Multiple Levels Grades K-12 [IA**]

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

Program Name: Multiple Levels Grades K-12 [IA**]

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:
In analyzing the data throughout our assessments, it was determined that our students performed well in assessments based on candidate performance; whereas, assessments focusing on candidate's ability to lesson plan or apply student data/knowledge to drive instruction candidates scored lower, often falling below the proficiency benchmark set by the department. Since the candidates' performance scores are consistently high in performance assessments, it is possible that the high scores may indicate that evaluators are not critical enough for our candidates. Due to this observation, more training on critical feedback, inter-rater reliability spot checks, and a candidate evaluation on the effectiveness of the feedback was implemented throughout the College of Education in May 2016. Professional development will continue that focuses on different components of the observation process.

2016-2017:
Assessment to improve instruction: Program involvement in required licensure exams and ongoing curriculum review of the PBC K-12 program ensures that candidates are adequately prepared in the area of content knowledge. Assessment data analysis of course grades and the PRAXIS II Content Knowledge exam reveal that candidates are acquiring the necessary knowledge to integrate theories and research with respect to each content area (Reading /Language Arts, Mathematics, Social Studies, and Science). PRAXIS II Content scores and course grades indicate that candidates possess knowledge in the content areas and have an understanding of the central concepts and structures as they relate to PBC K-12 classrooms. Assessment data collected from the FEE instrument which is utilized to assess candidate lesson planning and evaluation throughout the Program through to the student teacher experience, shows solid evidence that our candidates are able to demonstrate preparedness in the content areas.

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

Student Learning: During student teaching, candidates must complete the P-12 Teacher Candidate Work Sample by selecting a unit of instruction, administering a pre/post assessment on that unit of instruction, and analyzing the student performance results. This analysis requires candidates to compare the pre/post results and calculate the difference in student performance. Candidates further use the data for re-teaching purposes within their assigned classrooms. Information from this assessment is used by program faculty to develop student teaching seminars and course-embedded workshops to support candidates in the creation of future work samples.

2017-2018:
Candidates have maintained a 100% first time pass rate on the Praxis Content exams for the past three semesters.

2018-2019:
Over the past four academic years, 92% of PBC Multiple Level candidates have passed the Praxis PLT exam on the first attempt.

2019-2020:

2020-2021:
PBC candidates entered the program and are following a sequence of courses for the program. EDUC 110 is required in term 1 for all PBC K-12 candidates to create their Via account for tracking data. Beginning in the fall 2021 semester, all major assessment data will be collected through Via.

4 Program Highlights from the Reporting Year

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

2016-2017:
The Department of Education Professions PBC K-12 Program continues to enhance course development with the alignment of required elements, as well as implement new and enhanced learning experiences for the candidates. For example, the department implemented a Co-teaching model and professional development for PBC K-12 teacher candidates in conjunction with the local school system. Teacher candidates, cooperating teachers, university professors (the pool of which has been strengthened in the Department of Education professions), and university supervisor's work together to build a co-teaching relationship for the teacher candidate's student teaching experience. The goal of the Co-teaching model and professional development is to improve the student teaching experience in order to further the success of our students during their final semester. McNeese faculty and CPSB teachers come together to provide professional development and serve as mentors for student teacher candidates in the Believe and Prepare Collaboration. This collaboration instills the Co-Teaching Model.

2017-2018:
All programs are being redesigned to include the one year residency. Course scope and sequences are being addressed.

2018-2019:
The newly redesigned program with the year-long residency was implemented during the 2018-2019 AY. Faculty members are looking forward to promoting our redesigned programs to boost enrollment for the upcoming year.

2019-2020:

2020-2021:
The courses for the PBC K-12 programs have been sequenced for progression of students. The inclusion of a lesson planning course along with revised methods and program coursework has strengthened the program. DEP faculty will partner with the Center for the Advancement of Quality Education to determine recruiting strategies for the program, including the use of Hubspot.

5 Program Mission

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

6 Institutional Mission Reference

The Post Baccalaureate Certificate for Multiple Levels (ART, HHP, and Music) supports McNeese State University's fundamental mission to provide successful education of to students and services to employers and communities in its region. The Multiple Level PBC program prepares students to fulfill their roles in the teaching professions in the areas of Art, Health and Physical Education, and Music in grades P-12 and contribute to the cultural and intellectual advancement of the citizens of Louisiana.

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

Assessment: Enrollment, Completion, Retention, and Recruitment.

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

7.2 Benchmark: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the PBC Multiple Levels program 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 Completer Data:

Combined Multiple Levels Grades K-12: ART, HPE, MUSIC-Instrumental, MUSIC-Vocal:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2013-2014	3	—	—	5
2014-2015	2	—	—	4
2015-2016	4	1	2	3
2016-2017	5	2	0	2
2017-2018	7	1	2	3
2018-2019	5	0	1	1
2019-2020	—	—	—	—
2020-2021	6	2	2	4

Multiple Levels Grades K-12: ART PBC:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2013-2014	3	—	—	2

2014-2015	2	—	—	1
2015-2016	4	0	2	2
2016-2017	5	1	0	1
2017-2018	3	1	1	2
2018-2019	1	0	0	0
2019-2020	—	—	—	—
2020-2021	1	1	0	1

Multiple Levels Grades K-12: Health and Physical Education PBC:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2013-2014	6	—	—	3
2014-2015	5	—	—	3
2015-2016	4	1	0	1
2016-2017	5	1	0	1
2017-2018	4	0	1	1
2018-2019	4	0	1	1
2019-2020	—	—	—	—
2020-2021	2	1	1	2

Multiple Levels Grades K-12: Music Instrumental- PBC:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2017-2018	0	0	0	0
2018-2019	0	0	0	0
2019-2020	—	—	—	—
2020-2021	3	0	1	1

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Enrollments have remained approximately the same over the three year period. Recruitment efforts to Increase enrollment in these areas will be developed.

