Middle School Education Grades 4-8 [IM**]

Cycles included in this report:
Jun 1, 2020 to May 31, 2021

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Program Name: Middle School Education Grades 4-8 [IM**]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

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

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:
Candidates have continuously scored low on InTASC standard 6/ACEI standard 4 throughout most of the major assessments of the program: FEE, Assessment Plan of the Teacher Candidate Work Sample, Case Study, as well as Lesson Planning (see data charts embedded within student learning outcomes). Because of this the EDUC 351, Problems in Measurement and Evaluation, has been rewritten to include candidate assignment to a P-12 classroom teacher, activities that include alignment of standards to assessments, assignments that incorporate various forms of informal and formal assessments, practice of creating assessments, as well as analysis of P-12 student data.

2017-2018:
In order to increase enrollment in the PBC and practitioner programs, McNeese State University has formed a partnership know as Teach for Calcasieu. There were five people enrolled in these middle school programs last year, but we are anticipating at least a slight increase for the upcoming year because of these efforts and other efforts for recruitment.

2018-2019:
The Middle School Math and Science PBC programs have been redesigned to include a scope and sequence that the EPP believes will produce more highly skilled completers.

2019-2020:

2020-2021:
The middle school math and science PBC programs have been redesigned to include the one-year residency model or internship. Candidates have a designated sequence to progress through the program. Discussions are in place to determine whether or not official admission requirements should change due to testing requirements and quick progression of the program.

4 Program Highlights from the Reporting Year

2015-2016:
One advisor now attends to all PBC Middle School Candidates which allows for knowledge of the program requirements and relationships to be built between the University personnel and the candidate.

2016-2017:
Various technologies have been identified and implemented with the scope and sequence of the program. Six of the eight courses now have embedded technology use by candidates.

2017-2018:
The Middle School Math program is going through the redesign process to include the yearlong residency. Program coursework is being evaluated and revamped to make improvements.

2018-2019:
The newly redesigned program has been implemented in the 2018-2019 academic year.
In 2018-2019 the enrollment in the program increased by 20% and the number of completers increased by 33%.

2019-2020:

2020-2021:
The program is being offered completely online to open recruitment to candidates outside of the 5-parish area. HubSpot was added to the recruitment efforts in the summer 2021 semester, so there is hope for a wider reach recruitment and an increase in candidates within the program.

5 Program Mission

The post-baccalaureate certificate in Middle School Math and Science is designed to prepare teacher education candidates for entry into teaching as a Middle School Science or Math teachers in graded 4-8. Additionally, the purpose is to prepare professional educators and life-long learners who will contribute to the cultural and intellectual advancement of the citizens of Louisiana and other areas and instill professionalism, collaboration, reflection, and a respect for diversity.

6 Institutional Mission Reference

The Post-Baccalaureate Program in the Middle School Math supports McNeese State University's fundamental mission to provide successful education of undergraduate students and services to the employers and communities in its region. The Post-Baccalaureate Program in Middle School Math and Science program prepares students to fulfill their roles in the teaching profession in grades 4-8 and contribute to the cultural and intellectual advancement of the citizens of Louisiana.

Plan Links

Core Values

Academic Excellence 1
Academic Excellence 1

Academic Excellence 2
Academic Excellence 2

Academic Excellence 3
Academic Excellence 3

University-Community 2
University-Community 2

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

Assessment: Enrollment, Completion, Retention, and Recruitment.
CAEP Standard 3

7.1 Benchmark: The goal for 2019-2020 will be to increase enrollment by 10% (6 to 7).

Prior to 2019-2020, the benchmark was:MSUs strategic plans for enrollment/recruitment goal is to increase enrollment by 12% each year.

Prior to 2018-2019, the benchmark was to increase enrollment by 7% each year from fall 2017 to fall 2021, the EPP has likewise set a 7% goal for overall enrollment increase across programs.

7.2 Benchmark: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the PBC program in Middle School Math or Science 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 programâ€™s meeting of Standard 4.

7.1 Data Enrollment and Completers

Enrollment and Completer Data:

All PBC/Practitioner Middle School Math/Science Programs:

Academic Year	Program	# enrolled with EDUC 499 packet	# of completers		
			Fall	Spring	Total
2015-2016		2	0	0	0
2016-2017		6	1	1	2
2017-2018	PBC	3	0	1	1
	Practitioner	2	0	1	1
2018-2019	PBC	1	0	3	3
2019-2020	PBC	2	1	0	1
2020-2021	PBC	0	0	0	0

Middle School Math Education, Grades 4-8, PBC/Practitioner:

Academic Year	Program	# enrolled with EDUC 499 packet	# of completers		
			Fall	Spring	Total
2015-2016					
2016-2017					
2017-2018	PBC	2	0	1	1
	Practitioner	2	0	1	1
2018-2019	PBC	5	0	2	2
2019-2020	PBC	2	1	0	1
2020-2021	PBC	0	0	0	0

Middle School Science Education, Grades 4-8, PBC/Practitioner:

Academic Year	Program	# enrolled with EDUC 499 packet	# of completers		
			Fall	Spring	Total
2015-2016					
2016-2017					
2017-2018	PBC	1	0	0	0
	Practitioner	0	0	0	0
2018-2019	PBC	1	0	1	1
2019-2020	PBC	0	0	0	0
2020-2021	PBC	0	0	0	0

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
This program has low enrollments and completers. Revitalize recruitment efforts.
Going beyond traditional approaches of recruitment and partnering with the Office of Admission and Recruiting, the EPP will actively recruit within the community at least two times each academic year.

Summer 2016, Calcasieu Parish School System Employee Recruitment at Lake Charles Civic Center.

2016-2017:
There has been a steady increase in the number of enrolled candidates within the programs of PBC Middle School Math over the past three years.
PBC Middle School Science is a newly implemented program at the request of a local school district.
The EPP was able to recruit candidates into inquiring about the PBC MS math or science program during this recruitment day.

2017-2018:
Analysis of Data: The benchmark was not met. In the 2016-2017 academic year there were six candidates enrolled and two graduates. In the 2017-2018 academic year there were five candidates enrolled and two graduates. This data indicates a decrease in the number of enrolled candidates by 17% and no growth or decline in the number of graduates.

Plan for Continuous Improvement: The goal for the 2018-2019 academic year will be to increase the enrollment in the PBC MS Math/Science programs by 12%.

Recommendations to Successful Implementation of Plan for Improvement: Enrollment and graduation rates will be tracked and charted. Recruitment activities will be documented. Using a contact person at the district level, contact any persons interested in the program.

2018-2019:
Analysis of Data:
Enrollment increased by 20% (5 to 6) from the 2017-2018 AY to the 2018-2019 AY. The number of completers increased by 33% (2 to 3).

Plan for Continuous Improvement:
The goal for 2019-2020 will be to increase enrollment by 10% (6 to 7).

Recommendations for Successful Implementation of Plan for Improvement:

- Participate in at least two recruitment activities focused on the adult population seeking to return to school to complete credentials.
- Increase retention efforts with additional personal contact to enrolled students who do not meet with an advisor during the advising period or do not register during the early registration period.
- Document students tracked, method and number of contacts attempted/made.

2019-2020:

2020-2021:
The benchmark was not met. The enrollment numbers in the program have been low for the last five years. However, for the current year, there are no candidates enrolled in the program and no completers. The EPP faculty will continue to recruit candidates for the current program by attending at least two recruitment events/opportunities for the program. This will include events such as the TNT conference, Lake Charles Job Fair, and grad fast.

