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## Health and Physical Education Grades K-12 [HEDU]

### Cycles included in this report:

Jun 1, 2023 to May 31, 2024

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**Program Name: Health and Physical Education Grades K-12 [HEDU]****Reporting Cycle: Jun 1, 2023 to May 31, 2024****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?**

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**

2019-2020:

2020-2021:

Though the number of students completing the HHP 200 packet did decrease by one student from the last recorded numbers, the loss of only one student given the hurricane and COVID issues shows a success in recruiting.

2021-2022:

2022-2023:

2023-2024:

Health and Physical Education Grades K-12 has been transitioned to a concentration within the H. C. Drew School of Kinesiology for the 2024-2025 academic year.

**4 Program Highlights from the Reporting Year**

2019-2020:

2020-2021:

100% of students who are pursuing a career in the educational field were successfully placed in a teaching position upon completion of the program.

2021-2022:

2022-2023:

Laboratory classes have been created and approved for Fall 2023 academic year to help with Praxis learning content.

2023-2024:

One of our students was recognized by the Louisiana Board of Regents for the 2024 Future Educator Honor Roll event at the Old State Capital. Having this type of recognition promotes retention, recruitment, as well as, academic success for the students within the program.

**5 Program Mission**

The mission of the teacher education program in the Department of Health and Human Performance is to prepare effective teachers of health and physical education in K-12 schools, the provision of leadership in school-based and community activities, and exposure of students to professional activities.

**6 Institutional Mission Reference**

The program supports the University's mission of: 1) providing a baccalaureate curriculum distinguished by academic excellence; 2) promoting student success; 3) promoting University-community linkages; 4) cultivating skills necessary for critical thinking and effective expression; 5) gaining an understanding of the multicultural global community; and, 6) developing a sense of ethical and civic responsibility along with specific knowledge of the chosen discipline.

## 7 Assessment and Benchmark HHP 103 Developmentally Diverse Lesson Plan

**Assessment:** Students will select and implement developmentally appropriate instruction that is sensitive to the multiple needs, learning styles, and experiences of learners utilizing lesson plans in a teaching environment.

**Benchmark:** 75% of students will pass with a grade of 85% or better, on their first attempt, on their lesson plans involving developmentally appropriate instruction in a teaching environment.

Prior to 2023-2024, the benchmark was 75% of students will pass with a grade of 80% or better, on their first attempt, on their lesson plans involving developmentally appropriate instruction in a teaching environment.

Prior to 2017-2018, the benchmark was 70% of students will score 70% or better on their lesson plans involving developmentally appropriate instruction in a teaching environment. Prior to 2016-2017, the benchmark was percentage of students scoring 90% or better.

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

HHP 103 Developmentally Diverse Lesson Plan Rubric

### Outcome Links

#### Communication [Program]

All-level teacher candidates formulate and express ideas effectively through written and/or technological communications in academic and professional environments.

#### Content Knowledge [Program]

Students will demonstrate achievement of content knowledge of Health and Physical Education.

#### Instructional Planning and Delivery [Program]

All-level teacher candidates plan effectively for instruction in classes to include effective instructional delivery, appropriate content, opportunities for student involvement in the learning process, and assessments for student process in K-12 Education.

#### Other Certification Area Competencies [External]

##### All Levels K-12 Education

The standards in which the following certification competences are defined: Art Education, Dance Education, English as a Second Language Education, Foreign Languages Education, Health and Physical Education, Music Education, and Theater Education.

##### E

Health and Physical Education: Society of Health and Physical Educators (SHAPE) America Initial Health Education Teacher Education Standards and Initial Physical Education Teacher Education Standards

#### 2008 American Association for Health Education [External]

##### Standard I: Content Knowledge

Candidates demonstrate the knowledge and skills of a health literate educator.

##### Standard III: Planning

Candidates plan effective comprehensive school health education curricula and programs.

