



Early Childhood Education Grades PK-3 [BS] [ECHD]

Cycles included in this report:
Jun 1, 2021 to May 31, 2022

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Program Name: Early Childhood Education Grades PK-3 [BS] [ECHD]

Reporting Cycle: Jun 1, 2021 to May 31, 2022

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

2017-2018:

Faculty have worked together to clarify instructions and expectations on the lesson plan template used by candidates. As a result, lesson plan scores have improved in 2017-2018.

2018-2019:

Candidates showed improvement in the area of planning for differentiation on the lesson plan. Redesigned courses and the realignment of EDUC 192 and EDUC 202 should increase the preparation of candidates for the PLT.

2019-2020:

2020-2021:

Candidates in degree plans with student teaching are completing the program and candidates in the revised programs with teacher residency are progressing through the program. EDUC 192 and EDUC 202 have been merged to cover pertinent material. EDUC 203 and EDUC 204 have been redesigned to offer anti-bias and culturally responsive classroom lessons, of which they can opt to earn micro-credentials. As a form of recruitment, EdRising was implemented into two high schools in the area.

2021-2022:

Candidates are completing the program within 1-3 years of official admission at a significant rate. This can be attributed to the increased use of course sequences in advising candidates and support for at-risk candidates throughout the semester.

4 Program Highlights from the Reporting Year

2017-2018:

- Matriculation rates are at 94%.
- Developed a Diversity committee to address cultural relevance.
- Addressed recruitment with "Geaux Teach" workshop for local high school students.
- Making strides to establish inter-rater reliability for all faculty, cooperating teachers, and university supervisors on the FEE assessment tool.

2018-2019:

- The number of completers (28) for the 18-19 AY is the highest it has been in the past 6 years.
- Enrollment remained consistent from the previous year, after decreasing for the past two years.
- The redesigned ECHD program will provide specific field experiences for candidates in all grade levels in which they will be certified to teach.

2019-2020:

2020-2021:

Piloted a teacher residency for several early childhood candidates during the 2020-2021 academic

year. The implementation of site coordinators and mentor teachers produced positive feedback from all involved. Full implementation should show improvement in completer preparation for the first year of employment.

2021-2022:

92% of candidates passed the Praxis Principles of Learning and Teaching Exam on the first attempt. There was also a 32% increase in the number of candidates who passed all four of the Praxis Content Sub-tests on the first attempt.

5 Program Mission

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

6 Institutional Mission Reference

The Bachelor of Science in Early Childhood Education 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 Early Childhood Education program prepares students to fulfill their roles in the teaching profession in grades PK-3 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.

CAEP Standard 3

Going beyond traditional approaches of recruitment and partnering with the Office of Admission and Recruiting, the EPP will actively recruit within the community at least two times each academic year.

Benchmark 1: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

Benchmark 2: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the baccalaureate program in Early Childhood within three years of being accepted into the program.

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.

7.1 Data

Early Childhood Education - Enrollment and Completers:

Academic Year	# of students officially enrolled with EDUC 200 packet	# of completers		
		Fall	Spring	Total
2013-2014	73	6	14	20
2014-2015	53	12	11	23
2015-2016	109	10	14	24
2016-2017	89	9	14	23
2017-2018	78	11	12	23
2018-2019	78	12	16	28
2019-2020	54	4	19	23
2020-2021	45	9	8	17
2021-2022	*	3	9	12

*Due to the change in dates for submission of assessment plans, the UnDup file where official admission packets are pulled from is not available until after 14th day of fall 2022. Therefore, data for official enrollment with packets will be recorded one year behind.

Outcome Links

2013 CAEP Standards [External]

3. Quality, Recruitment, and Selectivity

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

7.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Early Childhood faculty attended Cowboy Q&A Day on October 21st and Spring preview Day on February 24th. A tri-fold with photos and program descriptions was posted on the table.

The benchmark was not met. Enrollment dropped 18% from 2016-2017 to 2017-2018 even though the implementation of strategies were fulfilled.

Early Childhood faculty will contact students who have inquired or applied to McNeese State University to enroll in education or who are undecided about a major. Faculty will participate in the Ruffalo Noel Lebitz recruiting initiative.

Achievement of the above goal will be measured by increasing the number of first time students majoring in Early Childhood Education. Through the recruiting initiative, the Early Childhood faculty will require names and contacts for potential students. This first year will be used to set a benchmark for future recruitment efforts.

2018-2019:

The benchmark was not met. The officially enrolled number of candidates remained at 78. However, the number of completers increased by 5 from the previous year. This is the highest number of completers in the last 6 years for this program.

Plan for Continuous Improvement:

The goal for the 2019-2020 academic year will be to increase student enrollment by 7% (a minimum of 83 candidates).

Recommendation for Successful Implementation of Plan for Improvement:

- 1) Advise candidates to submit EDUC 200 packets for official admission into program in a timely manner by following the recommendations for course sequences and test taking.
- 2) Participate in the Education Professions Advising Session after the 14th day of each semester to make connections with candidates and provide guidance for official acceptance into the program.
- 3) Faculty will attend recruitment events such as recruitment fairs, the Sulphur Career Fair, Geaux Teach- Unlock Education, and will visit at least two local high schools with the purpose of recruiting for education programs.
- 4) Promote Ed Rising in the local school districts to recruit to the education profession. Complete process to give credit for two education courses within the program for participation and completion of assessments in the Ed Rising High School Program.

2019-2020:

2020-2021:

The benchmark was not met as there has been a continued downward trend in ECHD official enrollment. From 2018-2019 to 2019-2020 there was a 31% decline and from 2019-2020 to 2020-2021 there was another 17% decline. During the 2020-2021 academic year, EPP faculty attended the Cowboy Q&A Day and Unlock Education. Faculty participate and post to social

media what is happening in the college and on campus. The EPP is also partnering with local high schools to implement Ed Rising as a way to encourage high school students to learn more about the education profession while earning micro-credentials.

Faculty will continue to use community events to promote the Burton College of Education as well as involve themselves in area P-12 schools as permitted with COVID-19 regulations. Faculty will engage with candidates on Social Media highlighting current events. EdRising will add two more high schools in the upcoming educational year. Faculty will participate in community events such as “Out of the Darkness” suicide prevention awareness walk. Faculty will be in the district P-12 schools on a weekly basis, working with our candidates and other stakeholders in the field.

2021-2022:

The benchmark was not met in 2021-2022. There has been a continuous downward trend in enrollment and in the number of completers.

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

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

7.2 Data

Completer Matriculation Rates:

Cohort Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Resigned	State Completer	Earned Different Degree	Still Enrolled	Earned an Assoc. Degree
2010	68	N=54 79%	N=8 12%			N=5 7%	N=1 2%			
2011	102	N=57 59%	N=29 28%	N=8 6%		N=5 4%		N=3 3%		
2012	78	N=65 84%	N=1 1%			N=4 5%		N=6 8%	N=2 2%	
2013	42	N=19 45%	N=16 38%	N=2 5%		N=1 2%		N=4 10%		
2014	35	N=17 49%	N=7 20%	N=1 3%		N=6 17%		N=4 11%		
2015	35	N=20 57%	N=3 9%			N=3 9%		N=8 23%		N=1 4%
2016	42	N=26 62%	N=2 5%	N=0 0%		N=2 5%		N=12 29%		
2017	25	N=14 56%	N=8 32%	—	—	N=2 8%		N=1 4%		

[Outcome Links](#)

[2013 CAEP Standards \[External\]](#)

The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

7.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Previous data was reported as a department. This will be the first time that data is reported by individual programs. The information is needed for CAEP. This benchmark has been set for the Early Childhood Program as evidence for SPA and CAEP reports.

83% (N=35) of the candidates who entered the 2013-2014 academic cohort year completed the program within three years. 5% (N=2) candidates completed in four years, 2% of the candidates (N=1) dropped from the University, and 10% (N=4) earned degrees in different programs from McNeese State University.

Early Childhood Faculty will utilize qualitative/quantitative data analysis to develop and implement retention intervention activities. Early Childhood Faculty will follow up with candidates who are eligible to continue but do not continue in the program to learn reasons for departure.

The benchmark was not met, however, the faculty have focused on ensuring that they are advising accurately, evaluating course data, and sequencing the order of courses combined with advising candidates to take Praxis exams after relevant course work.