7.2 Data Completer Matriculation Rates

Previous Data:

Year	Total #	1-2 Yr	3 Yr	4 Yr	5 Yr	Drop	State Completer
2011	16		N=5 32%	N=2 12%	N=1 6%		N=8 50%
2012	20	N=10 50%	N=2 10%	N=1 5%		N=4 20%	N=3 15%
		N=4	N=5	N=1		N=7	N=7

2013	24	16%	21%	5%		29%	29%

Completer Matriculation Rates:

Program Type	Cohort Academic Year	Accepted into program with 499 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
ALL PBC MMA/MSC	2013-2014	2	N=1 50%							N=1 50%
Middle School Math	PBC	2	N=1 50%							N=1 50%
	Practitioner	0								
Middle School Science	PBC	0								
	Practitioner	0								
All PBC MMA/MSC	2014-2015	1	N=1 100%							
Middle School Math	PBC	1	N=1 100%							
Middle School Science	PBC	0								
All PBC MMA/MSC	2015-2016	1	N=1 100%							
Middle School Math	PBC	1	N=1 100%							
Middle School Science	PBC	0								

Completer Matriculation Rates:

Cohort Year	Program	Accepted into program with 499 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
2016-2017	PBC All	4	N=2 50%				N=2 50%			
	Middle School Math	3	N=1 25%				N=2 50%			
	Middle School Science	1	N=1 25%							
All PBC MMA /MSC	2017-2018									

Middle School Math	PBC									
Middle School Science	PBC									
All PBC MMA /MSC	2018-2019									
Middle School Math	PBC									
Middle School Science	PBC									

7.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Analysis of Data: The benchmark was not met. Of the two candidates admitted into the Middle School Math program, one has completed the program within two years. The other candidate is currently enrolled in the program after sitting out for a few semesters. Currently, there is a 50% rate for completing the program within 1-2 years.

Plan for Continuous Improvement: The goal for 2017-2018 will be to ensure that all candidates are aware of the course sequence and Praxis milestones for the program.

Recommendations to Successful Implementation of Plan for Improvement: Degree Works will have the course sequence for the program. The Department of Education Professions/GEP web page will have current and correct information posted. Emails sent to candidates documenting advising meetings and testing requirements will be sent out upon acceptance to begin taking courses. Advisors will contact each candidate to ensure that all requirements are being met.

2018-2019:
Analysis of Data:
The one candidate admitted in the 2014-2015 AY cohort completed the program within two years.

Plan for Continuous Improvement:
90% of candidates should complete the PBC program in Middle School Math or Science Education within 2 years of being accepted into the program (499 packet).

Recommendations for Successful Implementation of the Improvement Plan:

- Advisors will ensure that candidates are aware of the five semester course sequence that should be followed for certificate completion.
- The MSU Catalog and the DEP/GEP web pages will have current and correct information posted.
- Emails to candidates documenting advising meetings and testing requirements will be sent out upon acceptance to begin taking courses.
- Advisors will contact each candidate at least once per semester, and document meetings through Register Blast) to ensure that all requirements are being met.

2019-2020:

2020-2021:
The benchmark was not met. 50% of the candidates (4) who were admitted in the 2016-2017 cohort completed within 1-2 years of official enrollment. The other 50% of candidates dropped from the program. PBC faculty will work to identify reasons candidates drop from the university to determine necessary intervention activities. PBC faculty will create exit surveys

and contact candidates to inquire why they have dropped from the program and determine resources and support to assist them in re-entering and completing the program. Advisors will work with candidates at least twice a year to review program sequences, academic progress, and provide resources for students who are in need of additional academic support. All advising meetings will be documented in Degree Works. EPP faculty will also meet the week after midterm each semester to flag struggling students, discuss ways to support students in need, and determine ways to help remediate candidates to prevent dropping from the program.

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 four times an academic year to discuss curriculum changes/implementations, assessment data, and progress monitoring of action plans.

Priot to 2018-2019, the benchmark was 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

2013-2014:
December 16, 2013
January 14, 2014
May 16, 2014

2014-2015:
August 20-26
December 11
May 11-15

2016-2017:
Meeting #1: December 7, 2016
Topic: Alignment of course major assessments across program
Instructors present: Duhon, Garner, Williams
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 16, 2017
Topic: Alignment of Louisiana Teacher Preparation Competencies across program
Instructors present: Duhon, Garner, Williams
Discussion: discussion of Louisiana Teacher Preparation Competencies across program within each course

2017-2018:
Data table is attached.

2018-2019:
Data table is attached.

2019-2020:

2020-2021:
June 20, 2020: 8:00 am-12:00 pm DEP Faculty: Major assessments for all programs
August 4, 2020: 9:00 am - 11:30 am DEP Faculty: Class Measures Rubric
August 6, 2020: 8:30 am - 11:00 am DEP Faculty: POP Cycle with Quality Feedback
August 13, 2020: 9:00 am - 11:00 am DEP Faculty: Field Experiences, Internship, Practicum Experiences
January 25, 2021: 4:00 pm -5:30 pm Mentor Teachers, University Supervisors, DEP Faculty: Expectation of Student Teaching/Residency and Evaluations

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

PBC_MMS_Curriculum Development_17-18
Secondary Education Curriculum Development

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Data not available for 2015-2016. Will continue to hold three program meetings per year to ensure the quality of the program.

2016-2017:
Action/Outcome of meeting #1:
Scope and Sequence was created for PBC middle school program that aligned all major assessments throughout program for implementation, collection, and data analysis.

Action/Outcome of meeting #2:
Working draft of Louisiana Competencies implementation throughout program coursework.

2017-2018:
Analysis of Data: The benchmark was met. All program faculty met a minimum of two times during the academic year to discuss curriculum changes/implementations, assessment, data, and progress monitoring of action plans. These meetings occurred on January 8, 2018, January 9, 2018, February 28, 2018, March 21, 2018, April 18, 2018, and May 2, 2018. These meeting included the topics of assessment data, advising, curriculum redesign, course alignment, and cultural diversity.

Plan for Continuous Improvement: The goal for 2018-2019 will be for all program faculty will meet at four times an academic year to discuss curriculum changes/implementations, assessment data, and progress monitoring of action plans.

Recommendations to Successful Implementation of Plan for Improvement: Agendas, sign-ins, and meeting notes will be kept and turned into the assessment office for documentation. Document any changes made to programs as a result of the meetings.

2018-2019:
The attached file is labeled Secondary Curriculum Development, however, the middle school curriculum falls within that secondary umbrella. Therefore, the meetings where we are discussing secondary also cover the middle school issues as well.
The faculty for the middle school PBC have been working hard to determine how to attract more students. We will be looking at ways to promote the programs to our five-district area through our collaborative meetings.

2019-2020:

2020-2021:
The benchmark was met as there were multiple opportunities for professional development and program/coursework improvement discussions. EPP faculty attended virtual DEP meetings throughout the fall 2020 and spring 2021 semesters to discuss ongoing matters including those related to curricula and assessment. Additionally, virtual professional development opportunities provided insight to improving instructional practices in coursework. Due to the circumstances of the hurricanes and COVID, some meetings covered field observations and student teaching opportunities for candidates. For the 2021-2022 academic year, PBC faculty will continue to attend professional development opportunities and at least two meetings per year to discuss curriculum, assessment data, and the status of action plans.

9 Assessment and Benchmark Praxis Content Exam

Assessment: Praxis Content Exam.
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
Knowledge:
Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
Candidate will pass their Praxis content area exam before entering their student teaching/intern semester.
CAEP Standard 1

9.1 Benchmark: A minimum of 85% of graduates will pass the Praxis content exam on the first attempt.

Prior to 2018-2019, the benchmark was a minimum of 80% of graduates will pass the Praxis content exam on the first attempt.

9.2 Benchmark**:** A mean score of 75% for percentage of questions answered correctly in each sub-category will be achieved on the Praxis Content Exam

Prior to 2018-2019, the benchmark was a mean score of 70% for percentage of questions answered correctly in each sub-category will be achieved on the Praxis Content Exam.