2016-2017:
Enrollment has increased from 2014-2015 to 2016-2017 by 30%, however, the amount of completers between 2014-2015 and 2016-2017 has decreased 50%. A recruitment committee has been formed to assess this data and review the five year recruitment plan. Also, the Pinnacle Award was Granted to support a 'Geaux Teach' Day in which local high school students are invited to McNeese's campus to participate in teaching sessions. The goal of this event is to encourage high school student enrollment into the Department of Education Professions. Lastly, the Department of Education Professions is currently setting up a Facebook page in order to have a social media presence to encourage PBS K-12 faculty schedule regular meetings to discuss CAEP requirements and plan recruitment activities in fall 2017 and spring 2018. Regular meetings stimulate ideas about recruitment programs designed to pique interest in, and instill confidence in, the EPP at McNeese. The individual programs housed in the content colleges launch, and participate in, recruitment activities as well throughout the year that include parents/families of candidates – i.e. Cowboy Q&A day /McNeese Preview Day.

2017-2018:

Analysis of Data: The benchmark was met. There was an increase of 40% in enrollment from 2016-2017 to 2017-2018.

Plan for Continuous Improvement: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment. Because of the small numbers in the program, the EPP will work to increase next years enrollment number by at least 10%

Recommendation for Successful Implementation of Plan for Improvement:
- The EPP will contact and establish relationships with principals (5) from a five local parishes (Calcasieu, Cameron, Jeff Davis, Allen & Beauregard) to disseminate information about departmental programs and activities. The principals are involved in the collaborative process which also meets the CAEP goal of stakeholder input.
- Going beyond traditional approaches of recruitment and partnering with the Office of Admissions and Recruiting, the EPP will actively recruit within the community at least four times each academic year.
- Faculty will attend 10 Retention and Recruitment sessions during fall 2018- spring 2019.
- EPP faculty will collect interest cards at the retention and recruitment sessions and follow-up will be conducted by the Office for Admissions and Recruitment.

2018-2019:
Analysis of Data:
There was a 26% decrease in enrollment from 2017-2018 to 2018-2019.

Plan for Continuous Improvement:
The goal for 2019-2020 will be to increase enrollment by 8%.

Recommendation for Successful Implementation of Plan for Improvement:
- The EPP will actively recruit through community involvement at least four times each academic year.
- The EPP will meet with graduates from other disciplines to promote continuing their education in a PBC program.
- Important to note that HHP will no longer be offered as a PBC. This was the highest enrollment number, so the other programs need to be promoted aggressively to show growth.
- All PBCs will be offered completely online.

2019-2020:

2020-2021:
The overall enrollment in the PBC multiple level programs has remained constant over the last several years. The PBC HPE program is no longer offered, so the two completers in the 2020-2021 academic year are the last two for the program. It was decided by the HPE faculty that candidates were better prepared to find a job if their initial certificate was in a core subject area and HPE could be added to the teaching certificate.

The PBC Music program increased the number of enrolled and had one completer. And the PBC ART program had one person who was enrolled completed the program during the 2020-2021 academic year.

During the 2020-2021 academic year, the EPP increased its presence on social media via Facebook posts of commencement ceremonies and launched HubSpot for online recruitment. The fall 2020 career fair and Grad Fest events did not occur as usual due to COVID-19 and Hurricanes Laura and Delta which damaged campus buildings and local infrastructure. EPP leadership worked at the spring 2021 Grad Fest on March 18 to recruit students in content disciplines to enroll in the PBC program. EPP faculty will attend McNeese Grad Fest events in the fall and spring to recruit students into the PBC program. The EPP will respond timely with

follow up to all PBC program inquiries form the online recruitment initiative (HubSpot). EPP leadership will promote the PBC programs to local district representatives at least once per academic year. Fall 2022 enrollment is expected to meet benchmark.

7.2 Data

Completer Matriculation Rates:

Combined Multiple Levels Grades K-12: Art, HPE, MUSIC-Instrumental, MUSIC-Vocal:

Program Type	Cohort Academic Year	Accepted into program with 499 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
PBC	2013-2014	7	N=4 57%				N=3 43%			
PBC	2014-2015	4	N=2 50%				N=2 50%			
PBC	2015-2016	—								
PBC	2016-2017	4	N=3 75%				N=1 25%			

Multiple Levels Grades K-12: Art PBC:

Program Type	Cohort Academic Year	Accepted into program with 499 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
PBC	2013-2014	1	N=1 100%							
PBC	2014-2015	2	N=1 50%				N=1 50%			
PBC	2015-2016	—								
PBC	2016-2017	1	N=1 100%							

Multiple Levels Grades K-12: Health and Physical Education PBC:

Program Type	Cohort Academic Year	Accepted into program with 499 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
PBC	2013-2014	6	N=3 50%				N=3 50%			
PBC	2014-2015	2	N=1 50%				N=1 50%			
PBC	2015-2016	—								
PBC	2016-2017	3	N=2 67%				N=1 33%			

Multiple Levels Grades K-12: Music- Instrumental PBC:

Program Type	Cohort Academic Year	Accepted into program with 499 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
PBC	2013-2014	0								
PBC	2014-2015	0								
PBC	2015-2016	—								
PBC	2016-2017	0								

Multiple Levels Grades K-12: Music- Vocal PBC:

Program Type	Cohort Academic Year	Accepted into program with 499 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
PBC	2013-2014	0								
PBC	2014-2015	0								
PBC	2015-2016									
PBC	2016-2017	0								

7.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Analysis of Data: The benchmark was not met. Only 57% of the candidates that entered the program in the 2013-2014 cohort completed the program within two years.

Plan for Continuous Improvement: A minimum of 90% of candidates will complete the PBC program in Multiple Level (K-12) Education within two years of being accepted into the program (499 packet).

Recommendation for Successful Implementation of Plan for Improvement:
- Advisors will work with candidates at least twice a year to review degree plans, academic progress, and provide a list of resources for students who are in need of additional graduation and/or academic support.
- Advisors will document feedback from meetings. Data on courses taken will be gained from Degree Works. EPP faculty will determine effectiveness of resources from the feedback from the candidates.
- EPP faculty will ensure at least 4-6 resources for each content area are available to students via the online tutorial.
- The resources will be computer software related to the different areas of the Praxis exams. The resources will be available for the candidates but not required. Faculty will strongly suggest that candidates use the resources but cannot require it.
- The EPP faculty will begin to track why candidates are not completing the program.

2018-2019:

Analysis of Data:
There were four candidates accepted into the program during the 2014-2015 AY. Of those, 50% of the candidates completed the program within two years and the other 50% dropped from the University.

Plan for Continuous Improvement:
A minimum of 90% of candidates should complete the PBC program in Multiple Levels within 2 years of being accepted into the program (EDUC 499 packet).