2018-2019:

The benchmark of a minimum of 90% of candidates completing the baccalaureate program in Early Childhood within 3 years of being accepted into the program was not met.

Plan for Continuous Improvement:

The data reported is from the past 5 years. Since data has been reported since 2011, and recommendations and changes have been made, we would anticipate that retention numbers would increase as our efforts have. The goal for 2019-2020 will be to continue to strive for a minimum of 90% of candidates completing the baccalaureate program in Early Childhood within three years of official acceptance into the program.

Recommendation for Successful Implementation of Plan for Improvement:

- 1) Since Praxis tests seem to be one of the roadblocks that candidates face during the program, advisors will promote the Core Academic Skills Praxis Workshop on campus opportunities. The Elementary Education Mathematics Praxis Workshop is also being offered (this is the exam that ECHD takes as well). The Elementary Social Studies Workshop is currently being created and the Elementary Science Workshop is expected to be offered summer 2019.
- 2) The redesigned program sequence will be used by advisors to assist candidates in selecting coursework and taking Praxis exams to enable them to graduate within three years of acceptance into the program.
- 3) Early Childhood faculty will attend the Education Professions Advising Meetings each semester to connect with candidates who are moving into the college from Basic Studies and stress the importance of following the course sequence for the program.

2019-2020:

2020-2021:

100% of the candidates who entered the program as part of the 2016-2017 cohort and completed in ECHD did so within the 3-year benchmark. However, 29% of the candidates who were in the cohort earned a different degree and 5% dropped from the university. Therefore, the benchmark was not met.

To assist with matriculation, the EPP planned campus Praxis Workshops which began in the spring 2020 semester. These were disrupted due to COVID-19 restrictions and two hurricanes causing major damage to our buildings. Praxis exams often effect matriculation since not passing an exam can prevent a candidate to move on to the coursework in the next portal. Additionally, the 8-semester course sequence will be given to all advisees and advisors are responsible for helping candidates plan coursework to progress through the program efficiently.

In the 2021-2022 academic year, the EPP plans to again begin to offer Praxis workshops. Additionally, Praxis study materials and resources will be administered in EDUC 110, EDUC 200, and by advisors. Advisors will also encourage candidates to take their Praxis exams when indicated during the program. EPP faculty will also evaluate and discuss coursework relatable to all programs and make improvements so that candidates will have a more cohesive learning experience in the Burton College of Education.

2021-2022:

Although the benchmark of 90% was not met, 88% of candidates accepted into the program during the 2017-2018 AY completed the Early Childhood Education program within 3 years. Two candidates dropped from the University and one completed a different program.

This is a significant increase in the number of candidates completing within the specified three years. Course sequences given to students at the start of the program and reviewed during advising sessions, along with tracking of at-risk students seems to have had a positive effect on candidate retention.

8 Assessment and Benchmark Curriculum Development

Assessment: Curriculum Development.

Curriculum alignment includes:

- InTASC standards
- Program standards
- Year-long residency
- Louisiana Components of Effective Teaching
- Louisiana Teacher Preparation Competencies
- Louisiana Student Standards

CAEP Standard 2

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

Prior to 2016-2017, the benchmark was program faculty meets three times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

8.1 Data

2017-2018:

Data table is attached.

2018-2019:

Data table is attached

2019-2020:

2020-2021:

Date of Meeting: Aug 3, 2020

Meeting Location and Duration: *Zoom Meeting*

Attendees: *BCOE faculty*

Topic and brief description, results of meeting, next steps, etc.: *Professional Development with US Prep; High Leverage Practices*

Date of Meeting: Aug. 13, 2020

Meeting Location and Duration: Zoom meeting (9:00 – 11:00)

Attendees: DEP faculty

Topic and brief description, results of meeting, next steps, etc.: Field Experience

Date of Meeting: August 21, 2020

Meeting Location and Duration: zoom meeting 9:00 – 12:00

Attendees: BCOE

Topic and brief description, results of meeting, next steps, etc.: Assessment Plan Data

2021-2022:

October 21, 2021: Regional Human Resource Meeting, Science of Reading

October 31, 2021: Curriculum changes and submissions to Curriculog for 2022-2023 academic year.

December 2, 2021: Class Measures: Louisiana Teacher Preparation

February 8, 2022: Faculty Meeting: Field Placements and planning for unexpected delays

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

BS_ECHD_Curriculum Development

Early Childhood Education Curriculum Development

Outcome Links

2013 CAEP Standards [External]

2.1

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

2.3

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students'™ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates'™ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The recommendations for the Early Childhood Faculty were to collaborate with local school districts to strengthen the program and prepare teacher candidates to fully meet district needs.

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

In 2018-2019, the Early Childhood Education faculty will convene meetings with faculty from other content areas to enhance the curriculum and instruction for Early Childhood Education candidates. Early Childhood Education Faculty will participate in professional development for technology in curriculum development. Early Childhood Education faculty will participate in and require candidates to participate in community partnerships.

The recommendations to support the success of the set goal will be assessed through the number of documented meetings and the enhancements for the Early Childhood Education curriculum and instruction. Documentation of the community partnership events that faculty and candidates attend will also support achievement of the goal.

2018-2019:

The recommendations for the Early Childhood Education program were to meet with faculty from other content areas to enhance curriculum and development for ECHD candidates. ECHD faculty will participate in PD for technology in curriculum development. ECHD faculty will also participate in community partnerships.

During the 2018-2019 academic year, Early Childhood and methods course faculty were part of the Dean's for Impact Collaborative which focused on the mathematics course sequence for the early childhood and elementary education candidates. Additionally, ECHD faculty collaborated with CPSB and the surrounding districts to redesign the program sequence to create an innovative model with a one-year teacher residency. EDTC 245 course content was also revised to contain information relevant to the current PK-12 classroom.

The benchmark was met as ECHD faculty participated in professional development, recruitment activities, community activities, and revision of coursework.

The recommendations for the 2019-2020 academic year would be to assess coursework in relation to standards and outcomes in order to continuously improve candidate performance. ECHD faculty will meet to discuss the progression of standards and outcomes as candidates move through coursework. Faculty will also review assessment tools to determine if the items assessed are in line with the intended outcomes.

2019-2020:

2020-2021:

The benchmark of having all program faculty meet at least twice an academic year to discuss curriculum changes/implementations, assessment data, and process monitoring of action plans was met for the 2020-2021 academic year. Faculty participated in professional development led by US PREP and in weekly faculty meetings to discuss curriculum and programs. Most meetings were held via ZOOM due to faculty being off campus because of COVID-19 restrictions and the aftermath of hurricanes Laura and Delta.

The benchmark will remain the same with many opportunities to collaborate as courses continue to evolve and new faculty members are hired for the 2021-2022 academic year. Faculty will meet during the summer 2021 semester to ensure alignment of assessments to current standards and cohesiveness across degree certifications. Faculty will also collaborate on materials, tools, and technologies appropriate for the P-12 and/or higher education classrooms.

2021-2022:

The benchmark was met for the 2021-2022 academic year. Faculty continue to meet not only amongst themselves but also with stakeholders from outside of the university including Human Resource Personnel, Class Measures team members, deans and clinical directors from other Louisiana universities, mentors, and others who influence the programs and the candidates we teach.

9 Assessment and Benchmark PRAXIS II Content

NAEYC Standard 5

Assessment: ECHD SPA Assessment 1, Praxis II

Praxis II exam (0014) & Praxis II exam became all computer based (5014)

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

NAEYC 1a: Knowing and understanding young children’s characteristics and needs.
 NAEYC 1b: Knowing and understanding multiple influences on development and learning.
 NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.
 NAEYC 3a: Understanding the goals benefits and uses of assessment
 NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.
 NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
 InTASC standards included: 4

Knowledge:

Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Candidate will pass their Praxis content area exam before entering their student teaching/intern semester.

CAEP Standard 1

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

BS Early Childhood Education - Praxis Content Exam (Elementary Content) #5014/5018/5001 (5002, 5003, 5004, 5005):

All BS Early Childhood Education Content	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
% Pass 1st attempt	78%	78%	78%	—	80%	86%	78%	64%	86%	73%

All BS Early Childhood Education Content	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021 N=3	Spring 2022 N=9	Fall 2022	Spring 2023
% Pass 1st attempt	58%	52%	*31%	79%	77%	69%	67%	44%		

*One candidate took content exam 26 times (#5002- 3 attempts; #5003- 3 attempts; #5004- 7 attempts; and #5005- 13 attempts).