Outcome Links

2013 CAEP Standards [External]

1. Content and Pedagogical Knowledge

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

2013 InTASC Standards [External]

4. Content Knowledge

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

9.1 Data

PBC MMS - Praxis Content Exam:

All Middle School Math/Science Content		Spring 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
	Number	1	2	0	0	0	1	0	0
	Mean	148	156				175		
			148-						

Combined	Range	148	164				175		
	% Pass 1st attempt	100%	50%				100%		
	% Pass prior to ST /Intern	100%	100%						
Middle School Mathematics #5169	Number	1	2			1	1	0	2
	Mean	160	162						
	Range	160	158-164						
	% Pass 1st attempt	100%	100%			0%	100%		100%
Middle School Science	Number	1	1						
	Mean		153						
	Range		153						
	% Pass 1st attempt	0%	100%						

PBC MMS - Praxis Content Exam:

All Middle School Math/Science Content		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Combined	Number	0	3	1	0	0	0		
	% Pass 1st attempt		33%	0%					
	% Pass prior to ST /Intern		100%	100%					
Middle School Mathematics #5169	Number		1	1					
	Mean		170	177					
	Range		170	177					
	Avg # of attempts if not passed on 1st			2					
	% Pass 1st attempt		0%	0%					
Middle School Science	Number		1	0	0				
	Mean		154						
	Range		154						
	% Pass 1st attempt		100%						

		Fall	Spring	Fall	Spring	Fall	Spring

Math		2015	2016	2016	2017	2017	2018	
							PBC	Practitioner
#5169 overall	Number			1	1		1	1
	Mean			158	175		182	176
	Range			158	175		182	176
	% correct							76%
	% Pass 1st attempt			0%	100%		100%	100%
#5169 breakdown:	Number							1
Arithmetic and Algebra	Mean							21
	Range							21
	% correct (28)							75%
Geometry and Data	Mean							13
	Range							13
	% correct (17)							76%

Math		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
#5169 overall	Number	0	1	1	0	0	0
	Mean		170	177			
	Range		170	177			
	% Pass 1st attempt		0%	0%			
#5169 breakdown:	Number		1	1			
Arithmetic and Algebra	Mean		23	24			
	Range		23	24			
	% correct (28)		82%	86%			
Geometry and Data	Mean		9	11			
	Range		9	11			
	% correct (17)		53%	65%			

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 PBC Middle School Program.
The data table shows that all three candidates did pass the exam and 67% passed on the first attempt.
Subscores were not available for these candidates as they are only accessible for two years prior to the candidate taking the exam.

2016-2017:
The fall 2016 completer did not pass the Middle School Math Praxis content exam on the first attempt but did pass the exam before enrolling in the student teaching/interning semester.
The spring 2017 completer did pass the Middle School Math Praxis content exam on the first attempt with a mean score of 175.

After passing the exam, the spring 2017 completer scored 17 points higher than the fall 2016 completer.

2017-2018:
Analysis of Data: The benchmark was met. The one PBC graduate and the one PBC practitioner took the Praxis Content exam. Each passed the exam on their first attempt.

Plan for Continuous Improvement: A minimum of 85% of graduates will pass the Praxis content exam on the first attempt.

Recommendations to Successful Implementation of Plan for Improvement: Praxis content exam scores will be turned into the assessment office. The data will be disaggregated and charted to determine the pass rate on the first attempt. Data analysis will be used to make course content, course sequence, etc. changes for improvement.

2018-2019:
Analysis of Data:
The benchmark was not met. 33% (1 out of 3) candidates passed the Praxis Content exam on the first attempt. 0% (n=2) of the candidates taking the Math content exam passed on the first attempt. 100% (n=1) of the candidates taking the Science content exam passed on the first attempt.

Plan for Continuous Improvement:
A minimum of 85% of graduates will pass the Praxis content exam on the first attempt.

Recommendations for Successful Implementation of Plan for Improvement:

- Upon admission to the University, advisors will contact candidates to discuss scheduling the content Praxis exam and to provide preparation resources.

2019-2020:

2020-2021:
There were no completers in the PBC Middle School program in the 2020-2021 academic year, therefore, there is no new data to report. Based on previous data and recommendations for improvement, the EPP will provide a written list of Praxis resources for all candidates during their first advising session. Additionally, Praxis workshops were created and administered for 1-2 semesters prior to COVID-19 and the hurricanes. The EPP will attempt to offer these workshops again at least twice during the 2021-2022 academic year. EPP faculty is also discussing the possibility of requiring either the Praxis content or Praxis Core be completed before entering the program to lessen the pressure of completing multiple tests in the first semester to progress through the program.

9.2 Data

PBC MMS - Praxis Content Exam:

All Middle School Math/Science Content		Spring 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Combined	Number	1	2	0	0	0	1	0	0
	Mean	148	156				175		
	Range	148	148-164				175		
	% Pass 1st attempt	100%	50%				100%		
	% Pass prior								

	to ST /Intern	100%	100%						
Middle School Mathematics #5169	Number	1	2			1	1	0	2
	Mean	160	162						
	Range	160	158-164						
	% Pass 1st attempt	100%	100%			0%	100%		100%
Middle School Science	Number	1	1						
	Mean		153						
	Range		153						
	% Pass 1st attempt	0%	100%						

PBC MMS - Praxis Content Exam:

All Middle School Math/Science Content		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Combined	Number	0	3	1	0	0	0		
	% Pass 1st attempt		33%	0%					
	% Pass prior to ST /Intern		100%	100%					
Middle School Mathematics #5169	Number		1	1					
	Mean		170	177					
	Range		170	177					
	Avg # of attempts if not passed on 1st			2					
	% Pass 1st attempt		0%	0%					
Middle School Science	Number		1	0	0				
	Mean		154						
	Range		154						
	% Pass 1st attempt		100%						

Math		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	
							PBC	Practitioner
	Number			1	1		1	1
	Mean			158	175		182	176

#5169 overall	Range			158	175		182	176
	% correct							76%
	% Pass 1st attempt			0%	100%		100%	100%
#5169 breakdown:	Number							1
Arithmetic and Algebra	Mean							21
	Range							21
	% correct (28)							75%
Geometry and Data	Mean							13
	Range							13
	% correct (17)							76%

Math		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
#5169 overall	Number	0	1	1	0	0	0
	Mean		170	177			
	Range		170	177			
	% Pass 1st attempt		0%	0%			
#5169 breakdown:	Number		1	1			
Arithmetic and Algebra	Mean		23	24			
	Range		23	24			
	% correct (28)		82%	86%			
Geometry and Data	Mean		9	11			
	Range		9	11			
	% correct (17)		53%	65%			

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

PBC_MMS_Praxis Content_17-18

9.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Analysis of Data: The benchmark was met. The graduate received a mean score of 75% for percentage of questions answered correctly in the sub-category of Arithmetic and Algebra and a mean score of 76% for percentage of questions answered correctly in the sub-category of Geometry and Data.

Plan for Continuous Improvement: A mean score of 75% for percentage of questions answered correctly in each sub-category will be achieved on the Praxis Content Exam

Recommendations to Successful Implementation of Plan for Improvement: Praxis content exam scores will be turned into the assessment office. The data will be disaggregated and charted to determine the mean score for percentage of questions answered correctly in each sub-category will be achieved on the Praxis Content Exam. Data analysis will be used to make course content, course sequence, etc. changes for improvement.

2018-2019:

Analysis of Data:
Breakdown scores were not available for the Middle School Science candidate or the Middle School Math candidate who took test # 0069.
For the Middle School Math candidate taking 5069, the benchmark was met for Arithmetic and Algebra (82%), but was not met for Geometry and Data (53%).