Recommendations for Successful Implementation of Plan for Improvement:
- Advisors will work with candidates at least twice a year to review degree plans, academic progress, and provide resources for students who are in need of additional academic support.
- EPP will create and offer Praxis workshops
- Advisors will create a list of pros and cons for receiving a PBC from MSU versus a private online program to try to keep candidates from leaving the program.

2019-2020:

2020-2021:
The benchmark was not met. Aggregated data across PBC multiple level programs shows that 75% (3/4) candidates completed the program within 1 to 2 years of being officially accepted into the program. The one candidate who did not complete the program dropped out of the university. Therefore, of those who did complete the program, they were all on track and progressed through the program in a timely manner.

At mid-term of the 2020-2021 academic year, informed discussions about PBC student progression concerns were held with EPP leadership and faculty and follow-up communication with candidates regarding progression concerns were completed by the PBC advisors.

A survey to gather information about candidates' reasons for discontinuing the program has not been developed, however, the PBC advisors communicate with candidates who do not re-enroll to discuss their situations. A survey should be completed during the 2021-20222 academic year to better identify what can be done to keep candidates enrolled in the program.

PBC Multiple Level candidates in good standing who do not re-enroll will be contacted by the PNC advisor to determine a reasonable path forward fro completion. Information concerning the reasons for discontinuing enrollment will be documented and reviewed to determine if remedial measures can be taken to prevent drop outs. EPP faculty will review the program admission requirements in summer 2021 to determine a better support to candidates for progression and matriculation. Any revisions will be made available in the 2022-2023 academic catalog.

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

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

Outcome Links

2013 CAEP Standards [External]

2. Clinical Partnerships and Practice

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

8.1 Data

Spring 2015:
- May 11, 2015 - DEP Faculty Meeting - Master Plan 10:30-12:30
- May 13, 2015 - Master Plan 10:30-12:00

Fall 2015:
- August 18, 2015 - BCOE Meeting 1:00
- August 19, 2015 - DEP Meeting 9:00-10:00

Spring 2016:
- January 12, 2016 - QEP with Dr. John Gardner 9:30-5:00
- January 13, 2016 - QEP 9:45-12:00
                              - DEP Faculty meeting (General Information) 2:00-4:30
- January 29, 2016 - DEP Faculty Meeting (CAEP) 10:00-12:30
- February 17, 2016 - QEP Focus Group 12:30-2:00
                              - CAEP Meeting 3:00-4:00
- February 18, 2016 - CPSB - Believe and Prepare
- February 19, 2016 - CPSB - Believe and Prepare
- March 17, 2016 - CAEP Meeting
- March 21, 2016 - CPSB - Believe and Prepare (Presenters)
- April 18, 2016 - CAEP Meeting
- May 16, 2016 - DEP Workshop/SPA
- May 17, 2016 - DEP workshop/SPA
- May 26, 2016 - CAEP Webinar 3:00

2017-2018:
Data table is attached.

2018-2019:
Data table is attached.

2019-2020:

2020-2021:
Date of Meeting: June 24, 2020
Meeting Location and Duration: Zoom: 8:00 a.m. to noon
Attendees: DEP Faculty
Topic and brief description, results of meeting, next steps, etc.: Major assessments for programs; program revisions

Date of Meeting: August 6, 2020
Meeting Location and Duration: Zoom: 9-11:30 a.m.
Attendees: DEP Faculty
Topic and brief description, results of meeting, next steps, etc.: POP Cycle with Quality Feedback

Date of Meeting: August 13, 2020
Meeting Location and Duration: Zoom: 9:00 to 11:00 a.m.
Attendees: BCOE Faculty
Topic and brief description, results of meeting, next steps, etc.: Field Experience Expectations, Internship, and Practicum expectations

Date of Meeting: January 25, 2021
Meeting Location and Duration: Zoom: 4:00 to 5:30 p.m..
Attendees: DEP Faculty, University Supervisors, Mentor Teachers
Topic and brief description, results of meeting, next steps, etc.: Expectations of Student
Teachers and Evaluation

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

PBC_K-12_Curriculum Development_17-18
Secondary Education Curriculum Development

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Department of Education Professions is up for CAEP site visit in spring 2017; therefore,
faculty have been meeting in preparation.
Program faculty meets at regular intervals throughout the year to discuss advising methods
and program implementation.
Program Faculty will continue to collaborate with local districts to strengthen our program and
prepare our teacher candidates to fully meet district needs.

2016-2017:
Meeting #: December 2016
Topic: Alignment of course major assessments across programs.
Instructors present: King, Ogea, Fetter, Broussard, Williams, White, Scott-McLemore,
SeSalem, Garner, Fontenot, Chaumont, Wallace, Anthony, Duhon, Zhang
Discussion: Creation of Scope and sequence of major assessments including but not limited
to FEE, Lesson planning, TCWS, Case Study, and Praxis data.

Meeting #2: May, 2017
Topic: Alignment of Louisiana Teacher Preparation Competencies across program
Instructors present: King, Ogea, Fetter, Broussard, Williams, White, Scott-McLemore,
SeSalem, Garner, Fontenot, Chaumont, Wallace, Anthony, Duhon, Zhang
Discussion: discussion of Louisiana Teacher Preparation Competencies across program
within each course.

2017-2018:
Analysis of Data: The benchmark was met. The faculty collaborated with local districts and
participated in professional development meetings.

Plan for Continuous Improvement: Program faculty will meet at least twice an academic year
to discuss curriculum changes/implementations, assessment data, and progress monitoring of
action plans.

Recommendation for Successful Implementation of Plan for Improvement:
- Faculty will reflect on the content of the meetings held and encouraged to revise syllabi
  and course content to reflect knowledge gained from Diversity Committee Meetings
- The EPP and local school district will collaborate on topics for professional development
  and plan for implementation during the year.
- Faculty will attend at least eight professional development meetings during fall 2018-
  spring 2019.

2018-2019:
Secondary and K-12 program faculty are often included together. Both are represented on the
EPAC committee. Over the past year, there were a number of meetings with the Art Ed
faculty, HHP faculty, and Music faculty to discuss the PBC and baccalaureate K-12 program
course sequences.