Early Childhood Education		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Combined	Number	10	14	9	14	14	30
	% Pass 1st attempt	80%	86%	78%	64%	86%	73%
#0014/5014 overall	Number	10	14	7	8	2	0
	Mean	162	172	157	168	167	
	Range	156-175	161-185	150-180	157-177	151-183	
	% Pass 1st attempt	80%	86%	71%	75%	100%	

#0014/5914 breakdown:	Number	8	10	5	8	1	
Reading	Mean	24	22	23	26	26	
	Range	14-28	19-27	21-26	21-28	26	
Mathematics	Mean	19	21	21	21	26	
	Range	14-28	14-28	19-24	17-26	26	
Social Studies	Mean	19	17	18	19	21	
	Range	14-25	12-20	14-23	16-24	21	
Science	Mean	20	21	18	22	29	
	Range	16-25	13-27	14-22	19-25	29	
#5018 overall	Number			2	6	8	6
	Mean			169	171	171	171
	Range			163-175	166-180	164-180	160-179
	% Pass 1st attempt			100%	50%	100%	67%
#5018 breakdown:	Number			2	6	8	6
Reading	Mean			33	31	32	29
	Range			30-35	25-34	28-35	26-32
Mathematics	Mean			26	27	28	27
	Range			23-29	21-28	21-34	24-29
Social Studies	Mean			15	13	13	12
	Range			14-16	10-18	9-16	9-16
Science	Mean			13	14	14	14
	Range			11-15	12-17	11-18	11-18
#5001 Multiple Subjects	Number					1	24
	% Pass 1st attempt					0%	33%
#5002 Reading overall	Number					1	6
	Mean					158	169
	Range					158	160-186
	% Pass 1st attempt					100%	83%
#5002 breakdown:	Number					1	6
Reading	Mean					31	22
	Range					31	19-25
Writing, Speaking, Listening	Mean					33	24
	Range					33	
#5003 Math overall	Number					1	6
	Mean					157	172
	Range					157	157-184
	% Pass 1st attempt					100%	100%
#5003 breakdown:	Number					1	6
Numbers and Operations	Mean					12	13
	Range					12	11-16

Algebraic Thinking	Mean					8	8
	Range					8	5-10
Geometry and Measurement; Data; Statistics; Probability	Mean					6	8
	Range					6	7-9
#5004 Social Studies overall	Number					1	6
	Mean					158	166
	Range					158	157-178
	% Pass 1st attempt					0%	67%
#5004 breakdown:	Number					1	6
United States History; Government; Citizenship	Mean					15	18
	Range					15	16-20
Geography; Anthropology; Sociology	Mean					10	10
	Range					10	7-13
World History and Economics	Mean					11	9
	Range					11	7-10
#5005 Science overall	Number					1	6
	Mean					164	167
	Range					164	159-184
	% Pass 1st attempt					0%	50%
#5005 breakdown:	Number					1	6
Earth Science	Mean					9	10
	Range					9	7-13
Life Science	Mean					14	13
	Range					14	10-17
Physical Science	Mean					12	12
	Range					12	10-15

Early Childhood Education		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Combined	Number	36	52	13	76	36	32
	% Pass 1st attempt	58%	52%	31%	67%	N=20 77%	N=22 69%
#0014/5014 overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#0014/5014 breakdown:	Number						
Reading	Mean						
	Range						
Mathematics	Mean						
	Range						
	Mean						

Social Studies	Range						
Science	Mean						
	Range						
#5018 overall	Number	4	4	1			
	Mean	171	174	184			
	Range	163-177	166-183	184			
	% Pass 1st attempt	75%	50%	100%			
#5018 breakdown:	Number	4	4	N/A			
Reading	Mean	30	30				
	Range	26-34	25-33				
Mathematics	Mean	29	32				
	Range	24-33	29-35				
Social Studies	Mean	14	15				
	Range	11-18	14-17				
Science	Mean	14	16				
	Range	11-18	15-17				
#5001 Multiple Subjects	Number	8	12	3	19	9	8
	% Pass all four portions on the 1st attempt	25%	0%	0%	N=8 42%	N=1 11%	N=2 25%
#5002 Reading overall	Number	8	12	3	19	9	8
	Mean	172	168	163	170	166	170
	Range	164-186	157-181	157-166	158-184	157-171	159-188
	% Pass 1st attempt	63%	67%	33%	79%	44%	75%
#5002 breakdown:	Number	8	12	3	19	9	7
Reading	Mean	23	21	19	22	21	23
	Range	21-27	18-24	18-20	19-27	16-23	19-28
Writing, Speaking, Listening	Mean	24	24	24	25	23	24
	Range	22-29	18-29	23-25	19-29	19-27	20-28
#5003 Math overall	Number	8	12	3	19	9	8
	Mean	167	177	173	175	170	176
	Range	158-188	158-198	169-176	157-200	157-198	157-195
	% Pass 1st attempt	75%	75%	67%	79%	78%	100%
#5003 breakdown:	Number	7	11	3	19	9	7
Numbers and Operations	Mean	12	12	11	13	13	13
	Range	9-15	10-14	9-13	8-16	10-16	11-15
Algebraic Thinking	Mean	8	8	8	9	8	9
	Range	7-9	6-12	6-11	6-12	5-11	7-10
Geometry and	Mean	7	9	10	8	7	8

Measurement; Data; Statistics; Probability	Range	6-9	7-11	9-10	6-10	4-9	5-10
#5004 Social Studies overall	Number	8	12	3	19	9	8
	Mean	161	163	160	168	163	165
	Range	155-175	155-175	159-161	155-187	157-170	156-178
	% Pass 1st attempt	25%	25%	0%	47%	44%	50%
#5004 breakdown:	Number	8	12	3	19	9	7
United States History; Government; Citizenship	Mean	16	17	16	17	17	18
	Range	13-19	13-22	14-18	12-21	15-20	15-20
Geography; Anthropology; Sociology	Mean	10	11	11	12	11	11
	Range	8-12	9-14	10-12	9-14	9-14	9-13
World History and Economics	Mean	9	8	8	9	8	9
	Range	7-12	5-11	7-8	7-11	5-12	6-11
#5005 Science overall	Number	8	12	3	19	9	8
	Mean	166	164	172	169	168	172
	Range	161-173	159-174	163-182	159-184	159-183	159-190
	% Pass 1st attempt	63%	42%	0%	63%	56%	50%
#5005 breakdown:	Number	7	12	3	19	9	7
Earth Science	Mean	9	9	11	10	10	11
	Range	6-13	7-11	10-12	7-15	8-15	10-15
Life Science	Mean	12	12	14	13	13	13
	Range	11-14	10-14	13-15	11-17	9-16	11-15
Physical Science	Mean	11	12	11	12	12	13
	Range	9-13	9-16	9-14	9-15	9-15	11-14

Early Childhood Education		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2023
Combined	Number	3	9				
	% Pass 1st attempt	67% N=2	44% N=4				
#0014/5014 overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#0014/5014 breakdown:	Number						
Reading	Mean						
	Range						
Mathematics	Mean						
	Range						
Social Studies	Mean						
	Range						

Science	Mean					
	Range					
#5018 overall	Number					
	Mean					
	Range					
#5018 breakdown:	% Pass 1st attempt					
	Number					
Reading	Mean					
	Range					
Mathematics	Mean					
	Range					
Social Studies	Mean					
	Range					
Science	Mean					
	Range					
#5001 Multiple Subjects	Number	3				
	% Pass all four portions on the 1st attempt	67% N=2	44% N=4			
#5002 Reading overall	Number	3	9			
	Mean	174	170			
	Range	167-187	161-188			
	% Pass 1st attempt	100% N=3	89% N=8			
#5002 breakdown:	Number	3	9			
Reading	Mean	24	21			
	Range	22-27	18-26			
	% Correct (31)	78%	68%			
Writing, Speaking, Listening	Mean	24	25			
	Range	21-29	21-30			
	% Correct (34)	72%	74%			
#5003 Math overall	Number	3	9			
	Mean	185	183			
	Range	177-198	168-198			
	% Pass 1st attempt	100% N=3	78% N=7			
#5003 breakdown:	Number	3	9			
Numbers and Operations	Mean	10	14			
	Range	4-14	12-15			
	% Correct					