Plan for Continuous Improvement:
A mean score of 75% of questions answered correctly will be earned in each sub-category on the Praxis Content Exam for Middle School Math and Middle School Science.

Recommendations for Successful Implementation of Plan for Improvement:

- Upon admission to the University, advisors will contact candidates to discuss Praxis testing requirements and make recommendations for preparation materials to review prior to taking the exam.

2019-2020:

2020-2021:
There were no completers in the PBC Middle School programs during the 2020-2021 academic year, therefore, there is no new data to report. Based on previous data and recommendations for improvement, the EPP will provide a written list of Praxis resources for all candidates during their first advising session. Additionally, Praxis workshops were created and administered for 1-2 semesters prior to COVID and the hurricanes. The EPP will attempt to offer these workshops again at least twice during the 2021-2022 academic year. EPP faculty is also discussing the possibility of requiring either the Praxis content or Praxis core be completed before entering the program to lessen the pressure of completing multiple tests in the first semester to progress through the program.

10 Assessment and Benchmark Lesson Planning

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

Benchmark: A minimum of 85% of the candidates will score at the Proficiency level (3.00) or higher in each category assessed on the lesson plan.

Prior to 2018-2019, a minimum of 80% of the candidates will score at the Proficiency level (3.00) or higher in each category assessed on the lesson plan.

Outcome Links

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.

10.1 Data

Previous Data:

Element		Spring 2014	Spring 2015
3.1.1 Quality of questions	Number	1	2
	Mean	2.75	2.69
	Range		2.4-3.00
3.1.2 Discussion techniques	Mean	3.00	2.50
	Range		2.00-3.00
3.1.3 Student participation	Mean	2.75	3.00
	Range		2.40-3.60
3.2.1 Activities and Assignments	Mean	3.25	3.31
	Range		3.13-3.50

3.2.2 Grouping of students	Mean	3.25	3.31
	Range		3.25-3.38
3.2.3 Instructional materials and resources	Mean	3.00	3.25
	Range		3.25
3.2.4 Structure and pacing	Mean	3.50	3.44
	Range		3.25-3.63
3.3.1 Assessment criteria	Mean	3.25	3.13
	Range		2.75-3.50
3.3.2 Monitoring of student learning	Mean	3.50	3.56
	Range		3.25-3.88
3.3.3 Feedback to students	Mean	3.50	3.63
	Range		3.25-4.00
3.3.4 Student self-assessment and monitoring of progress	Mean	3.25	3.19
	Range		2.75-3.63

MS Math			Fall 2016	Spring 2017	Spring 2018	
Rubric Element	InTASC Standard				PBC	Practitioner
Content Standards		Number			1	
		Mean			4.00	
		Range			4.00	
		% Proficient or Higher			100%	
Student Outcomes	4n	Number	1	1	1	1
		Mean	3.00	2.00	4.00	4.00
		Range	3.00	2.00	4.00	4.00
		% Proficient or Higher	100%	0%	100%	100%
Technology	5l	Number	1	1	1	1
		Mean	3.00	2.00	4.00	4.00
		Range	3.00	2.00	4.00	4.00
		% Proficient or Higher	100%	0%	100%	100%
Education Materials		Number			1	
		Mean			4.00	
		Range			4.00	

		% Proficient or Higher			100%	
Procedures	3k	Number	1	1	1	1
		Mean	2.00	2.00	4.00	4.00
		Range	2.00	2.00	4.00	4.00
		% Proficient or Higher	0%	0%	100%	100%
Lesson "Hook"	8j	Number	1	1	1	1
		Mean	1.00	2.00	3.00	4.00
		Range	1.00	2.00	3.00	4.00
		% Proficient or Higher	0%	0%	100%	100%
Pre-Planned (Seed) Questions	8i	Number	1	1	1	1
		Mean	2.00	1.00	2.00	4.00
		Range	2.00	1.00	2.00	4.00
		% Proficient or Higher	0%	0%	0%	100%
Modeled, Guided, Collab. & Ind. Practice	7k	Number	1	1	1	1
		Mean	3.00	2.00	4.00	4.00
		Range	3.00	2.00	4.00	4.00
		% Proficient or Higher	100%	0%	100%	100%
Closure		Number			1	
		Mean			4.00	
		Range			4.00	
		% Proficient or Higher			100%	
Formative/Summative Assessment	6j	Number	1	1	1	1
		Mean	2.00	1.00	4.00	4.00
		Range	2.00	1.00	4.00	4.00
		% Proficient or Higher	0%	0%	100%	100%
Relevance & Rationale	2j	Number	1	1	1	1
		Mean	3.00	1.00	4.00	4.00
		Range	3.00	1.00	4.00	4.00
		% Proficient or Higher	100%	0%	100%	100%
Exploration, Extension,	1e	Number	1	1	1	1
		Mean	3.00	1.00	3.00	2.00
		Range	3.00	1.00	3.00	2.00

Supplemental		% Proficient or Higher	100%	0%	100%	0%
Differentiation	7j	Number	1	1	1	1
		Mean	3.00	1.00	4.00	2.00
		Range	3.00	1.00	4.00	2.00
		% Proficient or Higher	100%	0%	100%	0%

			MS Math			MS Science		
Rubric Element	InTASC Standard		Spring 2019 (2 LPs)	Fall 2019	Spring 2020	Spring 2019 (2 LPs)	Fall 2019	Spring 2020
Content Standards		Number						
		Mean						
		Range						
		% Proficient or Higher						
Student Outcomes	4n	Number	2			1		
		Mean	4.00			4.00		
		Range	4.00			4.00		
		% Proficient or Higher	100%			100%		
Technology	5l	Number	2			1		
		Mean	2.50			3.50		
		Range	2.00-3.00			3.00-4.00		
		% Proficient or Higher	50%			100%		
Education Materials		Number						
		Mean						
		Range						
		% Proficient or Higher						
Procedures	3k	Number	2			1		
		Mean	3.00			3.50		
		Range	3.00			3.00 -4.00		
		% Proficient or Higher	100%			100%		
		Number	2			1		
		Mean	2.00			4.00		

Lesson "Hook"	8j	Range	2.00			4.00		
		% Proficient or Higher	0%			100%		
Pre-Planned (Seed) Questions	8i	Number	2			1		
		Mean	2.50			4.00		
		Range	2.00-3.00			4.00		
		% Proficient or Higher	50%			100%		
Modeled, Guided, Collab. & Ind. Practice	7k	Number	2			1		
		Mean	3.50			4.00		
		Range	2.00-4.00			4.00		
		% Proficient or Higher	100%			100%		
Closure		Number						
		Mean						
		Range						
		% Proficient or Higher						
Formative /Summative Assessment	6j	Number	2			1		
		Mean	3.50			4.00		
		Range	3.00-4.00			4.00		
		% Proficient or Higher	100%			100%		
Relevance & Rationale	2j	Number	2			1		
		Mean	2.50			4.00		
		Range	2.00-3.00			4.00		
		% Proficient or Higher	50%			100%		
Exploration, Extension, Supplemental	1e	Number	2			1		
		Mean	2.50			4.00		
		Range	2.00-3.00			4.00		
		% Proficient or Higher	50%			100%		
Differentiation	7j	Number	2			1		
		Mean	2.00			4.00		
		Range	2.00			4.00		
		%						