The plan for collaborative professional development is in the works, but has not yet happened.
Mentor Teacher training and other issues have come to the forefront and we are encouraging
K-12 teachers to attend this training to gain the ancillary certificate.

We will continue to work with the P-12 schools in local districts to collaborate on course content, methods, and needs.

2019-2020:

2020-2021:
The benchmark was met for the 2020-2021 academic year as the intent was for there to be an exchange of information among PBC faculty and leadership. Rather than hosting special meetings, discussions among faculty and leadership were held as needed to discuss emerging issues related to the PBC Multiple Level program revised structure and residency requirements. Problems were resolved in a timely manner and noted for consideration when assessing program improvements. At least two meetings will be held during the 2021-2022 academic year with EPP leadership and faculty to identify areas for program improvement and to formulate plans for implementing improvement. The EPP faculty will also review admission requirements to begin coursework in the program and make any necessary changes to be available in the 2022-2023 academic catalog.

9 Assessment and Benchmark PRAXIS Content

Assessment: Praxis Content Exam.

Benchmark: A minimum of 80% of graduates will pass the Praxis content exam on the first attempt.

Outcome Links

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

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

PBCK-12 - Praxis Content Exam:

All K-12 Programs		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Combined	Number	1	2	2	0	1	2
	% Pass 1st attempt	100%	50%	100%		100%	100%

All K-12 Programs		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Combined	Number	0	1			2	2
	% Pass 1st attempt	-	0%			100%	100%

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

#5134 overall	Mean		193	176		159	172
	Range		191-195	176		159	172
	% Pass 1st attempt		50%	100%		100%	100%
#5134 breakdown:	Number	0	2	1	0	1	1
Art Making	Mean		61	60		56	46
	Range		60-61	60		56	46
	% correct (67)		91%	90%		84%	69%
Historical and Theoretical Foundations of Art	Mean		35	28		26	30
	Range		34-36	28		26	30
	% correct (38)		92%	74%		68%	79%

Art		Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
#5134 overall	Number	1	0				
	Mean	172					
	Range	172					
	% Pass 1st attempt	100%					
#5134 breakdown:	Number	1					
Art Making	Mean	49					
	Range	49					
	% correct (67)	73%					
Historical and Theoretical Foundations of Art	Mean	27					
	Range	27					
	% correct (38)	71					

MUSIC		Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
#5113: Overall	Number	0	1				
	Mean		168				
	Range		168				
	% Pass first attempt		100%				
#5113 Breakdown	Number	0	1				
Music History and Literature	Mean		12				
	Range		12				
	% Correct (14)		86%				
Theory and Composition	Mean		11				
	Range		11				
	% Correct						

	(16)		69%				
Performance	Mean		13				
	Range		13				
	% Correct (23)		57%				
Pedagogy; Professional Issues; Technology	Mean		34				
	Range		34				
	% Correct (47)		72%				
Special Category: Listening	Mean		15				
	Range		15				
	% Correct (25)		67%				

H&HP		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#0091/5091/5857 combined	Number	1	0	1	0	0	1
	% Pass 1st attempt	100%		100%			100%
#0091/5091 overall	Number	1	0	1	0	0	0
	Mean	159		159			
	Range	159		159			
	% Pass 1st attempt	100%		100%			
#5857 overall	Number	0	0	0	0	0	1
	Mean						177
	Range						177
	% Pass 1st attempt						100%
#5857 breakdown:	Number	0	0	0	0	0	1
Health Education as a Discipline/ Health Instruction	Mean						17
	Range						17
	% correct (22)						77%
Health Education Content/Physical Education	Mean						23
	Range						23
	% correct (28)						82%
Content Knowledge and Student Growth and Development	Mean						14
	Range						14
	% correct (18)						78%
Management, Motivation, & Communication/ Collaboration, Reflection, & Technology	Mean						24
	Range						24
	% correct (25)						96%

Planning, Instruction, and Student Assessment							
	Mean						13
	Range						13
	% correct (17)						76%

H&HP		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
#0091/5091/5857 combined	Number	0				1	1
	% Pass 1st attempt					100%	100%
#0091/5091 overall	Number	0					
	Mean						
	Range						
	% Pass 1st attempt						
#5857 overall	Number	0	1			1	1
	Mean		161			165	165
	Range		161			165	165
	% Pass 1st attempt		0%			100%	100%
#5857 breakdown:	Number						
Health Education as a Discipline/ Health Instruction	Mean						
	Range						
	% correct (22)						
Health Education Content/Physical Education	Mean						
	Range						
	% correct (28)						
Content Knowledge and Student Growth and Development	Mean						
	Range						
	% correct (18)						
Management, Motivation, & Communication/ Collaboration, Reflection, & Technology	Mean						
	Range						
	% correct (25)						
Planning, Instruction, and Student Assessment	Mean						
	Range						
	% correct (17)						

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
First year of data collection. All candidates passed the exam before the student teaching /intern experience. Two of the three candidates passed it on the first attempt. Faculty will continue to monitor and analyze test results. Sub-scores for HHP are unavailable from ETS after two years.

2016-2017:
There are no spring 2017 graduates in Art or HHP. This chart shows that spring 2016 yielded the lowest Praxis Content pass rates. Art received a 50% pass rate in spring 2016 which fell below the department benchmark of 80% pass rate; whereas, fall 2015 and fall 2016 indicated 100% pass rate on the first attempt.

From fall 2015 through fall 2016, 100% of the candidates who took the exam, passed the Praxis II examination prior to student teaching.
Data reported on this assessment reflect performance of candidates in our program demonstrated knowledge of the content associated with K-12 programs. Art professors in the content college have been encouraged to send a representative to take the Praxis exam in order to effectively address components of exam.

2017-2018:
Analysis of Data: The benchmark was met. 100% (3/3) of the candidates passed the exam on the first attempt. Health and PE candidate scored 76% correct and above on the subcategories of the exam. Art had two percentages that fell below 70% correct in the subcategories.

Plan for Continuous Improvement: A minimum of 80% of graduates will pass the Praxis content exam on the first attempt.