	(16)	65%	87%				
Algebraic Thinking	Mean	9	9				
	Range	8-11	7-12				
	% Correct (12)	75%	77%				
Geometry and Measurement; Data; Statistics; Probability	Mean	9	8				
	Range	7-11	6-12				
	% Correct (12)	75%	69%				
#5004 Social Studies overall	Number	3	9				
	Mean	162	163				
	Range	158-167	156-171				
	% Pass 1st attempt N=2	67%	67%				
#5004 breakdown:	Number	3	9				
United States History; Government; Citizenship	Mean	16	17				
	Range	14-18	15-19				
	% Correct (25)	64%	66%				
Geography; Anthropology; Sociology	Mean	12	11				
	Range	10-15	9-12				
	% Correct (16)	75%	67%				
World History and Economics	Mean	8	9				
	Range	5-9	6-12				
	% Correct (14)	55%	61%				
#5005 Science overall	Number	3	9				
	Mean	169	172				
	Range	163-179	162-187				
	% Pass 1st attempt N=7	100%	78%				
#5005 breakdown:	Number	3	9				
Earth Science	Mean	10	12				
	Range	8-12	10-15				
	% Correct (16)	63%	76%				
Life Science	Mean	12	13				
	Range	10-13	11-14				
	% Correct (17)	69%	75%				
Physical Science	Mean	14	12				
	Range	12-17	9-15				
	% Correct (17)	80%	71%				

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark for the combined fall 2017 and spring 2018 semester was not met as there was a 55% first time pass rate. Data reflect that social studies and science content areas on the exams, no matter which content exam was taken, were consistently lower than math and reading content areas. The benchmark for 2018-2019: 80% or higher of candidates will pass the Praxis Content Exam on the first attempt.

Early Childhood Education faculty will analyze 5002-5005 Praxis data, since this is the current exam being administered for certification purposes, from previous Early Childhood Education candidates to identify factors (when the exam is taken during the program, course content addressing testing topics, candidate GPA, etc.) affecting score performance. Content areas for social studies and science will be prioritized in the analysis.

Faculty will create Praxis study resources and review the resources with candidates. Early Childhood Education Faculty will compare content course learning outcomes with Praxis content area study materials to determine if appropriate content is covered; if necessary, Early Childhood Education faculty will meet with course content faculty to request learning outcome revisions in content courses.

2018-2019:

The benchmark was not met. Twenty-five percent of the candidates passed the Praxis Content exam on the first attempt. This includes 5/8 (63%) candidates passing 5018 on the first attempt and 2/20 (10%) candidates passing 5001 on the first attempt (all portions included- 5002, 5003, 5004, and 5005).

Plan for Continuous Improvement:

The goal for 2019-2020 will be to have a minimum of 80% of candidates passing the Praxis Content Exam on the first attempt.

Recommendation for Successful Implementation of Plan for Improvement:

1. Praxis workshops will be offered for Elementary Education: Mathematics (5003) during the fall 2019 and spring 2020 semesters. Elementary Social Studies and Elementary Science Praxis workshops are currently being created and are expected to be offered by summer 2020.
2. EDUC 334: Math Methods I will take a pretest aligned to the types of questions found on Praxis 5003. The instructor will then use this information for reinforcement opportunities throughout the semester.
3. In the redesign of the Early Childhood Education program, a new course will be dedicated to Social Studies Methods and supplemented with topics and materials found on the Praxis 5004.
4. Faculty will advise candidates to not take all four content areas on one day, but instead to focus on and prepare for each content area individually using recommended materials and workshops.

2019-2020:

2020-2021:

The benchmark was not met as 17% of completers from the 2020-2021 academic year passed all four subtests of the Praxis Elementary Content Exam (5001) in one attempt. The low first-time pass rate has been a trend over the past three years. One notable highlight was the significant improvement in the Math subtest (5003) with 100% pass rate on the first attempt for spring 2021 completers. Revisions to the math content and methods coursework to align the courses with best practices and reinforce material from the content exam were implemented two years ago. This seems to have made a significantly positive impact and improvement in candidate results on the Mathematics subtest. Additionally, there is a course dedicated to Social Studies methods that is being supplemented with topics and materials found on the Praxis 5004 exam.

ECHD faculty will identify content area courses directly related to the Praxis exam and add the information to the 8-semester course sequence as a recommendation of when to take the content subtests. This will be shared with students during advising sessions and in EDUC 110. Candidates will also be advised to take one subtest at a time to ensure that appropriate time for preparation of each test using suggested workshops and materials have been achieved.

2021-2022:

The benchmark was not met, 50% of the candidates passed all four portions of the Praxis content exam on the first attempt. However, this was an increase from the past year where the first time pass rate for all exams was 17%.

First time pass rates for each test were as follows:

#5002 Reading: 92%

#5003 Mathematics: 83%

#5004 Social Studies: 67%

#5005 Science: 83%

Faculty will continue to recommend Praxis study materials and resources such as 240 Tutoring and Mometrix to assist candidates in passing the exams on the first attempt.

Additionally, general education courses are being reviewed for content to assist with course choice and test timing to be most beneficial for the candidates.

10 Assessment and Benchmark EDUC 420 Comprehensive Unit Plan

ECHD SPA Assessment 3 Planning

Assessment: EDUC 420: Early Childhood Practicum II

Comprehensive Unit Plan is assessed during the kindergarten practicum via a rubric that is based on a lesson plan template that is aligned with Common Core State Standards and utilized by the Department of Education Professions.

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 5 - The candidate decides how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

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

Skills:

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

NAEYC Standard 1

NAEYC 1a: Knowing and understanding young children's characteristics and needs.

NAEYC 1b: Knowing and understanding multiple influences on development and learning.

NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

NAEYC 3a: Understanding the goals benefits and uses of assessment

NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.

NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

CAEP Standard 1

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

Outcome Links**LTGC F [Program]**

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

LTGC G [Program]

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

2013 InTASC Standards [External]**1. Learner Development**

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

2. Learning Differences

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

4. Content Knowledge

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

5. Application of Content

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

7. Planning for Instruction

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

8. Instructional Strategies

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

2010 NAEYC Initial and Advanced Standards [External]**1 Promoting Child Development & Learning**

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

4b Effective Strategies & Tools

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

4d Reflection

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

10.1 Data

Comprehensive Unit Plan			Fall 2017				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b	Integrations of Technology	11	0	0	0	11	11
			0%	0%	0%	100%	100%
4b	Introductory Activities	11	0	0	0	11	11
			0%	0%	0%	100%	100%
4b	Learning Activities	11	0	1	2	8	10
			0%	9%	18%	73%	91%
4b	Seed Questions	11	1	0	3	7	10
			9%	0%	27%	64%	91%
4d	How Special Needs will be met	11	0	0	2	9	11
			0%	0%	18%	82%	100%
4d	Accommodations/ Modifications	11	0	0	0	11	11
			0%	0%	0%	100%	100%

Comprehensive Unit Plan			Spring 2018				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b	Technology	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b	Method: Modeled	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b	Method: Collaborative Practice	12	0	0	1	11	12
			0%	0%	8%	92%	100%
4b	Method: Independent Practice	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b 4d	Pre-planned SEED Questions	12	0	0	10	2	12
			0%	0%	83%	17%	100%
4d	Narrative Explanation of how Special Needs will be met	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4d	Differentiation by Content, Product,	12	0	0	2	10	12
			0%	0%	17%	83%	100%

Comprehensive Unit Plan			Fall 2018				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b 4d	Technology	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b	Method: Modeled	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b	Method: Collaborative Practice	12	1	0	1	10	11
			8%	0%	8%	84%	92%
4b	Method: Independent Practice	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b 4d	Pre-planned SEED Questions	12	0	2	7	3	10
			0%	17%	58%	25%	83%
4d	Narrative Explanation of how Special Needs will be met	12	0	0	2	10	12
			0%	0%	17%	83%	100%
4d	Differentiation by Content, Product, Process	12	0	0	0	12	12
			0%	0%	0%	100%	100%

Comprehensive Unit Plan			Spring 2019				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b 4d	Technology	12	0	0	0	16	16
			0%	0%	0%	100%	100%
4b	Method: Modeled	12	0	0	0	16	16
			0%	0%	0%	100%	100%
4b	Method: Collaborative Practice	12	0	0	1	15	16
			0%	0%	7%	93%	100%
4b	Method: Independent Practice	12	0	0	0	16	16
			0%	0%	0%	100%	100%
4b 4d	Pre-planned SEED Questions	12	0	2	10	4	14
			0%	12%	63%	25%	88%