#### 2017 National Standards For Initial Physical Education Teacher Education [External]

##### Standard 2 Skillfulness/Health-R Fitness

Skillfulness and Health-Related Fitness(2). Physical education candidates are physically literate individuals who can demonstrate skillful performance(3) in physical education content areas and health-enhancing levels of fitness. (2)To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs). (3)Skillful performance: A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

##### Standard 3 Planning and Implementation

Planning and Implementation. Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

## 7.1 Data

Semester	Students that scored 80% or higher on first attempt	
	#	%
Fall 2017	—	85%
Spring 2018	—	95%
Fall 2018	18/20	90%
Spring 2019	12/13	92%
Fall 2019	—	—
Spring 2020	—	—
Fall 2020	—	—
Spring 2021	—	—
Fall 2021	—	—
Spring 2022	8/9	89%
Fall 2022	—	—
Spring 2023	10/12	83.3%

Semester	Students that scored 85% or higher on first attempt	
	#	%
Fall 2023	—	—
Spring 2024	—	—

### 7.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

The instructor was unable to complete this assignment with the students this academic year due to the complication presented by COVID 19, the hurricanes that struck Lake Charles, and the freeze that caused the cancelation of school. With the return of face-to-face courses this assignment will be continued as a regular part of this course.

2021-2022:

Benchmark was successful. Instructor is developing more in-depth assessment of lesson plan for next cycle.

2022-2023:

Benchmark was met. Benchmark will be increased to 75% of students will pass with a grade of 85% or better on their first attempt.

2023-2024:

The course was not offered this academic year due to low enrollment. We will reassess the need for this course over the next two academic years, as the program is being transitioned to a concentration.

## 8 Assessment and Benchmark HHP 104 Physical Activity Lesson Plan

**Assessment:** Students will apply disciplinary concepts and principles to skillful movement and physical activity, utilizing lesson plans in a teaching environment.

**Benchmark:** 75% of students will pass with a grade of 85% or better, on their first attempt, on their lesson plans involving developmentally appropriate instruction in a teaching environment.

Prior to 2023-2024, the benchmark was 75% of students will pass with a grade of 80% or better, on their first attempt, on their lesson plans involving developmentally appropriate instruction in a teaching environment.

Prior to 2017-2018, the benchmark was 70% of students will score 70% or better on their lesson plans involving skillful movement and physical activity in a teaching environment.

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

HHP 104 Physical Activity Lesson Plan Rubric

### Outcome Links

#### Communication [Program]

All-level teacher candidates formulate and express ideas effectively through written and/or technological communications in academic and professional environments.

#### Content Knowledge [Program]

Students will demonstrate achievement of content knowledge of Health and Physical Education.

#### Instructional Planning and Delivery [Program]

All-level teacher candidates plan effectively for instruction in classes to include effective instructional delivery, appropriate content, opportunities for student involvement in the learning process, and assessments for student process in K-12 Education.

#### Other Certification Area Competencies [External]

##### All Levels K-12 Education

The standards in which the following certification competences are defined: Art Education, Dance Education, English as a Second Language Education, Foreign Languages Education, Health and Physical Education, Music Education, and Theater Education.

##### E

Health and Physical Education: Society of Health and Physical Educators (SHAPE) America Initial Health Education Teacher Education Standards and Initial Physical Education Teacher Education Standards

#### 2008 American Association for Health Education [External]

##### Standard I: Content Knowledge

Candidates demonstrate the knowledge and skills of a health literate educator.

##### Standard III: Planning

Candidates plan effective comprehensive school health education curricula and programs.