Recommendation for Successful Implementation of Plan for Improvement:
- Advisors will work with candidates at least twice a year to review degree plans, academic progress, and provide a list of resources for students who are in need of additional graduation and/or academic support. Advisors have a checklist that they go through to make sure that they cover specific pieces of information that are important to their advisees, but it can be revised to include additional resources for those candidates in need of additional graduation and/or academic support.
  The potential benefit from the meetings will come from student feedback and ultimately from improved grades and Praxis test scores. Advisors may determine that more meetings are needed and will adjust as needed.
- EPP faculty will ensure at least 4-6 resources for each content area are available to students via the online tutorial.
- The resources are videos and computer software. We won't know if the candidates are using the resources since we can't require them to do so. We can only encourage and strongly suggest.

2018-2019:
Analysis of Data:
The benchmark was not met. The one candidate who completed a program in 2018-2019 did not pass the Praxis content exam on the first attempt. In looking at trend data for the past four years, 78% (7/9) of the candidates passed on the first attempt.

Plan for Continuous Improvement:
A minimum of 90% of completers will pass the Praxis content exam on the first attempt.

Recommendations for Successful Implementation of Plan for Improvement:
- The EPP will create Praxis workshops for content exams.
- Advisors will review content area coursework from the baccalaureate degree and make recommendations for remedial coursework or study materials prior to taking the exam.

2019-2020:

2020-2021:
The benchmark was met for the 2020-2021 academic year. Both the fall 2020 and spring 2021 completers (N=4) had a 100% pass rate on the first attempt of the Praxis content exam. The PBC Art completer sub-category scores were 71% correct in Art Making and 73% correct in

Historical and Theoretical Foundations of Art. The PBC HPE completers (N=2) had a mean score of 165. The PBC Music completer sub-scores ranged from 57% (Performance) to 86% (Music History and Literature) correct.

Candidates are provided access to resources to prepare for the Praxis content exam. Resources like Mometrix were also available in the library and additional online resources were recommended to students. EPP faculty will continue to provide candidates with Praxis practice resources through advising, EDUC 110, and when faculty/advisors explain the EDUC 499 packet. EPP faculty will meet to review requirements to begin coursework within the PBC programs. Changes recommended will be added to the 2022-2023 academic catalog.

10 Assessment and Benchmark Lesson Planning

Assessment: Lesson Planning.

Benchmark: A minimum of 80% of the candidates will score at the Proficiency level (3.00) or higher in each category on the lesson plan assessment.

Prior to 2017-2018, the benchmark was a score of 2.50.

Outcome Links

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

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

2013 CAEP Standards [External]

1. Content and Pedagogical Knowledge

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

2013 InTASC Standards [External]

1. Learner Development

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

2. Learning Differences

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

4. Content Knowledge

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

5. Application of Content

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

7. Planning for Instruction

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

8. Instructional Strategies

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

10.1 Data

2017-2018:
Data tables are attached.

2018-2019:
Data tables are attached.

2019-2020:

2020-2021:
Data tables are attached.

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

PBC_K-12_Lesson Plan_17-18
PBC_K-12_Lesson Plan_17-18.2
PBC_K-12_Lesson Plan_18-19
PBC_K-12_Lesson Plan_18-19.2
PBC_K-12_Lesson Plan_20-21

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
This was the first year for this assessment.

Benchmark was met with a mean of 2.70 being obtained on all elements of the lesson plan rubric. A co-teaching model is now being incorporated in an attempt to improve the teaching skills and knowledge of candidates, especially within the planning aspect of teaching. The lesson plan rubric has also been revised and now is more rigorous.

2016-2017:
Candidate scores consistently did not reach the benchmark of 2.50 for the lesson planning element - Essential Questions. It is recommended this vital area be emphasized more in the Assessment class and in the Methods courses that candidates take. It is important to note that since there were only two candidates being assessed with this assessment a low score on any element of the assessment would not likely be raised by others due to low number of candidates.

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

2017-2018:
Analysis of Data: The benchmark was not met. There was one areas for Health and Physical science in which the mean benchmark of 3.00 was not met: Pre-planned SEED Questions.

Plan for Continuous Improvement: A minimum of 80% of the candidates will score at the Proficiency level (3.00) or higher in each category on the lesson plan assessment.The goal is proficiency in all areas in the lesson plan. In the analysis we track the areas on the lesson plan.

Recommendation for Successful Implementation of Plan for Improvement:
- Faculty will model and explain the elements of the lesson plan for effective implementation in classroom setting.
- The courses are EDUC 316, 326, 325, 327, 320, 416, and 414. There will be assignments where students will have to create lesson plans and will be scored on the components of the lesson plan.
- Faculty will provide for candidates to peer assess each other in regards to the elements of the lesson in an effort to deepen understanding.
- The candidates will be providing each other feedback to ensure that they meet the requirements for achieving proficiency level (3.00) on the lesson plan assessment.

2018-2019:

Analysis of Data:
The benchmark was met since the candidate scored a 4.00 on all elements scored in the lesson plan.

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

Recommendations for Successful Implementation of the Plan for Improvement:
- EDUC 318 is a course that covers the lesson plan in depth and will be required of the PBC candidates
- The lesson plan rubric has been revised to include specific expectations for all candidates when planning a lesson
- Inter-rater reliability and norming will take place amongst professors who grade the lesson plans for commonality in grading and quality academic feedback.

2019-2020:

2020-2021:
The benchmark was not met for the 2020-2021 academic year. Due to the low sample size for the academic year (N=2) it is important to look at long term trends to identify significant areas for improvement. However, for the current data, 50% of the candidates scored below the proficiency level in the following areas: Student Outcomes, Formative/Summative Assessment, Additional Standards including 6 ELA and Cross-Disciplinary Connections with Content, Additional Standards and Cross-Disciplinary Connections with Content, Whole Group, Differentiation by CPP, and Differentiation by Learner. There was one category where 0% of the candidates scored at the proficiency level: Student Misconceptions. Faculty will address student misconceptions more thoroughly in methods coursework. Additionally all PBC K-12 programs are required to take EDUC 318: Planning and Instruction for Literacy in the Content Area which specifically covers the elements of the lesson plan.

11 Assessment and Benchmark Field Experience Evaluation

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

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

11.2 Benchmark: Candidates will score a 3.00 or higher on each element in the FEE rubric for Domain 5.

Outcome Links

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

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

2013 CAEP Standards [External]

1. Content and Pedagogical Knowledge

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

2013 InTASC Standards [External]

1. Learner Development

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

2. Learning Differences

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

3. Learning Environments

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

4. Content Knowledge

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

5. Application of Content

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

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the 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:
Data table is attached.