4d	Narrative Explanation of how Special Needs will be met	12	0	0	0	16	16
			0%	0%	0%	100%	100%
4d	Differentiation by Content, Product, Process	12	0	0	1	15	16
			0%	0%	7%	93%	100%

Comprehensive Unit Plan			Fall 2019				
Standard	Criteria on Rubric	#	Ineffective	Emerging	Proficient	Highly Effective	# of students with passing score
4b 4d	Technology	4	0	0	0	4	4
			0%	0%	0%	100%	100%
4b	Method: Modeled	4	0	0	0	4	4
			0%	0%		100%	100%
4b	Method: Collaborative Practice	4	0	0	0	4	4
			0%	0%	0%	100%	100%
4b	Method: Independent Practice	4	0	0	1	3	4
			0%	0%	25%	75%	100%
4b 4d	Pre-planned SEED Questions	4	0	0	4	0	4
			0%	0%	100%	0%	100%
4d	Narrative Explanation of how Special Needs will be met	4	0	0	0	4	4
			0%	0%	0%	100%	100%
4d	Differentiation by Content, Product, Process		0	0	0	4	4
			0%	0%	0%	100%	100%

Comprehensive Unit Plan			Spring 2020				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b 4d	Technology	19	1	0	2	16	18
			5%	0%	11%	84%	95%
4b	Method: Modeled		0	1	0	18	18
			0%	5%	0%	95%	95%
	Method:		0	1	1	17	18

4b	Collaborative Practice		0%	5%	5%	90%	95%
4b	Method: Independent Practice		0	0	4	15	19
			0%	0%	21%	79%	100%
4b 4d	Pre-planned SEED Questions		5	10	3	1	4
			26%	53%	16%	5%	21%
4d	Narrative Explanation of how Special Needs will be met		0	0	1	18	19
			0%	0%	5%	95%	100%
4d	Differentiation by Content, Product, Process		0	0	0	19	19
			0%	0%	0%	100%	100%

Comprehensive Unit Plan			Fall 2020				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b 4d	Technology	9	0	0	0	9	9
			0%	0%	0%	100%	100%
4b	Method: Modeled	9	0	1	0	8	8
			0%	11%	0%	89%	89%
4b	Method: Collaborative Practice	9	0	0	0	9	9
			0%	0%	0%	100%	100%
4b	Method: Independent Practice	9	0	0	0	9	9
			0%	0%	0%	100%	100%
4b 4d	Pre-planned SEED Questions	9	1	6	0	2	2
			11%	67%	0%	22%	22%
4d	Narrative Explanation of how Special Needs will be met	9	0	0	0	9	9
			0%	0%	0%	100%	100%
4d	Differentiation by Content, Product, Process	9	0	0	0	9	9
			0%	0%	0%	100%	100%

2021-2022:
Data not available.

Rubric Element	InTASC Standard		Fall 2017	Spring 2018	Fall 2018	Spring 2019
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Professional Writing	Number	10	11	12	16
	Mean	4.00	4.00	4.00	4.00
	Range	4.00	4.00	4.00	4.00
	% Proficient or Higher	100%	100%	100%	100%
Content Standards	Number	10	11	12	16
	Mean	4.00	3.75	4.00	4.00
	Range	4.00	1.00-4.00	4.00	4.00
	% Proficient or Higher	100%	92%	100%	100%
Student Outcomes	Number	10	11	12	16
	Mean	3.80	4.00	3.92	3.56
	Range	3.00-4.00	4.00	3.00-4.00	3.00-4.00
	% Proficient or Higher	100%	100%	100%	100%
Technology	Number			12	16
	Mean			4.00	3.94
	Range			4.00	3.00-4.00
	% Proficient or Higher			100%	100%
Education Materials	Number				
	Mean				
	Range				
	% Proficient or Higher				
Procedures	Number	10	11	12	16
	Mean	3.80	3.50	3.75	4.00
	Range	3.00-4.00	2.00-4.00	2.00-4.00	4.00
	% Proficient or Higher	100%	92%	92%	100%
Lesson "Hook"	Number	10	11	12	16
	Mean	3.60	3.83	3.75	3.69
	Range	2.00-4.00	3.00-4.00	3.00-4.00	2.00-4.00
	% Proficient or Higher	90%	100%	100%	94%
Pre-Planned (Seed) Questions	Number				
	Mean				
	Range				
	% Proficient or Higher				
	Number	10	11	12	16
	Mean	3.50	3.67	3.75	4.00

Modeled, Guided, Collab. & Ind. Practice		Range	3.00-4.00	2.00-4.00	2.00-4.00	4.00
		% Proficient or Higher	100%	92%	92%	100%
Closure		Number	10	11	12	16
		Mean	4.00	3.83	3.75	4.00
		Range	4.00	3.00-4.00	1.00-4.00	4.00
		% Proficient or Higher	100%	100%	92%	100%
Formative/Summative Assessment		Number	10	11	12	16
		Mean	3.60	3.92	3.92	4.00
		Range	2.00-4.00	3.00-4.00	3.00-4.00	4.00
		% Proficient or Higher	90%	100%	100%	100%
Relevance & Rationale		Number				
		Mean				
		Range				
		% Proficient or Higher				
Exploration, Extension, Supplemental		Number				
		Mean				
		Range				
		% Proficient or Higher				
Differentiation		Number	10	11	12	16
		Mean	3.90	2.83	3.33	4.00
		Range	3.00-4.00	1.00-4.00	1.00-4.00	4.00
		% Proficient or Higher	100%	67%	75%	100%

Rubric Element	InTASC Standard		Fall 2019	Spring 2020
Guiding Questions		Number	4	19
		Mean	4.00	3.74
		Range	4.00	1.00-4.00
		% Proficient or Higher	100%	95%
Pre-Post Test		Number	4	19
		Mean	3.75	3.26
		Range	3.00-4.00	1.00-4.00
		% Proficient or Higher	100%	84%
		Number	4	19

Narrative explanation of how special needs will be met.		Mean	4.00	3.95
		Range	4.00	3.00-4.00
		% Proficient or Higher	100%	100%
Communication		Number	4	19
		Mean	4.00	3.74
		Range	4.00	1.00-4.00
		% Proficient or Higher	100%	89%
Unit Plan		Number	4	19
		Mean	4.00	3.95
		Range	4.00	3.00-4.00
		% Proficient or Higher	100%	100%
Technology		Number	4	4
		Mean	4.00	3.74
		Range	4.00	1.00-4.00
		% Proficient or Higher	100%	95%
Interdisciplinary Connections		Number	4	19
		Mean	4.00	3.63
		Range	4.00	1.00-4.00
		% Proficient or Higher	100%	95%
(a) Method: Modeled (Whole Group)		Number	4	19
		Mean	4.00	3.89
		Range	4.00	2.00-4.00
		% Proficient or Higher	100%	95%
(b) Method: Collaborative Practice (Small group or paired)		Number	4	19
		Mean	4.00	3.84
		Range	4.00	2.00-4.00
		% Proficient or Higher	100%	95%
(c) Method: Independent Practice (Individual)		Number	4	19
		Mean	3.75	3.79
		Range	3.00-4.00	3.00-4.00
		% Proficient or Higher	100%	100%
		Number	4	19

Closure		Mean	4.00	3.89
		Range	4.00	3.00-4.00
		% Proficient or Higher	100%	100%
Seed Questions		Number	4	19
		Mean	3.00	2.00
		Range	3.00	1.00-4.00
		% Proficient or Higher	100%	21%
Materials		Number	3	18
		Mean	4.00	4.00
		Range	4.00	4.00
		% Proficient or Higher	100%	100%
Relevance		Number	4	19
		Mean	3.75	3.95
		Range	3.00-4.00	3.00-4.00
		% Proficient or Higher	100%	100%
Informal		Number	4	19
		Mean	4.00	3.95
		Range	4.00	3.00-4.00
		% Proficient or Higher	100%	100%
Formal		Number	4	19
		Mean	4.00	3.89
		Range	4.00	3.00-4.00
		% Proficient or Higher	100%	100%
Differentiation		Number	4	19
		Mean	4.00	4.00
		Range	4.00	4.00
		% Proficient or Higher	100%	100%
Reproducibles		Number	3	18
		Mean	4.00	3.83
		Range	4.00	2.00-4.00
		% Proficient or Higher	100%	94%