#### 2017 National Standards For Initial Physical Education Teacher Education [External]

##### Standard 2 Skillfulness/Health-Related Fitness

Skillfulness and Health-Related Fitness(2). Physical education candidates are physically literate individuals who can demonstrate skillful performance(3) in physical education content areas and health-enhancing levels of fitness. (2)To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs). (3)Skillful performance: A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

##### Standard 3 Planning and Implementation

Planning and Implementation. Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

## 8.1 Data

Semester	Students that scored 80% or higher on first attempt	
	#	%
Fall 2017	—	95%
Spring 2018	—	90%
Fall 2018	8/9	89%
Spring 2019	14/16	88%
Fall 2019	—	—
Spring 2020	—	—
Fall 2020	—	—
Spring 2021	—	—
Fall 2021	—	—
Spring 2022	5/6	83%
Fall 2022	—	—
Spring 2023	12/13	92.3%

Semester	Students that scored 85% or higher on first attempt	
	#	%
Fall 2023	—	—
Spring 2024	9/9	100%

### 8.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

The instructor was unable to complete this assignment with the students this academic year due to the complication presented by COVID 19, the hurricanes that struck Lake Charles, and the freeze that caused the cancelation of school. With the return of face-to-face courses this assignment will be continued as a regular part of this course.

2021-2022:

Benchmark successful. Continued work on rigorous instrument for scoring this assignment.

2022-2023:

Benchmark was met. Increase benchmark to 75% of students will pass with a grade of 85% or better on their first attempt.

2023-2024:

Benchmark was met. The benchmark will remain the same as the curriculum transitioned into a concentration with a new instructor/professor for the course when being offered.

## 9 Assessment and Benchmark HHP 331 Human Movement Report

**Assessment:** Students will be able to demonstrate ability to anatomically analyze human movement and identify the muscles producing the action.

**Benchmark:** 70% of students will score 80% or higher on a written report graded by the mechanical analysis rubric in HHP 331.

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

Mechanical Analysis Rubric

### Outcome Links

#### Content Knowledge [Program]

Students will demonstrate achievement of content knowledge of Health and Physical Education.

#### Critical Thinking [Program]

All teacher candidates apply critical thinking in academic and professional environments.

#### 2008 American Association for Health Education [External]

##### Standard I: Content Knowledge

Candidates demonstrate the knowledge and skills of a health literate educator.

#### 2017 National Standards For Initial Physical Education Teacher Education [External]

##### Standard 1 Content and Foundational Know

Content and Foundational Knowledge. Physical education candidates(1) demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program. (1)Throughout this document, the term candidate refers to an individual in a preparation program, and the term student refers to a preK-12 pupil or learner

## 9.1 Data

Academic Year	Fall Enrollment	Spring Enrollment	Summer Enrollment	Students that scored 80% or better	
				#	%
2013-2014	6	8	1	15/15	100%
2014-2015	5	7	3	15/15	100%
2015-2016	6	4	2	12/12	100%
2016-2017	6	5	3	14/14	100%
2017-2018	4	5	2	11/11	100%
2018-2019	2	8	3	11/13	85%
2019-2020	—	—	—	—	—
2020-2021	3	6	0	1/9	11%
2021-2022	—	—	—	—	—
2022-2023	3	2	0	5/5	100%
2023-2024	1	1	0	2/2	100%

### 9.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

Due to the complications created by COVID 19, the two hurricanes that struck Lake Charles, and the freezing conditions that resulted in cancelation of school, students were not able to participate in key laboratory exercises that would have aided with the analyzation of human movement. The return to face-to-face instruction will allow for the hands-on activities that were unavailable this academic year, it is believed that this lack of tactile learning contributed to the inability of the student population to reach the benchmark in this course. Measurements that focused on theory rather than application remained constant with the online only courses while students struggled with application knowledge through out the course.

2021-2022:

Data not reported by instructor.

2022-2023:

Benchmark was met. Benchmark will remain the same for next reporting year. If numbers remain high, the benchmark will be reassessed.

2023-2024:

Benchmark was met. Data will be collected on the current benchmark for the next two academic cycles with the program moving to a concentration for the 2024-2025 academic year.

## 10 Assessment and Benchmark HHP 345 Final Exam

Assessment: Students will be able to demonstrate physiological knowledge on bioenergetics, cardiorespiratory systems, and skeletal muscle physiology.