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

PBC_K-12_FEE Domains 1-4_17-18
PBC_K-12_FEE Domains 1-4_18-19
PBC_K-12_FEE Domains 1-4_20-21

11.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Began collecting data in 2014-2015.

Benchmark was met. Four domains were all above the minimum mean of 2.80. The mean of all the domains was 3.50. Co-teaching has been incorporated into the clinical setting as a possible means of improving future teacher skills and knowledge.

2016-2017:
It is apparent that the candidates had a strong grasp of the content knowledge and demonstrated this during the clinical experience. All FEE Data is pulled from candidates' final

semesters in our program. The mean score of the FEE content knowledge assessment shows evidence that this is a strong point regarding candidate preparation and background in the subject matter content.

Overall these Post-Baccalaureate candidates were successful in planning a cohesive lesson plan, planning for behavior management, providing for quality of questions, and planning for assessment. Faculty will continue to spend time mentoring these students with this instrument and understanding of the process as a whole. In the future, data will be triangulated from the beginning, middle, and end of the program to identify future weaknesses within instruction or student abilities.

2017-2018:
Analysis of Data: The benchmark was met. 86% or more candidates scored at proficiency or higher in each of the Domains 1-4.

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

Recommendation for Successful Implementation of Plan for Improvement:
- Faculty and University Supervisors will conduct pre and post conferences with all candidates to discuss expectations for the lesson taught.
- Candidate feedback will determine the effectiveness of the conferences. Change will be determined by the scores on the FEE.
- Faculty will host FEE workshop for candidates and cooperating teachers.
- Candidates will indicate their understanding of the FEE from pre and post conference and document this growth of knowledge on quadrant chart. EPP faculty can then identify areas of need and further remediation.

2018-2019:
Analysis of Data:
The candidate at or above benchmark (3.00) on all components of the FEE rubric except for 3.1.1 (2.90) and 3.1.2 (2.90). Domain 3 covers instruction, the elements 3.1.1 focusing on quality of questions and 3.1.2 focusing on discussion techniques.

Plan for Continuous Improvement:
The benchmark will remain that candidates will score a 3.00 or higher on each element of the field experience evaluation.

Recommendations for Successful Implementation of the Plan for Improvement:
- Methods courses will emphasize a shift to student-led discussions
- Secondary faculty and content faculty will determine appropriate strategies for assessing learning and fostering higher level discussions.

2019-2020:

2020-2021:
The benchmark was not met for the 2020-2021 academic year. For the fall 2020 semester (N=2) the benchmark was met for all domains, components, and elements. For the spring 2021 semester (N=2) the mean for each domain 1-4 met the level of proficiency. The mean for component 3.1 fell below proficiency at 2.95. The following element mean scores also fell below proficiency: 1.1.3 (2.90), 2.2.3 (2.84), 3.1.1 (2.97), 3.1.2 (2.94), 3.1.3 (2.94), and 3.3.1 (2.97). Domain 3 tends to be the domain that students struggle with the most across all programs. Faculty are revising their own instructional strategies to model and address student-led discussion techniques and fostering higher level discussions. Faculty will also attend High Leverage Practices PD during the summer 2021 semester to better prepare candidates.

11.2 Data

2017-2018:

Data table is attached.

2018-2019:
Data table is attached.

2019-2020:

2020-2021:
Data table is attached.

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

PBC_K-12_FEE Domain 5_17-18
PBC_K-12_FEE Domain 5_18-19
PBC_K-12_FEE Domain 5_20-21

11.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Analysis of Data: The benchmark was met.

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

Recommendation for Successful Implementation of Plan for Improvement:
- Faculty and University Supervisors will conduct pre and post conferences with all candidates to discuss expectations for the lesson taught.
- Candidate feedback will determine the effectiveness of the conferences. Change will be determined by the scores on the FEE
- Faculty will host FEE workshop for candidates and cooperating teachers.
- Candidates will indicate their understanding of the FEE from pre and post conference and document this growth of knowledge on quadrant chart. EPP faculty can then identify areas of need and further remediation.

2018-2019:
Analysis of Data:
The benchmark was met on all elements scored in Domain 5. Scores on elements 5.1-5.6 ranged from 3.30-3.80.

Plan for Continuous Improvement:
The benchmark will remain that candidates will score 3.00 or higher on all elements in Domain 5.

Recommendations for Successful Implementation of Plan for Continuous Improvement:
- Mentors and University Supervisors will be encouraged to look for opportunities to score candidates on Domain 5 of the FEE rubric.
- Secondary faculty and Multiple Level 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.

2019-2020:

2020-2021:
The benchmark was met for Domain 5 elements assessed on the FEE. Data indicate scores ranging from 3.00-4.00 on the elements scored for domain 5. During the summer 2021 semester, EPAC members and EPP faculty will work to ensure that all Domain 5 elements for each content area are aligned with the correct and most current standards. The revisions for Domain 5 for each content area will be implemented in the fall 2021 semester.

12 Assessment and Benchmark Teacher Candidate Work Sample

Assessment: Teacher Candidate Work Sample.

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

Prior to 2016-2017 the benchmark was a score of 2.50.

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

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

2013 CAEP Standards [External]

1. Content and Pedagogical Knowledge

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

2013 InTASC Standards [External]

6. Assessment

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

12.1 Data

PBC K-12 Teacher Candidate Work Sample Data - All Programs Combined:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Choice of Assessment	Number	1	2	2	0	N/A*	N/A*
	Mean	4.00	3.00	3.00			
	Range	4.00	3.00	2.00-4.00			
	% Proficient or Higher	100%	100%	50%			
Pre-assessment	Number	1	2	2			
	Mean	2.00	1.00	3.00			
	Range	2.00	1.00	2.00-4.00			
	% Proficient or Higher	0%	0%	50%			
Post-assessment	Number	1	2	2			
	Mean	3.00	3.00	3.00			
	Range	3.00	3.00	2.00-4.00			
	% Proficient or Higher	100%	100%	50%			
Alignment of Lesson Evidence	Number	1	2	2			
	Mean	2.00	2.50	3.00			
	Range	2.00	2.00-3.00	2.00-4.00			
	% Proficient or Higher	0%	50%	50%			
	Number	1	2	2			