Rubric Element	InTASC Standard		Fall 2020	Spring 2021	Fall 2021	Spring 2022
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Guiding Questions	NAEYC 4b	Number	9		3	9
		Mean	4.00		4.00	3.89
		Range	4.00		4.00	3-4
		% Proficient	100%		100%	100%
Pre- Post Test		Number	9		3	9
		Mean	3.89		3.33	3.78
		Range	3-4		3-4	3-4
		% Proficient	100%		100%	100%
Narrative Explanation of Meeting Special Needs	NAEYC 4d	Number	9		3	9
		Mean	4.00		4.00	3.89
		Range	4.00		4.00	3-4
		% Proficient	100%		100%	100%
Communication	NAEYC 3d	Number	9		3	9
		Mean	4.00		4.00	4.00
		Range	4.00		4.00	4.00
		% Proficient	100%		100%	100%
Unit Plan	NAEYC 4c	Number	9		3	9
		Mean	4.00		4.00	4.00
		Range	4.00		4.00	4.00
		% Proficient	100%		100%	100%
Content Standards and Outcomes	InTASC 7g	Number	9			
		Mean	4.00			
		Range	4.00			
		% Proficient	100%			
Teacher's Use of Technology	InTASC 5l ISTE Ed 6	Number	9		3	9
		Mean	3.67		4.00	4.00
		Range	1-4		4.00	4.00
		% Proficient	89%		100%	100%
Student Use of Technology	InTASC 8n ISTE Students 6 NAEYC 4b, 4d	Number	9			
		Mean	4.00			
		Range	4.00			
		% Proficient	100%			
Cross-Disciplinary Connections with Content	InTASC 7h NAEYC 4c	Number	9		3	9
		Mean	4.00		4.00	4.00
		Range	4.00		4.00	4.00
		% Proficient	100%		100%	100%
Student Outcomes and Assessment	InTASC 6b	Number	9			
		Mean	3.78			
		Range	2-4			
		% Proficient	89%			
Lesson Progression	InTASC 7c	Number	9			
		Mean	4.00			
		Range	4.00			

		% Proficient	100%			
Learning Environment	In TASC 3k	Number	9			
		Mean	4.00			
		Range	4.00			
		% Proficient	100%			
Lesson Introduction	InTASC 4d	Number	9			
		Mean	3.78			
		Range	3-4			
		% Proficient	100%			
Whole Group/Guided Instruction	InTASC 8 NAEYC 4b	Number	9		3	9
		Mean	3.78		4.00	4.00
		Range	2-4		4.00	4.00
		% Proficient	89%		100%	100%
Small Group/Paired Instruction	InTASC 8h NAEYC 4b	Number	9		3	9
		Mean	4.00		4.00	3.67
		Range	4.00		4.00	2-4
		% Proficient	100%		100%	89%
Pre-Planned Seed Questions	InTASC 8i NAEYC 4b, 4d	Number	9		3	9
		Mean	2.33		3.33	3.33
		Range	1-4		3-4	3-4
		% Proficient	22%		100%	100%
Independent Practice	InTASC 8e	Number	9		3	9
		Mean	4.00		4.00	3.44
		Range	4.00		4.00	3-4
		% Proficient	100%		100%	100%
Closure	InTASC 2d	Number	9		3	9
		Mean	4.00		4.00	4.00
		Range	4.00		4.00	4.00
		% Proficient	100%		100%	100%
Instructional Resources /Materials	inTASC 4f NAEYC 4d	Number	9		3	9
		Mean	4.00		4.00	3.67
		Range	4.00		4.00	1-4
		% Proficient	100%		100%	89%
Assessments	InTASC 6k	Number	9		3	9
		Mean	4.00		4.00	3.78
		Range	4.00		4.00	2-4
		% Proficient	100%		100%	94%
Relevance and Rationale	InTASC 2j NAEYC 4b	Number	9		3	9
		Mean	3.89		4.00	3.89
		Range	3-4		4.00	3-4
		% Proficient	100%		100%	100%
Differentiation by Content,	InTASC 1d	Number	9		3	9
		Mean	4.00		4.00	3.89

Product, Process		Range	4.00		4.00	3-4
		% Proficient	100%		100%	100%
Differentiation by Learner	InTASC 2g	Number	9			
		Mean	4.00			
		Range	4.00			
		% Proficient	100%			
Exploration, Extension, and Supplemental	InTASC 1e	Number	9			
		Mean	4.00			
		Range	4.00			
		% Proficient	100%			
Reproducible Materials		Number	9	3		9
		Mean	3.78	4.00		3.22
		Range	2-4	4.00		1-4
		% Proficient	89%	100%		78%
Reflection of Instructional Strategies	InTASC 7k	Number	9			
		Mean	4.00			
		Range	4.00			
		% Proficient	100%			

10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Benchmark was met with 97% of the candidates scoring at proficiency or above on all elements in the Comprehensive Unit Plan Rubric.

Two areas on the rubric that were of concern from 2016-2017 were SEED questions and Formative/Summative assessments. For 2017-2018, on the SEED questions element, 91% of the candidates scored at the proficiency level or higher in fall 2017 and 100% in spring 2018.

Early Childhood Education faculty will revise the Comprehensive Unit Plan rubric for fall 2018 in compliance with the DEP lesson plan rubric and NAEYC standards. Learning outcomes in EDUC 420 will prioritize emphasis in the areas of developmentally appropriate seed questions, formative, and summative assessment.

2018-2019:

The benchmark of three (Proficient) was not met in all measured areas. 83% of the candidates in fall 2018 and 88% of the candidates in spring 19 scored a three or above in the Pre-Planned Seed Question component. All other areas 92-100% of candidates scored at three or above.

Plan for Continuous Improvement:

The goal for the 2019-2020 AY will for 100% of candidates to score a 3.00 or above in all components of the CUP Rubric.

Recommendation for Successful Implementation of Plan for Improvement:

1. Faculty will practice with students using specific questioning techniques in order to develop thinking skills in your students as well as elicit more in-depth information through conversation.
2. Faculty will purposefully model pre-planned SEED questioning in their own teaching practices.

3. Faculty will review lesson plans when mentoring candidates in the field, addressing specific areas of higher order thinking, differentiation, and formative assessments. Recommendations and plans of action will be documented in pre and post conference meeting materials.

2019-2020:

2020-2021:

It should be noted that spring 2021 completers were in EDUC 420 during the fall 2020 semester. The comprehensive unit plan was not completed during this semester due to COVID-19 restrictions and the two hurricanes hitting Lake Charles and the surrounding areas.

The benchmark was not met. Candidates have become successful in lesson planning due to high leverage practices in content courses. Candidates met benchmark in all areas except pre-planned seed questions. As a result, questioning and discussion of subject matter should still be a priority for lesson delivery.

In EDUC 420, faculty have prioritized developmentally appropriate seed questions by requiring candidates to use specific questioning techniques to develop thinking skills to elicit in-depth information through classwork conversations. EDUC 420 is not a course in the redesigned Early Childhood program and therefore, CUP data will need to be pulled from other courses. In the summer of 2021, early childhood faculty will revise the rainbow chart to ensure that there is progression throughout the program, content is being addressed, and from which courses major assessment data will be pulled. POP Cycle data will be documented concerning components of lesson plans. ECHD faculty will also purposefully practice higher order questioning and discuss in delivery of course content.

2021-2022:

The benchmark was met, all means for elements were above the benchmark of 3.

The faculty has submitted major assessments within coursework for the fall 2022 semester and revisions and course sequences will be finalized for the spring along with data collection assessments. All major assessments are being aligned to the Danielson Framework for Effective Teaching and will begin to be administered in the fall 2022 semester.

11 Assessment and Benchmark Field Experience Evaluation

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

Louisiana Teacher General Competency C2: The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs

NAEYC 1a: Knowing and understanding young children's characteristics and needs.

NAEYC 1b: Knowing and understanding multiple influences on development and learning.

NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

NAEYC 3a: Understanding the goals benefits and uses of assessment

NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.

NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

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

Knowledge:

Learning Differences: InTASC Standard 2 - The candidate identifies individual 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.

Skills:

Learner Development: InTASC Standard 1 - The candidate designs and implements developmentally appropriate and challenging learning experiences.

Learning Environments: InTASC Standard 3 - The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge: InTASC Standard 4 - The candidate creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content: InTASC Standard 5 - The candidate engages learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues by connecting concepts and using differing perspectives.