		Proficient or Higher	0%			100%		

Combined PBC /Practitioner Middle School Math/Science	InTASC Standard		Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Content Standards		Number	1	0			
		Mean	4.00				
		Range	4.00				
		% Proficient or Higher	100%				
Student Outcomes	4	Number	2		3		
		Mean	4.00		4.00		
		Range	2.00		4.00		
		% Proficient or Higher	100%		100%		
Technology	5	Number	2		3		
		Mean	4.00		3.00		
		Range	4.00		2.00-4.00		
		% Proficient or Higher	100%		75%		
Education Materials		Number	1				
		Mean	4.00				
		Range	4.00				
		% Proficient or Higher	100%				
Procedures	3	Number	2		3		
		Mean	4.00		3.25		
		Range	4.00		3.00-4.00		
		% Proficient or Higher	100%		100%		
Lesson "Hook"	8	Number	2		3		
		Mean	3.50		3.00		
		Range	3.00-4.00		2.00-4.00		
		% Proficient or Higher	100%		50%		
Pre-Planned (Seed) Questions	8	Number	2		3		
		Mean	3.00		3.25		
		Range	2.00-4.00		2.00-4.00		

		% Proficient or Higher	50%		75%		
Modeled, Guided, Collab. & Ind. Practice	7	Number	2		3		
		Mean	4.00		3.75		
		Range	4.00		3.00-4.00		
		% Proficient or Higher	100%		100%		
Closure		Number	1				
		Mean	4.00				
		Range	4.00				
		% Proficient or Higher	100%				
Formative/Summative Assessment	6	Number	2		3		
		Mean	4.00		3.75		
		Range	4.00		3.00-4.00		
		% Proficient or Higher	100%		100%		
Relevance & Rationale	2	Number	2		3		
		Mean	4.00		3.25		
		Range	4.00		2.0-4.00		
		% Proficient or Higher	100%		75%		
Exploration, Extension, Supplemental	1	Number	2		3		
		Mean	2.50		3.25		
		Range	2.00-3.00		2.00-4.00		
		% Proficient or Higher	50%		75%		
Differentiation	7	Number	2		3		
		Mean	3.00		3.00		
		Range	2.00-4.00		2.00-4.00		
		% Proficient or Higher	50%		50%		

Combined PBC/Practitioner Middle School Math/Science	InTASC Standard		Fall 2020	Spring 2021	Fall 2021	Spring 2022
		Number	0	0		

Content Standards		Mean				
		Range				
		% Proficient or Higher				
Student Outcomes	4	Number				
		Mean				
		Range				
		% Proficient or Higher				
Technology	5	Number				
		Mean				
		Range				
		% Proficient or Higher				
Education Materials		Number				
		Mean				
		Range				
		% Proficient or Higher				
Procedures	3	Number				
		Mean				
		Range				
		% Proficient or Higher				
Lesson "Hook"	8	Number				
		Mean				
		Range				
		% Proficient or Higher				
Pre-Planned (Seed) Questions	8	Number				
		Mean				
		Range				
		% Proficient or Higher				
Modeled, Guided, Collab. & Ind. Practice	7	Number				
		Mean				
		Range				
		% Proficient or Higher				
Closure		Number				
		Mean				
		Range				
		% Proficient or Higher				
		Number				
		Mean				

Formative/Summative Assessment	6	Range				
		% Proficient or Higher				
Relevance & Rationale	2	Number				
		Mean				
		Range				
		% Proficient or Higher				
Exploration, Extension, Supplemental	1	Number				
		Mean				
		Range				
		% Proficient or Higher				
Differentiation	7	Number				
		Mean				
		Range				
		% Proficient or Higher				

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Spring of 2014 had only one candidate who scored below proficient on elements 3.1.1. (Quality of Questions) and 3.1.3 (Student Participation).
Spring of 2015 had two candidates whose average score was below proficient on elements 3.1.1. (Quality of Questions) and 3.1.2 (Discussion techniques)
To strengthen our program we have now included cooperating grouping strategies within EDUC 333 as well as the Fundamental 5 book within course EDUC 412.
No new data has been collected since spring 2015 since no more candidates have completed the program since then.

2016-2017:
When examining data across two semesters of completers with one completer per semester, the following was determined:
No lesson planning element had a score at benchmark, score 3.00, for both fall 2016 and spring 2017 completers.
The following lesson planning elements had a score at benchmark, score of 3.00, by the fall 2016 completer: student outcomes, technology, modeled, guided, collaborative, and individual practice, relevance and rationale, exploration, extension, supplemental, differentiation.
The spring 2017 candidate did not score benchmark on any element of the lesson planning rubric.

Program decisions: All candidates during their student teaching/internship must follow the newest DEP lesson planning template. The spring 2017 completer had a low score not due to lack of knowledge but for not completing the correct lesson planning format in which the rubric is based upon.

2017-2018:
Analysis of Data: The benchmark was not met. Only 50% (1/2) candidates scored above the benchmark of 3.00 in the areas of pre-planned seed questions, exploration, extension, supplemental, and accommodations/differentiation.

Plan for Continuous Improvement: The goal for the 2018-2019 academic year will be for a minimum of 85% of the candidates will score at the Proficiency level (3.00) or higher in each category assessed on the lesson plan.

Recommendations to Successful Implementation of Plan for Improvement: Completer data on lesson planning will be turned into the assessment office. The data will be disaggregated and charted to determine areas of strength and weakness in lesson planning with the coursework of the PBC Middle School program. We will develop and implement changes to course content, curriculum, and sequence as needed based on data analysis.

2018-2019:
Analysis of Data:
The benchmark was not met. Although the one Middle School Science candidate met benchmark in all areas, the Middle School Math data (n=2) did not meet benchmark in seven of the ten areas assessed: Technology; Lesson Hook; Pre-planned Seed Questions; Relevance and Rationale; Exploration, Extension, Supplemental; and Accommodation /Differentiation. The data was pulled from two lesson plans from each candidate.

Plan for Continuous Improvement:
A minimum of 80% of candidates will score at the Proficiency level (3.00) or higher in each category assessed in the lesson plan.

Recommendation for Successful Implementation of Plan for Improvement:

- The redesigned PBC Middle School Programs require a two credit hour course dealing with planning for instruction in the content area. This should increase the candidate knowledge and comfortability in planning lessons appropriate for the field.

2019-2020:

2020-2021:
There were no completers during the 2020-2021 academic year and therefore no new data to report. EDUC 318 was added as a requirement to the PBC program to provide candidates with a foundation to implement lesson planning throughout their methods coursework. Faculty will continue to evaluate lesson plan data within their courses at the end of each semester. In the summer semester, faculty make recommendations for edits to the Lesson Plan Template and Rubric based on the analysis of data collected. The plan is revised and an updated version is put in to place for the following fall semester.

11 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 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 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.
Knowledge:
Learning Differences: InTASC Standard 2 - The candidate identifies individual difference s and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
Skills:
Learner Development: InTASC Standard 1 - The candidate designs and implements developmentally appropriate and challenging learning experienced.

Learning Environments: InTASC Standard 3 - The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge: InTASC Standard 4 - The candidate creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Application of Content: InTASC Standard 5 - The candidate engages learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues by connecting concepts and using differing perspectives.
Assessment: InTASC Standard 6 - The candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.
Planning for Instruction: InTASC Standard 7 - The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Instructional Strategies: InTASC 8 - The candidate implements a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Dispositions:
Professional Learning and Ethical Practice: InTASC 9 - The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
CAEP Standard 1
Candidates will score at benchmark (score of 2) or higher on their FEE III evaluation at the end of their internship or student teaching semester.

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

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

11.3 Benchmark: Candidates will score a 3.00 or higher on each InTASC standard assessed in the FEE rubric for each content area.

11.4 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

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 teachers' and learners' 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.

11.1 Data

2017-2018:
Data table is attached.

2018-2019:
Data table is attached.

2019-2020:

2020-2021:
There were no completers for the 2020-2021 academic year, therefore, there was no new data to report.