Student Level of Mastery & Evaluation of Factors	Mean	4.00	2.50	3.00			
	Range	4.00	2.00-3.00	2.00-4.00			
	% Proficient or Higher	100%	50%	50%			
Data to Determine Patterns & Gaps	Number	1	2	2			
	Mean	3.00	2.50	3.00			
	Range	3.00	2.00-3.00	2.00-4.00			
	% Proficient or Higher	100%	100%	50%			
Response to Interventions	Number	1	2	2			
	Mean	1.00	1.00	3.00			
	Range	1.00	1.00	2.00-4.00			
	% Proficient or Higher	0%	0%	50%			

Criteria		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Choice of Assessment	Number						
	Mean						
	Range						
	% Proficient or Higher						
Pre-assessment	Number						
	Mean						
	Range						
	% Proficient or Higher						
Post-assessment	Number						
	Mean						
	Range						
	% Proficient or Higher						
Alignment of Lesson Evidence	Number						
	Mean						
	Range						
	% Proficient or Higher						
Student Level of Mastery & Evaluation of Factors	Number						
	Mean						
	Range						
	% Proficient or Higher						
	Number						
	Mean						

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

Art:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Choice of Assessment	Number	0	2	1	0	N/A*	N/A*
	Mean		3.00	2.00			
	Range		3.00	2.00			
	% Proficient or Higher		100%	0%			
Pre-assessment	Number		2	1			
	Mean		1.00	2.00			
	Range		1.00	2.00			
	% Proficient or Higher		0%	0%			
Post-assessment	Number		2	1			
	Mean		3.00	2.00			
	Range		3.00	2.00			
	% Proficient or Higher		100%	0%			
Alignment of Lesson Evidence	Number		2	1			
	Mean		2.50	2.00			
	Range		2.00-3.00	2.00			
	% Proficient or Higher		50%	0%			
Student Level of Mastery & Evaluation of Factors	Number		2	1			
	Mean		2.50	2.00			
	Range		2.00-3.00	2.00			
	% Proficient or Higher		50%	0%			
Data to Determine Patterns & Gaps	Number		2	1			
	Mean		2.50	2.00			
	Range		2.00-3.00	2.00			
	% Proficient or Higher		50%	0%			
	Number		2	1			
	Mean		1.00	2.00			

Response to Interventions		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
	Range		1.00	2.00			
	% Proficient or Higher		0%	0%			

Criteria		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Choice of Assessment	Number						
	Mean						
	Range						
	% Proficient or Higher						
Pre-assessment	Number						
	Mean						
	Range						
	% Proficient or Higher						
Post-assessment	Number						
	Mean						
	Range						
	% Proficient or Higher						
Alignment of Lesson Evidence	Number						
	Mean						
	Range						
	% Proficient or Higher						
Student Level of Mastery & Evaluation of Factors	Number						
	Mean						
	Range						
	% Proficient or Higher						
Data to Determine Patterns & Gaps	Number						
	Mean						
	Range						
	% Proficient or Higher						
Response to Interventions	Number						
	Mean						
	Range						
	% Proficient or Higher						

H&HP:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
	Number	1	0	1	0	N/A*	N/A*
	Mean	4.00		4.00			

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

*Data not available for 2017-2018 candidates.

Criteria		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Choice of Assessment	Number						
	Mean						
	Range						
	% Proficient or Higher						
Pre-assessment	Number						
	Mean						
	Range						
	% Proficient or Higher						

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

2020-2021:
Data table is attached.

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

PBC K-12- Teaching Cycle_20-21

12.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Began reporting this year.

Candidate scores did not reach the benchmark of a mean of 2.50. A mean of 2.20 was achieved. It is possible that the low scores on Pre Assessment and RTI were the causes for the low overall mean. It is recommended that the vital areas of Pre Assessment and RTI are emphasized more in the Assessment class and in the Methods courses that candidates take. It is important to note that since there were only two candidates being assessed with this assessment a low score on any element of the assessment would not likely be raised by others due to low number of candidates.

2016-2017:
It is apparent that these candidates had a strong grasp of Choice of Assessment in fall 2015 and spring 2016, Student Level of Mastery in fall 2015, and Pre-Assessment in fall 2016. This appears to be a strong point regarding candidate preparation and background in the subject matter content. They consistently met the benchmark in Post-Assessment, but otherwise the benchmark mean on the TCWS of 3.00 out of a possible 4.00 was not met. Candidates scored below the benchmark of 3.00 in the areas of Pre-Assessment, Alignment of Lesson Evidence, and Response to Intervention. Instructors believe the lower mean

scores are directly related to the low number of candidates participating in the data pool. Instructors will continue to instruct post-baccalaureate candidates on the importance of pre and post testing as an essential piece of assessment. Recently, the department implemented clearer expectations in courses leading up to student teaching. Previous changes will stay in place to see if continued student success is indicated in the data.

2017-2018:
Analysis of Data: There was no data available for the completers in 2017-2018.

Plan for Continuous Improvement: Data will be reported in the upcoming academic year so that it can be analyzed.

Recommendation for Successful Implementation of Plan for Improvement: Data will be collected in the appropriate courses, analyzed and reported in the Google Drive at the end of each semester.

2018-2019:
Analysis of Data:
There was no data reported in the data base for this candidate. The candidate took the courses in which this data was collected earlier in the program before a routine was established for collection.

Plan for Program 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 candidates abilities to evaluate student learning and plan for instruction.

Recommendations 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 course, candidates will be assigned a mentor professor to assist them, answer questions, and guide them through the full process.

2019-2020:

2020-2021:
The assessment data indicates that 2020-2021 completers scored within the 3.00-4.00 range on each of the Teaching Cycle Criteria. During the academic year, the Teaching Cycle was implemented and data was collected to track candidate achievement in each of the criteria. The Teaching Cycle was incorporated into the PBC K-12 courses and as portion of the final portfolio. during the summer 2021 semester, the rainbow chart will be reviewed to ensure that candidates are receiving instruction on the elements of the Teaching Cycle as a progression through coursework.

13 Assessment and Benchmark PRAXIS PLT

Assessment: Praxis Principles of Learning and Teaching.

Benchmark: 80% of the candidates will pass the Praxis Principles of Learning and Teaching exam on the first attempt.