Prior to 2023-2024, the assessment was students will be able to perform and evaluate physical performance tests.

Benchmark: 70% of students will score an 80% or higher on the final exam.

Prior to 2023-2024, the benchmark was 90% of students score 80% or better on all physical performance tests in lab report(s).

### Outcome Links

#### Content Knowledge [Program]

Students will demonstrate achievement of content knowledge of Health and Physical Education.

#### 2008 American Association for Health Education [External]

##### Standard I: Content Knowledge

Candidates demonstrate the knowledge and skills of a health literate educator.

#### 2017 National Standards For Initial Physical Education Teacher Education [External]

##### Standard 1 Content and Foundational Know

Content and Foundational Knowledge. Physical education candidates(1) demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program. (1)Throughout this document, the term candidate refers to an individual in a preparation program, and the term student refers to a preK-12 pupil or learner

##### Standard 2 Skillfulness/Health-R Fitness

Skillfulness and Health-Related Fitness(2). Physical education candidates are physically literate individuals who can demonstrate skillful performance(3) in physical education content areas and health-enhancing levels of fitness. (2)To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs). (3)Skillful performance: A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.



**10.1 Data**

Academic Year	% of students able to perform and evaluate physical performance tests
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%
2018-2019	100%
2019-2020	—
2020-2021	—
2021-2022	—
2022-2023	—

Semester	# of students	% scoring 80% or better					
		Lab 1	Lab 2	Lab 3	Lab 4	Lab 5	Lab 6
Fall 2017	4	100%	100%	100%	100%	100%	N/A
Spring 2018	2	100%	100%	100%	100%	50%	100%
Fall 2018	0	—	—	—	—	—	—
Spring 2019	4	100%	100%	100%	100%	100%	100%
Fall 2019	—	—	—	—	—	—	—
Spring 2020	—	—	—	—	—	—	—
Fall 2020	—	—	—	—	—	—	—
Spring 2021	—	—	—	—	—	—	—
Fall 2021	—	—	—	—	—	—	—
Spring 2022	—	—	—	—	—	—	—
Fall 2022	—	—	—	—	—	—	—
Spring 2023	—	—	—	—	—	—	—

Academic Year	Students that scored 80% or higher on final exam	
	#	%
2023-2024	5/6	83.3%

### 10.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

The only instructor of this course does not include laboratory exercises of any type. The program coordinator will be consulted about the viability of changing this assessment completely.

2021-2022:

The only instructor of this course does not include laboratory exercises of any type.

2022-2023:

The instructor of this course does not include laboratory exercise of any type. The instructor responsible for it is no longer at the University. Based on new professor for the course, assessment may be changed.

2023-2024:

The assessment for the course is "Students will be able to demonstrate physiological knowledge on bioenergetics, cardiorespiratory systems, and skeletal muscle physiology." The benchmark is "70% of students will score an 80% or higher on the final exam." A lab course has been created for HHP 345, but has not been incorporated. We will re-evaluate the course assessment and benchmark to fit the objectives of the program for the next two academic cycles with the program being shifted to a concentration.

## 11 Assessment and Benchmark Enrollment, Retention, and Recruitment

**Assessment:** The Department is aligning with the university goal of increasing enrollment by 7% each year.

**Benchmark:** Department will increase enrollment by 7% each year.

### Outcome Links

#### 2008 American Association for Health Education [External]

##### **Standard I: Content Knowledge**

Candidates demonstrate the knowledge and skills of a health literate educator.

##### **Standard II: Needs Assessment**

Candidates assess needs to determine priorities for school health education.

##### **Standard III: Planning**

Candidates plan effective comprehensive school health education curricula and programs.

##### **Standard IV: Implementation**

Candidates implement health education instruction

##### **Standard V: Assessment**

Candidates assess student learning.