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

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

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

Dispositions:

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

CAEP Standard 1

Benchmark 1: Minimum of 3.00 mean score out of 4.00 on indicators of the final Field Experience Evaluation (FEE) that measure each of the following domains: Planning and Preparation, The Classroom Environment, Instruction, and Professionalism.

Benchmark 2: Minimum average mean score of 3.00 out of 4.00 on content specific indicators on the Field Experience Evaluation III.

Outcome Links**LTGC A [Program]**

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

LTGC C2 [Program]

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

2013 InTASC Standards [External]**1. Learner Development**

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

2. Learning Differences

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

3. Learning Environments

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

4. Content Knowledge

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

5. Application of Content

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

6. Assessment

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

2010 NAEYC Initial and Advanced Standards [External]**4a Positive Relationships & Interactions**

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

5a Content Knowledge & Resources

5a: Understanding content knowledge and resources in academic disciplines

3a Understanding Assessment

3a: Understanding the goals, benefits, and uses of assessment

6a Involvement

6a: Identifying and involving oneself with the early childhood field

6b Ethical Standards and Guidelines

6b: Knowing about and upholding ethical standards and other professional guidelines

3b Tools and Approaches

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

5b Concepts, Tools, & Structures

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c Resources for Curriculum Design

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

3c Practicing Responsible Assessment

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

6c Continuous & Collaborative Learning

6c: Engaging in continuous, collaborative learning to inform practice

1c Learning Environments

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

11.1 Data

2017-2018:

Data table is attached.

2018-2019:

Data table is attached.

2019-2020:
Data table is attached.

2020-2021:
Data table is attached.

2021-2022:
Data table is attached.

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

BS_ECHD_FEE_17-18

BS_ECHD_FEE_18-19

BS_ECHD_FEE_19-20

BS_ECHD_FEE_20-21

BS_ECHD_FEE_21-22

11.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

According to the data, the benchmark was met in all areas with a score of 3 or above during fall 2017 and spring 2018.

Training occurred during the semesters of fall 2017, spring 2018, and summer 2018 to establish inter-rater reliability as data was being gathered. According to the data, candidates met the benchmark of 3 on the FEE criteria. Data for fall 2018 and spring 2019 results should be more consistent due to established inter-rater reliability.

The goal for 2018-2019 will be to achieve inter-rater reliability on FEE critical feedback to candidates across four domains. 100% of the candidates will achieve a reliable score of 3.0 or higher.

Early Childhood Education faculty will create a systematic process to analyze candidates' FEE scores (including scripted observations). Areas indicating need for improvement will be identified and curriculum changes made in appropriate courses.

2018-2019:

The mean score for all elements of the rubric for both the fall 2018 and 2019 semester were at or above the benchmark of 3.00. In Domain 2: The Classroom Environment and Domain 3: Instruction, there were several elements in which particular candidates scored below benchmark, but the overall mean scores were well above the 3.00 benchmark.

Plan for Continuous Improvement:

In the 2018-2019 AY, ECHD faculty scripted observations and held post conferences with candidates. All components not scoring in the proficient range were addressed with suggestions for improvement.

To ensure that candidates continue to meet his benchmark, ECHD faculty will pull lesson plans for discussion and group work on differentiating assessments and small group activities in lower level courses in preparation for the student teaching semester. In the case of seed questions, ECHD faculty will instruct candidates to identify the DOK level of their seed questions to strive to plan questions in level three and four.

Recommendation for Successful Implementation of Plan for Improvement:

1. Faculty, Mentors, and University Supervisors will participate in inter-rater reliability workshops to ensure scoring is consistent.
2. Pre and post conference conversations with candidates will follow POP Cycle protocol to provide candidates with the proper resources to overcome obstacles in the planning and delivery of lessons

3. DEP faculty will discuss the process of moving from the FEE to the Compass evaluation tool in order to capitalize on training materials available for evaluators and a more consistent form of evaluation between the University and the Districts.

2019-2020:

2020-2021:

The benchmark was not met as candidates did not score at the proficiency level (a mean score of 3.00) on indicators in the final Field Experience Evaluation in all four domains. Candidates scored at the proficiency level or above in Domain 1: Planning and Preparation and Domain 4: Professionalism. Domain 2: The Classroom Environment had 95% and 96% proficient for fall 2020 and spring 2021 respectively, and Domain 3: Instruction had 91% and 86% respectively. Trend data indicates similarities in that over the past two academic years, Domains 2 and 3 have had similar low proficiency rate than Domains 1 and 4.

The FEE rubric will continue to be utilized to assess candidate teaching in the field. Inter-rater reliability will be established for all faculty and mentor teachers utilizing the tool. Early childhood faculty will meet in summer 2021 to determine where various components of the FEE are intentionally and specifically addressed for candidates to know how they will be scored, what should be evident in their teaching, and how to achieve success in the delivery of content to P-12 students. Pre and post conferences will also be help with candidates in EDUC 419 and EDUC 421 to pin-point strategies being utilized, questioning, and assessment.

2021-2022:

The benchmark was met for all domains in the fall 2021 semester and for Domains 1 and 4 in the spring 2022 semester. For both groups of candidates, the lowest scoring components were Component 2.2 (S22-81%); Component 3.1 (F21-88%,S22- 67%); Component 3.2 (S22-86%); and Component 3.3 (S22- 78%).

All major assessments, including the field experience evaluation, are being realigned to the Danielson Framework for Effective Teaching Model in preparation for the Fall 2024 CAEP accreditation visit therefore a new assessment will be implemented in Fall 2022.

11.2 Data

Domain 5 indicators on the Field Experience Evaluation (FEE) from Student Teaching:

Element	NAEYC Standard	Fall 2017 N=2		Spring 2018 N=1		Fall 2018			Spring 2019		
		Mean	Range	Mean	Range	#	Mean	Range	#	Mean	Range
5.1	1a	3.78	3.50-4.00	3.71	3.00-4.00	10	3.89	3.50-4.00	14	3.72	3.13-4.00
5.2	1b	3.75	3.50-4.00	3.73	3.13-4.00	10	3.89	3.50-4.00	14	3.69	3.13-4.00
5.3	1c	3.74	3.13-4.00	3.65	2.75-4.00	10	3.94	3.50-4.00	14	3.73	3.38-4.00
5.4	2a	3.55	2.00-4.00	3.76	3.13-4.00	8	3.85	4.50-4.00	14	3.70	3.13-4.00
5.5	2b	3.93	3.75-4.00	3.79	3.00-4.00	6	3.78	3.00-4.00	14	3.72	3.13-4.00
5.6	2c	3.91	3.67-4.00	3.77	3.00-4.00	6	3.68	3.00-4.00	13	3.80	3.50-4.00
5.7	3a	3.78	3.50-4.00	3.68	2.92-4.00	10	3.91	3.50-4.00	14	3.73	3.38-4.00
5.8	3b	3.79	3.42-4.00	3.60	2.75-4.00	10	3.88	3.50-4.00	14	3.70	3.13-4.00
			3.50-		2.92-			3.25-			3.38-

5.3	1c	7	3.93	3.50-4.00	100%	8	3.71	3.38-4.00	100%
5.4	2a	5	4.00	4.00	100%	7	3.63	3.00-3.88	100%
5.5	2b	4	4.00	4.00	100%				
5.6	2c	3	4.00	4.00	100%				
5.7	3a	7	3.79	3.00-4.00	100%	8	3.64	3.25-3.88	100%
5.8	3b	5	4.00	4.00	100%	8	3.64	3.25-3.88	100%
5.9	3c	7	3.86	3.50-4.00	100%	8	3.63	3.25-3.88	100%
5.10	3d	7	3.79	3.00-4.00	100%	8	3.64	3.25-3.88	100%
5.11	4a	7	3.93	3.50-4.00	100%	8	3.67	3.25-4.00	100%
5.12	4b	7	3.93	3.50-4.00	100%	8	3.66	3.25-4.00	100%
5.13	4c	7	3.93	3.50-4.00	100%	8	3.61	3.25-3.88	100%
5.14	5a	7	3.93	3.50-4.00	100%	8	3.60	3.25-3.88	100%
TECH 1						8	3.81	3.50-4.00	100%
TECH 2						8	3.54	3.13-4.00	100%
TECH 3						8	3.06	2.63-3.50	63%