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

PBC_MMS_FEE Domains 1-4_17-18
PBC_MMS_FEE Domains 1-4_18-19

11.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
All three candidates scored above the 3.00 benchmark on all Domain 1: Planning and Preparation elements. The lowest score came from one candidate in spring 2014. Because data is only from one candidate and the data improved during the spring 2015 semester, no changes within the program were made as that could constitute an outlier.
No new data has been collected since spring 2015 since no more candidates have completed the program since then.

2016-2017:
Analysis of Data: Examining FEE data across two semesters, all elements of the rubric scored above the benchmark of 2.00. Upon further examination of data only two elements had a mean score below the score of 3.00, Effective Proficient, which was for the spring 2017 completer for the elements of: 3.1.1 Quality of questions and 3.1.2 Discussion techniques

Program decisions: During fall 2016 the PBC Middle School Math and Science program was realigned. The elements of 3.1.1 and 3.1.2 will now be explicitly taught with EDUC 216 whereas when these two candidates completed the course, the elements were not.

2017-2018:
Analysis of Data: The benchmark was met. 100% (2/2) of the completers scored a 3.00 or higher on each component in the FEE rubric for Domains 1-4 of the FEE rubric.

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

Recommendation for Successful Implementation of Plan for Improvement: Completer data from the FEE rubric will be turned into the assessment office. The data will be disaggregated and charted to determine areas of strength and weakness in teaching. This data will be used to make adjustments within the coursework of the PBC Middle School program.

2018-2019:
Analysis of Data:
The benchmark was not met. There was one category (3.1.2) in which at least one candidate scored below the 3.00 benchmark.

Plan for Continuous Improvement:
90% of candidates will score a 3.00 or higher on each component in the FEE rubric for Domains 1-4.

Recommendations for Successful Implementation of Plan for Improvement:

- Component 3.1.2 deals with "Discussion Techniques". Moving forward, methods courses will intentionally emphasize a shift to fostering student-led discussions.

2019-2020:

2020-2021:
There were no completers in the 2020-2021 academic year and therefore no new data to report. The POP Cycle will be implemented for the two observations in each of the internship /teacher residency semesters. Data driven professional development sessions for the candidates will be delivered each week.

11.2 Data

Element	InTASC	Spring 2014		Spring 2015		Fall 2016			Spring 2017			Fall 2017				Spring 2018			
		#	Mean	#	Mean	#	Mean	Range	#	Mean	Range	#	Mean	Range	% Prof.	#	Mean	Range	
5.1	9	1	3.50	2	3.88	1	4.00	4.00	1	3.75	3.75	0				2	3.94	3.88-4.00	1
5.2	1	1	3.25	2	3.88	1	4.00	4.00	1	3.50	3.50					2	3.88	3.75-4.00	1
5.3	4	1	3.50	2	3.88	1	3.88	3.88	1	3.75	3.75					2	3.88	3.75-4.00	1
5.4	4	1	3.50	2	3.81	1	3.75	3.75	1	3.50	3.50					2	3.82	3.63-4.00	1
5.5	4	1	3.50	2	3.75	1	3.88	3.88	1	3.75	3.75					2	3.88	3.75-4.00	1
5.6	4	1	2.00	2	3.63	1	3.63	3.63	1	3.50	3.50					2	3.88	3.88	1
5.7	4	1	2.00	2	3.50	1	3.00	3.00	1	2.75	2.75					2	3.88	3.88	1
5.8	4	1	3.25	2	3.75	1	3.63	3.63	1	3.25	3.25					1	3.50	3.50	1
5.9	5	1	2.00	2	3.50	1	4.00	4.00	1	3.25	3.25					2	3.61	3.46-3.75	1
5.10	2	1	4.00	2	3.55	1	4.00	4.00	1	3.75	3.75					2	3.82	3.75-3.88	1

5.11	8			2	4.00	1	4.00	4.00	1	3.75	3.75					2	3.88	3.88	1
5.12	3			2	4.00	1	4.00	4.00	1	3.25	3.25					1	3.50	3.50	1
5.13	3			2	4.00	1	4.00	4.00	1	3.00	3.00					2	3.88	3.75-4.00	1
5.14	6			2	4.00	1	4.00	4.00	1	3.00	3.00					2	3.82	3.63-4.00	1
5.15	9			2	4.00	1	4.00	4.00											
5.16	9			2	4.00	1	4.00	4.00											

Element	InTASC	Fall 2018				Spring 2019				Fall 2019				Spring 2020			
		#	Mean	Range	% Prof.	#	Mean	Range	% Prof.	#	Mean	Range	% Prof.	#	Mean	Range	% Prof.
5.1	9					3	3.88	3.75-4.00	100%								
5.2	1					3	4.00	4.00	100%								
5.3	4					3	3.88	3.63-4.00	100%								
5.4	4					3	3.82	3.71-4.00	100%								
5.5	4					3	3.92	3.75-4.00	100%								
5.6	4					3	3.79	3.50-4.00	100%								
5.7	4					3	3.92	3.88-4.00	100%								
5.8	4					3	4.00	4.00	100%								
5.9	5					3	4.00	4.00	100%								
5.10	2					3	3.79	3.75-3.88	100%								
5.11	8					3	4.00	4.00	100%								
5.12	3					3	4.00	4.00	100%								
5.13	3					3	4.00	4.00	100%								
5.14	6					3	3.92	3.75-4.00	100%								
5.15	9																
5.16	9																

Element	InTASC	Fall 2020				Spring 2021				Fall 2021				Spring 2022			
		#	Mean	Range	% Prof.	#	Mean	Range	% Prof.	#	Mean	Range	% Prof.	#	Mean	Range	% Prof.
5.1	9	0				0											
5.2	1																
5.3	4																
5.4	4																
5.5	4																

5.6	4																
5.7	4																
5.8	4																
5.9	5																
5.10	2																
5.11	8																
5.12	3																
5.13	3																
5.14	6																
5.15	9																
5.16	9																

11.2.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Spring 2014 had only one candidate who scored below proficient on elements 5.6 (Participates in professional mathematics organizations and uses their print and on-line resources, 5.7 (Demonstrates knowledge of research results in the teaching and learning of mathematics), and 5.9 (Demonstrates knowledge of the historical development of mathematics including contributions from diverse cultures).
Spring 2015 had two candidates whose did not score below proficient on any content elements.
Because the data collected during the spring 2014 semester did show some weakness, no changes were made within the program because it could not be determined if this was a program error or simply an outlier.
No new data has been collected since spring 2015 since no more candidates have completed the program since then.

2016-2017:
Examining content standard FEE data across two semesters, all elements of the rubric scored above the benchmark of 2.00. Upon further examination of data only one element had a mean score below the score of 3.00, Effective Proficient, which was for the spring 2017 completer for the element 5.7 Candidate selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages. (Standard 8.1).

Program decisions: Prior to 2016-2017, the FEE content standard for math was changed from a Likert Scale to a rubric with descriptors of candidate observable behaviors. At this time all candidates are well above benchmark so no further changes to the program need to be implemented.

2017-2018:
Analysis of Data: The benchmark was met. 100% (2/2) of the completers scored a 3.00 or higher on each InTASC standard assessed in the FEE rubric.

Plan for Continuous Improvement: Candidates will score 3.00 or higher on each InTASC standard assessed in the FEE rubric.

Recommendations to Successful Implementation of Plan for Improvement: Completer data from the FEE rubric will be turned into the assessment office. The data will be disaggregated and charted to determine areas of strength and weakness in the InTASC standards. This data will be used to make adjustments within the coursework of the PBC Middle School program.

2018-2019:

Analysis of Data:
The mean score was above benchmark for all InTASC Standards. The only InTASC element to have a candidate score below the 3.00 benchmark was *4(c): The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.*

Plan for Continuous Improvement:
90% of the candidates will score a 3.00 or higher on each InTASC standard assessed in the FEE Rubric.