##### **Standard VI: Administration&Coordination**

Candidates plan and coordinate a school health education program.

##### **Standard VII: Being a Resource**

Candidates serve as a resource person in health education.

##### **Standard VIII: Communication & Advocacy**

Candidates communicate and advocate for health and school health education.

#### 2017 National Standards For Initial Physical Education Teacher Education [External]

##### **Standard 1 Content and Foundational Know**

Content and Foundational Knowledge. Physical education candidates(1) demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program. (1)Throughout this document, the term candidate refers to an individual in a preparation program, and the term student refers to a preK-12 pupil or learner

##### **Standard 3 Planning and Implementation**

Planning and Implementation. Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

##### **Standard 4 Instructional Delivery & Mgmt**

Instructional Delivery and Management. Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

##### **Standard 5 Assessment of Student Learn**

Assessment of Student Learning. Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

##### **Standard 6 Professional Responsibility**

Professional Responsibility. Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

## 11.1 Data

BS K-12 Health and Physical Education - Enrollment and Completer Data:

Academic Year	# of students officially enrolled in program with an EDUC 200 packet	# of completers in fall semester	# of completers in spring semester	Total # of completers
2018-2019	28	1	8	9
2019-2020	—	—	—	—
2020-2021	27	6	5	11
2021-2022	—	3	6	9
2022-2023				
2023-2024	8	2	1	3

### 11.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

Program coordinators are attending more recruiting events for the University and BCOE.

2021-2022:

Completer numbers slightly decreased in 2021-2022 from the previous year.

The Burton College of Education and particularly the Department of Education Professions has made intentional efforts to recruit candidates into teacher-education programs and has focused particular attention on those from diverse backgrounds and within high needs areas. In addition to traditional attendance at parish career fairs and expos, the following are part of the McNeese Department of Education Professions (EDPR) Recruitment and Retention Plan: Unlock Education, Call Me MISTER, Educators Rising, and minors.

Although the efforts are strong and we are committed to recruiting candidates from diverse backgrounds, results of these efforts are not immediate as these students are juniors or seniors in high school and the data reported in the Performance Profile for education provider programs is on completers. We will track the data for program admission to monitor new students and make adjustments as needed to attract a diverse group of candidates interested in the field of education.

2022-2023:

2023-2024:

There has been a decrease in the number of candidates enrolled in the Health and Physical Education program over the last few years. Candidates will be tracked from EDUC 110 through completion. This will aid in identifying areas for support and resources needed to improve recruitment and retention efforts.

## 12 Assessment and Benchmark PRAXIS II Content

Program: H&HP Traditional

Assessment #1: Praxis Content

Exam #: 5857

Benchmark: 90% of teacher candidates will pass the Praxis Content exam on the first attempt.

### Outcome Links

#### Content Knowledge [Program]

Students will demonstrate achievement of content knowledge of Health and Physical Education.

## 12.1 Data

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Spring 2023	5857	160	1	174	174	165	Y	0	0%

2023-2024:

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Fall	2	160	2	162	162	165	N	1	50%
Spring	1	160	1	162	162	165	N	0	0%

### 12.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

The first-time pass rate for this exam is not meeting program benchmarks. The program coordinator and assistant coordinator are reviewing all portions of the exam. Specific courses will be identified to include more in depth material to better prepare for the exam.

2021-2022:

Five of the nine candidates in the 2021-2022 academic year passed the content exam on the first attempt (56%). This does not meet benchmark.

The EPAC representative will ensure that the curriculum is aligned to the Praxis content exam and should add this information to the course syllabi to ensure that new instructors understand the importance of the material to the success of the candidates in completing the content exam and in becoming a successful educator.

2022-2023:

2023-2024:

25% of candidates passed the Praxis Content exam on the first attempt within the last three cycles of data. BCOE has purchased credits for 240 Tutoring to provide to candidates. Additionally, Health and Physical Education faculty have identified coverage of topics within the course sequences and now need to delve deeper into the sub-categories to determine specific content areas that may need more focus to help better prepare candidates for the exam.

