higher		0%		100%
Alignment of Lesson Evidence	Number		1		1
	Mean		2.00		4.00
	Range		2.00		4.00
	% Proficient or Higher		0%		100%
Student Level of Mastery & Evaluation of Factors	Number		1		1
	Mean		4.00		4.00
	Range		4.00		4.00
	% Proficient or Higher		100%		100%
Data to Determine Patterns & Gaps	Number		1		1
	Mean		4.00		4.00
	Range		4.00		4.00
	% Proficient or Higher		100%		100%
Response to Interventions	Number		1		1
	Mean		1.00		4.00
	Range		1.00		4.00
	% Proficient or Higher		0%		100%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

After three years of data is obtained for a concentration determine an appropriate benchmark.

2016-2017:

It is apparent that these candidates developed a much stronger grasp of the TCWS elements by fall 2016 and spring 2017 than the previous two semesters reported. Previous actions and decisions regarding candidate preparation and background in the subject matter content were obviously successfully employed. Instructors will continue to instruct post-baccalaureate candidates on the importance of TCWS assessment elements, as well as adhere to the EPP implementation of clearer expectations in courses leading up to student teaching. Previous changes will stay in place to see if continued student success is indicated in the data.

Two-thirds of Post-Baccalaureate candidates were successful in planning a cohesive lesson plan, planning for behavior management, providing for quality of questions, and planning for assessment. Faculty will continue to spend time mentoring these students with this instrument and understanding of the process as a whole.

2017-2018:

Analysis of Data: Half of the components on the TCWS met departmental benchmarks. Components that fell below benchmark include: Pre-assessment, Post-assessment, Student Level of Mastery & Evaluation of Factors, and Data to Determine Patterns & Gaps. All of the following components had 67% of teacher candidates score proficient (N=3): Pre-assessment, Post-assessment, Student Level of Mastery & Evaluation of Factors, and Data to Determine Patterns & Gaps. The student who did not receive a proficiency rating in these components was in the English PBC program.

Plan for Continuous Improvement: The goal for 2018-2019 is to share data findings/analysis with the faculty of the PBC and Practitioner programs during curriculum redesign so that they can reinforce expectations and provide examples to PBC/Practitioner students on weak TCWS components, Pre-assessment, Post-assessment, Student Level of Mastery & Evaluation of Factors, and Data to Determine Patterns & Gaps.

Recommendations to Successful Implementation of Plan for Improvement: Discuss TCWS data analysis with PBC and Practitioner program faculty in order to ensure TCWS implementation and teachings throughout the scope and sequence of Education coursework is consistently incorporated into the curriculum redesign and adoption.

14 Assessment and Benchmark PRAXIS PLT

Assessment: Praxis Principles of Learning and Teaching.

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).

InTASC standards included: 10

Benchmark: 80% or more of the candidates will pass the Praxis PLT 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.

14.1 Data

All Secondary Programs		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Overall Score Information	Number	3	3	2	3
	Mean	168	178.25	183.5	171
	Range	160-174	184-172	182-185	165-175
	% Pass 1st attempt	67%	67%	100%	100%
	% Pass prior to ST/Intern	100%	100%	100%	100%
Subcomponent	Number	1	2	2	2
Students as Learners	Mean	17	19	17	16.5
	Range	17	19	15-19	16-17
Instructional Process	Mean	9	15	18	15
	Range	9	13-18	18	15
Assessment	Mean	9	13	11	10.5
	Range	9	12-14	11	10-11
Professional Development Leadership and Community	Mean	7	10.5	10.5	9.5
	Range	7	10-11	10-11	9-10
Analysis of Instructional Scenarios	Mean	8	11.5	12	9.5
	Range	8	11-12	11-13	9-10

English		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Overall	Number	0	0	1	0
	Mean			182	
	Range			182	
	% Pass 1st attempt			100%	
	% Pass prior to ST/Intern			100%	
Breakdown:	Number	0	0	1	0
Students as Learners	Mean			15	
	Range			15	
Instructional Process	Mean			18	
	Range			18	
Assessment	Mean			11	
	Range			11	
Professional Development Leadership and	Mean			10	
	Range			10	