Recommendations for Successful Implementation of the Plan for Improvement:

- Methods instructors will purposefully emphasize the shift to student-led discussions within the discipline.
- Content and education faculty will determine appropriate strategies for assessing learning and fostering deeper discussions to use throughout coursework.

2019-2020:

2020-2021:
There were no completers in the PBC middle school program during the 2020-2021 academic year and therefore no new data to report. The domain 5 elements will be aligned to current math and science standards during the summer 2021 semester to be implemented in the fall 2021 semester. Norming and inter-rater reliability will be established for domain 5 elements.

11.3 Data

2017-2018:
Data table is attached.

2018-2019:
Data table is attached.

2019-2020:

2020-2021:
There were no completers in the PBC middle school programs during the 2020-2021 academic year and therefore no new data to report.

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

PBC_MMS_FEE by Content Area_17-18
PBC_MMS_FEE by Content Area_18-19

11.3.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Analysis of Data: The benchmark was met. 100% (2/2) of the completers scored a 3.00 or higher on each InTASC standard assessed in Domains 1-4 of the FEE rubric.

Plan for Continuous Improvement: Candidates will score a 3.00 or higher on each component in the FEE rubric (aligned to the InTASC standards) for Domains 1-4 of the FEE rubric.

Recommendation for Successful Implementation of Plan for Improvement: Completer data from the FEE rubric will be turned into the assessment office. The data will be disaggregated and charted to determine areas of strength and weakness in the InTASC standards.

2018-2019:
Analysis of Data:
Candidates had a mean score above the 3.00 benchmark on all components related to the InTASC Standards of the FEE. There was only one individual score that fell below benchmark in Math for component 3.1.2.

Plan for Continuous Improvement:
90% of the candidates will score a 3.00 or higher on each InTASC standard assessed in the FEE Rubric for each content area.

Recommendations for Successful Implementation of the Plan for Improvement:

- Methods instructors will purposefully emphasize the shift to student-led discussions within the discipline.
- Content and education faculty will determine appropriate strategies for assessing learning and fostering deeper discussions to use throughout coursework.

2019-2020:

2020-2021:
There were no completers in the 2020-2021 academic year and therefore no new data to report. Data will continue to be analyzed as collected to determine areas of strengths and areas for improvement at the end of each semester. Data will also be pulled together for analysis at the end of each academic year to determine patterns of progression on the assessment and to make adjustments within the coursework of the PBC Middle School program as needed. POP Cycles and high quality feedback will be instrumental in better preparing candidates to enter the classroom as confident and well-prepared teachers.

11.4 Data

2017-2018:
Data table is attached.

2018-2019:
Data table is attached.

2019-2020:

2020-2021:
There were no completers in the program during the 2020-2021 academic year and therefore no new data to report.

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

PBC_MMS_FEE by Content Area_17-18
PBC_MMS_FEE by Content Area_18-19

11.4.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Analysis of Data: The benchmark was met. 100% (2/2) of the completers scored a 3.00 or higher on each element assessed in Domain 5 of the FEE rubric.

Plan for Continuous Improvement: Candidates will score 3.00 or higher on each element assessed in Domain 5 of the FEE rubric.

Recommendation for Successful Implementation of Plan for Improvement: Completer data from the FEE rubric will be turned into the assessment office. The data will be disaggregated and charted to determine areas of strength and weakness in Domain 5. This data will be used to make adjustments within the coursework of the PBC Middle School program

2018-2019:
Analysis of Data:
100% of the candidates (n=3) scored at or above benchmark on each of the Domain 5 components.

Plan for Continuous Improvement:
Candidates will score 3.00 or higher on each element assessed in Domain 5 of the FEE rubric.

Recommendation for Successful Implementation of Plan for Improvement:

- Education and content faculty will meet to review and revise (if necessary) the elements of Domain 5 to ensure that the elements are aligned to current content standards and expectations.

2019-2020:

2020-2021:
There were no completers in the PBC Middle School program during the 2020-2021 academic year and therefore no new data to report. The domain 5 elements will be aligned to current standards for science and mathematics during the summer 2021 semester to be implemented in the fall 2021. Norming and inter-rater reliability will be established for the domain 5 elements.

12 Assessment and Benchmark Teaching Cycle (FormerlyTeacher Candidate Work Sample (TCWS)

Assessment: Teacher Candidate Work Sample.
P-12 teachers are required to create a Teacher Candidate Work Sample (TCWS) during their internship/student teaching semester. The TCWS involves writing a unit lesson plan covering at least 5 days of learning as well as student learning outcomes that justify with data whether the P-12 students made progress for learning the content within the teacher candidate's lessons.
Louisiana Teacher General Competency H: The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.
Louisiana Teacher General Competency C1: The teacher candidate observes and reflects on students' responses to instruction o identify areas of need and make adjustments to practice.
InTASC standards included: 6
Skills:
Assessment: InTASC Standard 6 - The candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Candidates will score at benchmark (score of 3.00) or higher on their TCWS evaluation at the end of their internship or student teaching semester.
CAEP Standard 1

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

Outcome Links

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 teachers' and learners' decision making.

12.1 Data

Previous Data:
Middle School Math - Teacher Candidate Work Sample Data:

Criteria		Spring 2014	Spring 2015	Fall 2016	Spring 2017
Choice of	Number	1	2	1	1
	Mean	3.00	2.50	4.00	2.00
			1.00-		

Assessment	Range	3.00	4.00	4.00	2.00
	% Proficient or Higher			100%	0%
Pre-assessment	Number	1	2	1	1
	Mean	2.00	2.50	4.00	2.00
	Range	2.00	2.00-3.00	4.00	2.00
	% Proficient or Higher			100%	0%
Post-assessment	Number	1	2	1	1
	Mean	2.00	2.50	4.00	1.00
	Range	2.00	2.00-3.00	4.00	1.00
	% Proficient or Higher			100%	0%
Alignment of Lesson Evidence	Number	1	2	1	1
	Mean	3.00	3.00	4.00	1.00
	Range	3.00	3.00	4.00	1.00
	% Proficient or Higher			100%	0%
Student Level of Mastery & Evaluation of Factors	Number	1	2	1	1
	Mean	3.00	3.00	4.00	2.00
	Range	3.00	2.00-4.00	4.00	2.00
	% Proficient or Higher			100%	0%
Data to Determine Patterns & Gaps	Number	1	2	1	1
	Mean	2.00	3.00	4.00	1.00
	Range	2.00	3.00	4.00	1.00
	% Proficient or Higher			100%	0%
Response to Interventions	Number	1	2	1	1
	Mean	2.00	3.00	4.00	1.00
	Range	2.00	3.00	4.00	1.00
	% Proficient or Higher			100%	0%

PBC Middle School Math/Science COMBINED All Content Areas - Teacher Candidate Work Sample Data:

Criteria		Fall 2017	Spring 2018	Fall 2018	Spring 2019
Choice of Assessment	Number	0	2	0	1
	Mean		4.00		4.00
	Range		4.00		4.00
	% Proficient or Higher		100%		100%
	Number		2		1

Strength: Data to Determine	Mean		3.50		4.00
	Range		3.00-4.00		4.00
	% Proficient or Higher		100%		100%
Weakness: Data to Determine	Number		2		1
	Mean		4.00		4.00
	Range		4.00		4.00
	% Proficient or Higher		100%		100%
Analysis	Number		2		1
	Mean		3.00		4.00
	Range		2.00-4.00		4.00
	% Proficient or Higher		50%		100%
Alignment	Number		2		1
	Mean		3.00		4.00
	Range		2.00-4.00		4.00
	% Proficient or Higher		50%		100%
Application	Number		2		1
	Mean		4.00		4.00
	Range		4.00		4.00
	% Proficient or Higher		100%		100%
Response to Interventions	Number		2		1
	Mean		4.00		4.00
	Range		4.00		4.00
	% Proficient or Higher		100%		100%