## 13 Assessment and Benchmark Praxis Principles of Learning and Teaching Exam

**Assessment:** 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.

**Benchmark:** 90% of students will pass on the first attempt; 100% of students will pass this exam before student teaching.

### 13.1 Data

## HHP Education - Praxis PLT #5624:

		Spring 2019	Fall 2019	Spring 2020
#5624 overall	Number	8		
	Mean	166		
	Range	158-175		
	% Pass 1st attempt	63%		
	% Pass Prior to ST/Intern	100%		
#5624 breakdown:	Number	8		
Students as Learners (20-21)	Mean	13.8		
	Range	10-18		
Instructional Process (21)	Mean	13.9		
	Range	10-19		
Assessment (14)	Mean	8.8		
	Range	7-13		
Professional Development Leadership and Community 12-(14)	Mean	8.1		
	Range	7-10		
Analysis of Instructional Scenarios (16)	Mean	9.3		
	Range	8-10		

2020-2021:  
Data table is attached.

2021-2022:  
Data table is attached.

2022-2023:

2023-2024:

## HHP Education - Praxis PLT #5624:

		Spring 2023	Fall 2023	Spring 2024
#5624 overall	Number	1	2	1
	Mean	167	166	163
	Range	167	162-169	163
	% Pass 1st attempt	100%	50%	100%
	% Pass Prior to ST/Intern	100%	100%	100%
#5624 breakdown:	Number	1	2	1
Students as Learners (20-21)	Mean	14	12	13
	% Correct	70%	55%	65%
Instructional Process (21)	Mean	13	16	14
	% Correct	65%	74%	67%
Assessment (14)	Mean	10	6	7
	% Correct	71%	43%	50%
Professional Development Leadership and Community 12-(14)	Mean	10	10	9
	% Correct	71%	77%	64%
Analysis of Instructional Scenarios (16)	Mean	7	10	9
	% Correct	44%	63%	56%

**13.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

2020-2021:

The benchmark was met for K-6 and 5-9 PLT exams. PLT for 7-12 did not pass the first time. The testing environment at this time was disrupted by hurricanes. Additionally, when these students were in upper level method courses when the pandemic hit. There was a lot of missed content during this time period. Moving forward, instructors are better prepared for delivering content online.

2021-2022:

The benchmark was not met when combining those candidates who took either #5624 or #5624 for the PLT requirement, 6/9 or 67% of the candidates passed the exam on the first attempt.

PLT candidates data across secondary and P-12 programs will guide the review of secondary education coursework in preparation for the PLT exam.

2022-2023:

2023-2024:

75% of completers (n=4) in the last three reporting cycles passed the Praxis Principles of Learning and Teaching exam on the first attempt. Faculty are being intentional concerning the implementation of topics embedded within EDUC 203, EDUC 204, and EDUC 316/317/318 courses to ensure candidates are better prepared for the topics covered on the exam.

## 14 Assessment and Benchmark The Learner and Learning

Benchmark: A minimum of 80% of candidates will meet benchmark (3.00) when applying critical concepts and principles of learner development (InTASC 1), learning differences (InTASC 2), and creating safe and supportive learning environments (InTASC 3) in order to work effectively with diverse P-12 students and their families.

### 14.1 Data

	Semester/Year	n	Met
InTASC Standard 1	Fall 2023	2	88%
	Spring 2024	1	100%
InTASC Standard 2	Fall 2023	2	75%
	Spring 2024	1	100%
InTASC Standard 3	Fall 2023	2	86%
	Spring 2024	1	89%
The Learner and Learning	Fall 2023	2	85%
	Spring 2024	1	91%

#### 14.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

For the Learner and Learning, 85% (Fall 2023) and 91%(Spring 2024) of candidates met benchmark on assessment items relevant to InTASC Standards 1, 2, and 3. InTASC Standard 2 is an area for refinement for candidates Fall 2023 (75%). Opportunities to address learning differences and creating safe and supportive learning environments are spread throughout the program assessments including lesson planning, the Teaching Cycle, and observations.