Outcome Links

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

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

2013 InTASC Standards [External]

10. Leadership and Collaboration

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

13.1 Data

Praxis Principles of Learning and Teaching #5622/5623	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
% Passed on 1st attempt	63%	73%	100%	100%	100%	100%

Praxis Principles of Learning and Teaching #5622/5623	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
% Passed on 1st attempt	—	100%				

Praxis Principles of Learning and Teaching #5622/5623	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
% Passed on 1st attempt						

Art Education:

Praxis Principles of Learning and Teaching #5622/5623		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
% Passed on 1st attempt		50%	0%	100%	—	100%	100%
Overall #5622	Number	2	2	2	0	1	1
	Mean	165	171	163		166	178
	Range	160-169	165-176	163		166	178
	% Pass 1st attempt	50%	0%	100%		100%	100%
	% Pass prior to ST/Intern	100%	100%	100%		100%	100%
Breakdown:	Test number					#5622	#5623
	Number	2	2	2	0	1	1
Students as Learners	Mean	14	16	13.5		12	15(19)
	Range	11-16	14-18	13-14		12	15
	% correct (21)					57%	79%
Instructional Process	Mean	14.5	14	13		15	17
	Range	14-15	14	12-15		15	17
	% correct (21)					71%	81%
Assessment	Mean	11	11	8.5		9	11(14)
	Range	9-13	11	8-9		9	11
	% correct						

	(13)					69%	79%
Professional Development Leadership and Community	Mean	9	11	11		12	10(13)
	Range	9	10-12	10-12		12	10
	% correct (14)					86%	77%
Analysis of Instructional Scenarios	Mean	8.5	9	10		10	13
	Range	8-9	9	10		10	13
	% correct (16)					63%	81%

Praxis Principles of Learning and Teaching #5622/5623		Fall 2018	Spring 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023
% Passed on 1st attempt							
Overall #5622	Number	—	—				
	Mean						
	Range						
	% Pass 1st attempt						
	% Pass prior to ST/Intern						
Breakdown:	Test number						
	Number						
Students as Learners	Mean						
	Range						
	% correct (21)						
Instructional Process	Mean						
	Range						
	% correct (21)						
Assessment	Mean						
	Range						
	% correct (13)						
Professional Development Leadership and Community	Mean						
	Range						
	% correct (14)						
Analysis of Instructional Scenarios	Mean						
	Range						
	% correct (16)						

Health and Physical Education:

Praxis Principles of Learning and Teaching #5622	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
% Passed on 1st attempt	67%	100%	100%	100%	—	100%

	Number	0	0	0	0	0	1
	Mean						183
Overall #5622	Range						183
	% Pass 1st attempt						100%
	% Pass prior to ST/Intern						100%
Breakdown:	Test number						#5622
	Number	6	6	6	5	0	1
Students as Learners	Mean	14	15	13	14		20
	Range	9-18	12-16	9-18	12-17		20
	% correct (21)						95%
Instructional Process	Mean	15	14	16	14		16
	Range	11-18	12-17	12-21	14-16		16
	% correct (21)						76%
Assessment	Mean	10	10	10	11		14
	Range	6-14	7-12	6-14	10-12		14
	% correct (14)						100%
Professional Development Leadership and Community	Mean	8	9	10	8		11
	Range	5-9	7-13	4-24	6-11		11
	% correct (14)						79%
Analysis of Instructional Scenarios	Mean	9	10	9	11		12
	Range	8-11	5-12	6-13	9-13		12
	% correct (16)						75%

Praxis Principles of Learning and Teaching #5622/5624		Fall 2018	Spring 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Overall #5622/5624	Number	—	1				
	Mean		164				
	Range		164				
	% Pass 1st attempt		100%				
	% Pass prior to ST/Intern		100%				
Breakdown:	Test number		5624				
	Number		1				
Students as Learners	Mean		13				
	Range		13				
	% correct (21)		62%				
	Mean		13				
	Range		13				

Instructional Process	% correct (21)		62%					
Assessment	Mean		12					
	Range		12					
	% correct (14)		86%					
Professional Development Leadership and Community	Mean		10					
	Range		10					
	% correct (14)		71%					
Analysis of Instructional Scenarios	Mean		7					
	Range		7					
	% correct (16)		44%					

2020-2021:
Data table is attached.

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

PBC K-12 PLT_2020-2021

13.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
PBC K-12 candidates scored within the range of 173-181 on the PLT. Passing score is 157. Instructors will continue to stress the importance of not taking the PLT exam until after the completion of EDUC 203 - Theories and Principles of Learning and Teaching: A practical application of research based on learning theory. This course provides an overview of teaching in today's society and strategies of effective teaching, and has an educational psychology focus. Since 100% of students pass the PLT prior to student teaching and on the students' first attempt, the Department plans on relaying this data to the Educational Advisory board in order to encourage accurate advising to continue this high student success rate.

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

Plan for Continuous Improvement: 80% of the candidates will pass the PLT on the first attempt.

Recommendation for Successful Implementation of Plan for Improvement: Candidates scored well in each area of the PLT. Therefore, faculty will continue to cover the topics in the coursework and will ensure that these topics are also included and scaffolded in the redesigns of the programs.

2018-2019:
Analysis of Data:
The benchmark was met in that 100% of the candidates (n=1) passed the Praxis PLT on the first attempt and prior to student teaching.

Plan for Continuous Improvement:
With the redesign of the program, courses are aligned to ensure that candidates acquire the appropriate knowledge to continue to perform well on the exam and exceed the benchmark.

Recommendations for Successful Implementation of Plan for Improvement:

- Advisors and course faculty will encourage candidates to take the PLT exam after the appropriate coursework is successfully completed
- P-12 Education faculty and advisors will monitor pass rates of candidates in order to ensure the proper alignment and sequencing of course content.

2019-2020:

2020-2021:
For the 2020-2021 completers, 75% of the candidates passed the Principles of Learning and Teaching exam on the first attempt, therefore, the benchmark was not met. Previous years had 100% pass rate, however 1 out of 4 candidates not passing on the first attempt is not reason for alarming concern. In the redesigned program, all candidates are required to complete EDUC 203, which directly prepares the candidates for the PLT exam. PBC K-12 candidates will also be provided additional resources and study materials as needed in preparation for the exam. PBC K-12 faculty will review completer data at the each of each academic year to determine any areas for improvement and adjust instruction as needed.

End of report