PBC/Practitioner Middle School Math and Science - Teacher Candidate Work Sample Data:

Criteria					Spring 2019	
		Fall 2017	Spring 2018		Math	Science
Content Standards			PBC	Practitioner	PBC	PBC
	Number	0			0	1
	Mean		4.00	4.00		4.00
	Range		4.00	4.00		4.00
	% Proficient or Higher		100%	100%		100%
Strength: Data to Determine	Number					1
	Mean		4.00	3.00		4.00
	Range		4.00	3.00		4.00
	% Proficient					

	or Higher		100%	100%		100%
Weakness: Data to Determine	Number					1
	Mean		4.00	4.00		4.00
	Range		4.00	4.00		4.00
	% Proficient or Higher		100%	100%		100%
Analysis	Number					1
	Mean		2.00	4.00		4.00
	Range		2.00	4.00		4.00
	% Proficient or Higher		0%	100%		100%
Alignment	Number					1
	Mean		2.00	4.00		4.00
	Range		2.00	4.00		4.00
	% Proficient or Higher		0%	100%		100%
Application	Number					1
	Mean		4.00	4.00		4.00
	Range		4.00	4.00		4.00
	% Proficient or Higher		100%	100%		100%
Response to Interventions	Number					1
	Mean		4.00	4.00		4.00
	Range		4.00	4.00		4.00
	% Proficient or Higher		100%	100%		100%

2019-2020:

2020-2021:
There were no completers in the program during the 2020-2021 academic year and therefore no new data to report.

12.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Because the data table shows an abundance of scores falling below the proficient level, the TCWS is now required in EDUC 412 so that the candidates have practice with writing multiple, sequential lesson plans as well as using student data to drive instruction.
No new data has been collected since spring 2015 since no more candidates have completed the program since then.

2016-2017:
Analysis of Data: There is a discrepancy within the two cohorts of completers. The fall 2016 completer scored all 4.00s on a range of 1.00-4.00 and the spring 2017 completer scored only 1.00s and 2.00s on a range of 1.00-4.00 with benchmark being a 3.00.

Program decisions: During fall 2016 the PBC Middle School Math and Science program was realigned. The Teacher Candidate Work Sample Assessment Plan is now implemented in EDUC 216, 333, 351, and 412 which allows for multiple experiences with assessments, data collection and analysis, as well as future differentiated instruction whereas when these two candidates completed the course, the activities were not a mandatory component of all of these courses.

2017-2018:
Analysis of Data: The benchmark was not met. The two completers scored above the benchmark in all areas of the TCWS except in the area of Alignment where one of the two completers fell below the benchmark scoring a 2.00.

Plan for Continuous Improvement: Candidates will score a 3.00 or above on each of the elements of the Teacher Candidate Work Sample rubric.

Recommendation for Successful Implementation of Plan for Improvement: Completer data from the TCWS rubric will be turned into the assessment office. The data will be disaggregated and charted to determine areas of strength and weakness in the TCWS. This data will be used to make adjustments within the coursework of the PBC Middle School program.

2018-2019:
Analysis of Data:
The benchmark was met. 100% of the candidates (n=1) scored at or above the benchmark on all components of the Teacher Candidate Work Sample.

Plan for Continuous Improvement:
The Teacher Candidate Work Sample is being replaced by the Teaching Cycle which provides specific expectations and increased rigor with scaffolded support to improve candidate abilities to evaluate student learning and plan for instruction.

Recommendation for Successful Implementation of Plan for Improvement:

- The Teaching Cycle will be scaffolded throughout the program and the Senior Residency Portfolio will include the entire Teaching Cycle. During the Senior Residency Portfolio courses, candidates will be assigned a mentor professor to assist them, answer questions, and guide them through the process.

2019-2020:

2020-2021:
There were no completers for this program in the 2020-2021 academic year and therefore no new data to report. The Teacher Candidate Work Sample has been revised and is not the Teaching Cycle Assessment. This assessment was piloted in 2018-2019 and was fully implemented into all programs and methods courses in the 2019-2020 academic year. This tool is used to provide useful data for diagnosing the strengths and areas for improvement in the practices of our candidates. The rainbow chart will be reviewed and revised in summer 2021 so that the Teaching Cycle components are introduced sequentially throughout the program in preparation for the Performance Portfolio during the first semester of residency which contains the Teaching Cycle as a component.

13 Assessment and Benchmark Praxis Principles of Learning and Teaching Exam

Assessment: Praxis Principles of Learning and Teaching Exam (#5623).

Benchmark: Candidates will be expected to pass on the first attempt and achieve at least 70% in all areas.

Prior to 2018-2019, 100% of the candidates will pass the Praxis PLT on the first attempt.

13.1 Data

PBC MMS Principles of Learning and Teaching #5623 for Grades 5-9:

		Fall 2017	Spring 2018	Fall 2018	Spring 2019
	Number	0	2	0	3
	Mean		175.5		172

#5623 overall	Range		170-181		163-190
	% Pass 1st attempt		100%		67%
	% Pass prior to ST/Intern		100%		100%
#5623 subcomponents:	Number	0	2		2
Students as Learners	Mean		16		19
	Range		14-18		18-19
	% correct (24)		67%		79%
Instructional Process	Mean		15.5		15
	Range		14-17		11-19
	% correct (20)		78%		71%
Assessment	Mean		12		11.5
	Range		11-13		8-15
	% correct (15)		80%		77%
Professional Development Leadership and Community	Mean		6.5		8.5
	Range		6-7		8-9
	% correct (9)		72%		61%
Analysis of Instructional Scenarios	Mean		12		10
	Range		11-13		8-12
	% correct (16)		75%		63%

		Fall 2019	Spring 2020	Fall 2020	Spring 2021
#5623 overall	Number			0	0
	Mean				
	Range				
	% Pass 1st attempt				
	% Pass prior to ST/Intern				
#5623 subcomponents:	Number				
Students as Learners	Mean				
	Range				
	% correct (24)				
Instructional Process	Mean				
	Range				
	% correct (20)				
	Mean				
	Range				

Assessment	% correct (15)				
Professional Development Leadership and Community	Mean				
	Range				
	% correct (9)				
Analysis of Instructional Scenarios	Mean				
	Range				
	% correct (16)				

13.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Analysis of Data: The benchmark was met. 100% of the candidates passed the Praxis PLT on the first attempt.

Plan for Continuous Improvement: Lowest percentage correct scores were in the area of "Students as Learners". Candidates will be expected to pass on the first attempt and raise the percentages correct to at least 70% in all areas.

Recommendation for Successful Implementation of Plan for Improvement: Faculty will assess where this is being taught in the curriculum and work to better align the coursework to the exam content.

2018-2019:
Analysis of Data:
The benchmark was not met. 67% of the candidates (n=3) passed the PLT on the first attempt.

Plan for Continuous Improvement:
Professional Development and Analysis of Scenarios categories had the lowest percentage of questions answered correctly. Courses covering PLT content will review to ensure that these topics are being covered thoroughly.

Recommendations for Successful Implementation of Plan for Improvement:
Education faculty will review and revise course content to ensure that candidates area receiving the necessary content to perform successfully on the Praxis PLT exam.

2019-2020:

2020-2021:
There were no completers in the PBC Middle School program during the 2020-2021 academic year, therefore, there is no new data to report. Based on previous recommendations for improvement, the EPP will provide a written list of Praxis resources for all candidates during their first advising session. Additionally, advisors will recommend taking the PLT immediately after the courses related directly to the exam.

End of report