Faculty will provide quality academic feedback on candidate refinement areas to strengthen their performance. Additionally, candidates are participating in 240 Tutoring work for the PLT in the Curriculum and Planning courses as a mid-term grade beginning in Fall 2024.

## 15 Assessment and Benchmark Content

Assessment: Content

Benchmark: A minimum of 80% of candidates will know central concepts of their content area (InTASC 4) and apply the content in developing equitable and inclusive learning experiences (InTASC 5) for diverse P-12 students.

### 15.1 Data

	Semester/Year	n	Met
InTASC Standard 4	Fall 2023	2	84%
	Spring 2024	1	100%
InTASC Standard 5	Fall 2023	2	96%
	Spring 2024	1	75%
Content	Fall 2023	2	90%
	Spring 2024	1	83%

#### 15.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Completers did not meet benchmark in the Spring 2024 semester on the rubric elements aligned to Content assessed in Residency I and Residency II semesters (75%). EDPR faculty have met with HHP education faculty to discuss course progression and align Praxis content topics to coursework. Additionally, candidates will be assessed with the Domain 5 content specific rubric for all observations within the program. This will allow for candidates to be provided specific feedback on the knowledge and application of content within classroom lessons.



## 16 Assessment and Benchmark Instructional Practice

Benchmark: A minimum of 80% of candidates will assess (InTASC 6), plan for instruction (InTASC 7), and utilize a variety of instructional strategies (InTASC 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

### 16.1 Data

	Semester/Year	n	Met
InTASC Standard 6	Fall 2023	2	85%
	Spring 2024	1	67%
InTASC Standard 7	Fall 2023	2	75%
	Spring 2024	1	100%
InTASC Standard 8	Fall 2023	2	71%
	Spring 2024	1	70%
Instructional Practice	Fall 2023	2	78%
	Spring 2024	1	72%

#### 16.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from the 2023-2024 academic year indicates that candidate(s) did not meet the 80% benchmark for the overall category of Instructional Practice (78% in Fall 2023 and 71% in Spring 2024). The area for refinement indicated in the data includes elements aligned to InTASC 8, with benchmark being met 71% and 70% of the time. Feedback from candidates indicated they were experiencing difficulties in completing full multiple teaching cycles within the program. In Summer 2023, the faculty met and determined the breakout of the Teaching Cycle among coursework to better prepare candidates to complete these tasks. By sectioning out the cycle first, candidates will be able to grasp concepts as parts to build into the whole. The sections of the Teaching Cycle have been portioned into methods courses for preparation of the Residency I Performance Portfolio.

## 17 Assessment and Benchmark Professional Responsibility

Benchmark: A minimum of 80% of candidates will engage in professional learning, act ethically (InTASC 9), take responsibility for student learning, and collaborate with others (InTASC 10) to work effectively with diverse P-12 students and their families.

### 17.1 Data

	Semester/Year	n	Met
InTASC Standard 9	Fall 2023	2	97%
	Spring 2024	1	50%
InTASC Standard 10	Fall 2023	2	94%
	Spring 2024	1	75%
Professional Responsibility	Fall 2023	2	96%
	Spring 2024	1	58%

#### 17.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from the 2023-2024 academic year indicates that completers met benchmark on 96% (Fall 2023) and 58% (Spring 2024) of the elements aligned to Professional Responsibility on the assessments within Residency I and Residency II. The observation assessment used for evaluations will be changing from the Danielson Framework for Teaching to the Louisiana Aspiring Educators Rubric beginning in Fall 2025. Therefore, as this new assessment is implemented, a backward design approach will be used to specifically address InTASC Standards 9 and 10 within more program coursework as practice to proficiency when in Residency.