Community					
Analysis of Instructional Scenarios	Mean			13	
	Range			13	

Social Studies		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Overall	Number	1	0	0	2
	Mean	169			170
	Range	169			165-175
	% Pass 1st attempt	100%			100%
	% Pass prior to ST/Intern	100%			100%
Breakdown:	Number				1
Students as Learners	Mean				17
	Range				17
Instructional Process	Mean				15
	Range				15
Assessment	Mean				11
	Range				11
Professional Development Leadership and Community	Mean				9
	Range				9
Analysis of Instructional Scenarios	Mean				10
	Range				10

Agriculture		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Overall	Number	0	0	0	1
	Mean				172
	Range				172
	% Pass 1st attempt				100%
	% Pass prior to ST/Intern				100%
Breakdown:	Number	0	0	0	1
Students as Learners	Mean				16
	Range				16
Instructional Process	Mean				15
	Range				15
Assessment	Mean				10
	Range				10
Professional Development Leadership and Community	Mean				10
	Range				10

Analysis of Instructional Scenarios	Mean				9
	Range				9

Business		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Overall	Number	1	1	0	0
	Mean	160	172		
	Range	160	172		
	% Pass 1st attempt	0%	0%		
	% Pass prior to ST/Intern	100%	100%		
Breakdown:	Number	1	0	0	0
Students as Learners	Mean	17			
	Range	17			
Instructional Process	Mean	9			
	Range	9			
Assessment	Mean	9			
	Range	9			
Professional Development Leadership and Community	Mean	7			
	Range	7			
Analysis of Instructional Scenarios	Mean	8			
	Range	8			

Chemistry		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Overall	Number	1	1	0	0
	Mean	160	172		
	Range	160	172		
	% Pass 1st attempt	0%	0%		
	% Pass prior to ST/Intern	100%	100%		
Breakdown:	Number	1	0	0	0
Students as Learners	Mean	17			
	Range	17			
Instructional Process	Mean	9			
	Range	9			
Assessment	Mean	9			
	Range	9			
Professional Development Leadership and Community	Mean	7			
	Range	7			
Analysis of Instructional Scenarios	Mean	8			

Scenarios	Range	8			
Biology		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Overall	Number	1	2	1	0
	Mean	174	184.5	185	
	Range	174	184-185	185	
	% Pass 1st attempt	100%	100%	100%	
	% Pass prior to ST/Intern	100%	100%	100%	
Breakdown:	Number	0	2	1	0
Students as Learners	Mean		19	19	
	Range		19	19	
Instructional Process	Mean		15	18	
	Range		13-18	13	
Assessment	Mean		13	11	
	Range		12-14	11	
Professional Development Leadership and Community	Mean		10.5	11	
	Range		10-11	11	
Analysis of Instructional Scenarios	Mean		11.5	11	
	Range	11-12	11		

The data table for PBC Secondary Assessment: Principles of Learning and Teaching #5624 for Grades 7-12 and 5841 for World Language Pedagogy (Combined Data for PBC Secondary Education Content Areas) is attached.

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

PBCS_Secondary_Praxis_PLT_17-18

14.1.1 Analysis of Data and Plan for Continuous Improvement [Not Approved]

2015-2016:

As stated in the first column all candidates must pass the content exam in order to be accepted into the secondary PBC program.

The PBC Biology data table shows that a total of three candidates took the exam in fall 2015 and spring 2016 and all three passed the exam on the first attempt.

There was one PBC Business candidate who took the exam in 2015 (#5101) and they passed it on the first attempt. Likewise, the candidate who took exam #100 in 2016 passed it on the first attempt as well. The testing number changed due to Louisiana Department of Education mandates.

For PBC Social Studies, one candidate passed the exam on the first attempt in fall 2015. No attempts recorded in 2016.

Low numbers in testers for all PBC content areas do not allow for a deeper analysis of data such as mean and range.

2016-2017:

PBC Secondary 6-12 candidates scored within the range of 160-175 on the PLT. Passing score is 157. Instructors will continue to stress the importance of not taking the PLT exam until after the completion of EDUC 203 - Theories and Principles of Learning and Teaching: A practical application of research based on learning theory. This course provides an overview of teaching in today's society and strategies of effective teaching, and has an educational psychology focus.

2017-2018:
Analysis of Data:

Plan for Continuous Improvement: Candidates will pass the PLT with 80% proficiency on their first attempt.

Recommendations to Successful Implementation of Plan for Improvement: It is also recommended that the department review the Praxis score data to identify areas of weakness within the PLT exam; data analysis will be discussed during curriculum redesign meetings and curriculum or course revisions adopted as necessary.

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 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).

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