Element	NAEYC Standard	Fall 2021				Spring 2022			
		#	Mean	Range	% Proficient	#	Mean	Range	% Proficient
5.1	1a	3	3.67	3.50-4.00	100%	3	3.83	3.50-4.00	100%
5.2	1b	3	3.67	3.50-4.00	100%	3	3.83	3.50-4.00	100%
5.3	1c	3	3.67	3.50-4.00	100%	3	4.00	4.00	100%
5.4	2a	3	3.63	3.50-3.88	100%	3	3.83	3.50-4.00	100%
5.5	2b	2	3.50	3.50	100%	3	3.92	3.75-4.00	100%
5.6	2c	2	3.50	3.50	100%	3	3.74	3.38-4.00	100%
5.7	3a	3	3.58	3.50-3.75	100%	3	3.75	3.50-4.00	100%
5.8	3b	3	3.58	3.50-3.75	100%	3	3.61	3.54-3.67	100%
5.9	3c	3	3.63	3.50-3.88	100%	3	3.83	3.50-4.00	100%
				3.50-				3.50-	

5.10	3d	3	3.58	3.75	100%	3	3.83	4.00	100%
5.11	4a	3	3.63	3.50-3.88	100%	3	3.92	3.75-4.00	100%
5.12	4b	3	3.63	3.50-3.88	100%	3	4.00	4.00	100%
5.13	4c	3	3.63	3.50-3.88	100%	3	3.71	3.38-4.00	100%
5.14	5a	3	3.63	3.50-3.88	100%	3	3.71	3.38-4.00	100%
TECH 1		3	3.61	3.25-3.83	100%	3	3.83	3.75-4.00	100%
TECH 2		3	3.45	3.25-3.63	100%	3	3.88	3.75-4.00	100%
TECH 3		3	3.21	3.00-3.63	100%	3	3.50	3.38-3.75	100%

11.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Candidates scored above the proficiency rater of 3.00 on all indicators for fall 2017 and spring 2018.

In fall 2017, '5.4. Knowing about diverse family and community characteristics' was the lowest scoring indicator of 3.55. For spring 2018, indicator '5.8. Partnerships with families and with professional colleagues' scored a 3.60 which is still above the proficiency rating of 3.00.

McNeese faculty, district cooperating teachers, and university supervisors will score formal Field Experience Evaluations (FEE) for student teacher candidates. The FEE will include Early Childhood Education content standards (Domain 5). For 2018-2019, 100% of the candidates will score a 3.00 (Proficient) or above.

Early Childhood Education faculty will analyze the FEE practicum and student teaching scores to identify areas of strength and areas for improvement. Based on analysis, Early Childhood Education course learning outcomes relative to Domain 5 content standards as determined by NAEYC will be revised.

2018-2019:

The benchmark was met with 100% of the candidates scoring a 3.00 or better on each element of Domain 5.

Plan for Continuous Improvement:

Although all candidates in the 2018-2019 AY scored above a 3.00 in each element of Domain 5, ECHD faculty recognize the need for additional guidance in understanding young children's needs, understanding the multiple influences on development, supporting and engaging families through reciprocal relationships, and knowing about assessment with families and other individuals.

In the 2019-2020 AY, faculty will implement these topics in courses throughout the program to instill a deeper understanding and plan for completing these processes to a higher degree.

Recommendation for Successful Implementation of Plan for Improvement:

1. Faculty will include a specific unit covering the current influences on the development of young children in schools today.

2. Faculty will work with school districts to provide opportunities for teacher candidates to engage with families and young children including Dr. Seuss's birthday party held at MSU and Math night in our school districts. At least one opportunities will be made available each semester.

2019-2020:

2020-2021:

The benchmark was met as the mean scores for all candidates met the proficiency level or above for each element in Domain 5+Technology. Average mean scores ranged from 3.60-4.00 on the Domain 5 elements. Two of the three technology indicators had lower average mean scores concerning technology strategies utilized (3.54) and candidates including students in the use of technology (3.06).

In EDUC 409, current influences on the development of young children in schools today are addressed. Faculty also planned to work with district schools to include opportunities for engagement with schools and families through the use of programs such as the Dr. Seuss Birthday Party and Math nights. COVID-19 restrictions and damage from the two hurricanes limited these opportunities during the 2020-2021 academic year.

In order to strengthen the technology implementation skills for candidates in the P-12 classroom, professional development within the Department of Education Professions dealing with technologies will enhance the candidate's knowledge of available technologies and meaningful and purposeful P-12 student inclusion in the use of technology in the classroom. As a continued support for candidates, instructors of classroom management courses in the Department of Education Professions will meet in the summer 2021 to redesign courses for more cohesiveness across degree programs.

2021-2022:

The benchmark was met. All content specific components measured within the FEE had a mean score well above the 3.00 benchmark.

These content specific items will be revised to align with current standards of instruction. ELA and Mathematics have been updated. Social Studies and Science will be revised as new standards are published and made available by the state.

12 Assessment and Benchmark EDUC 419 Case Study/Portfolio

Assessment 1: Case Study

NAEYC Standards 2, 3, and 5

ECE SPA Assessment 5: Portfolio

EDUC 419: Early Childhood Practicum I

Early childhood candidates complete a child case-study in a pre-kindergarten classroom utilizing an assessment chart with detailed outcomes/goals aligned to the "Head Start Child Development and Early Learning Framework". Candidates reflect on the process of portfolio assessment and it's purpose as a necessary tool, strengths and weaknesses of their portfolio assessment, how the data collection can be utilized when conferencing with parents, and in planning developmentally appropriate activities that meet the needs of their students.

Assessment 2: Portfolio

NAEYC Standard 3

ECHD SPA Assessment 5

EDUC 419: Early Childhood Practicum I

Student Portfolio assessed during the students' pre-K practicum via an instructor-created rubric.

Early Childhood Teacher Competencies: B2 The teacher candidate provides emotional and behavioral support to children as indicated by exhibiting an awareness and sensitivity to children's emotional and learning needs.

Early Childhood Teacher Competencies: E4 The teacher candidate uses assessment to guide planning and understands children's levels of growth and development as indicated by making decisions based on the progress of children's development with reliability.

NAEYC: 1a Knowing and understanding young children's characteristics and needs

NAEYC: 1b Knowing and understanding the multiple influences on development and learning.

NAEYC: 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

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

NAEYC: 3d Knowing about assessment partnerships with families and other professionals

NAEYC: 4b Candidates know and understand and use a wide array of effective approaches, strategies, and tools, to positively influence young children's development and learning.

InTASC standards included: 1d The teacher candidate understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.

InTASC standards included: 2g The teacher candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learners strengths to promote growth.

InTASC standards included: 7h The teacher candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge

Benchmark 1: A competency score of 4.00 out 5.00 will be the minimum mean score on all elements related to this assessment tool (EDUC 419 Case Study).

Benchmark 2: 100% of the candidates to achieve an 8 out of 10 proficiency score on the rubric.

Prior to 2018-2019, the benchmark was a minimum mean score of 7.00 (out of 10.00) on each criteria assessment in the Portfolio/Case Study.

Outcome Links

LTGC C1 [Program]

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

LTGC H [Program]

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

2013 InTASC Standards [External]

6. Assessment

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

2010 NAEYC Initial and Advanced Standards [External]

3a Understanding Assessment

3a: Understanding the goals, benefits, and uses of assessment

3b Tools and Approaches

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

2 Family & Community Relationships

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

3 Observe, Document, and Assess

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

3c Practicing Responsible Assessment

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d Assessment Partnerships

3d: Knowing about assessment partnerships with families and other professionals with professional colleagues

5 Curriculum

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

12.1 Data

EDUC 419 Case Study:

Portfolio Narrative Items	NAEYC Standards	Fall 2017 N=11		Spring 2018 N=12		Fall 2018 N=12		Spring 2019 N=16	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
Portfolio Summary and Reflection	3a, 3b	5.00	5.00	4.86	3.00-5.00	4.83	3.00-5.00	5.00	5.00
	3a,3c	5.00	5.00	4.86	3.00-5.00	4.83	3.00-5.00	4.63	3.00-5.00
	3d	5.00	5.00	5.00	5.00	5.00	5.00	4.75	3.00-5.00
	Combined	5.00	5.00	4.90	3.00-5.00	4.89	3.00-5.00	4.79	3.00-5.00

Portfolio Narrative Items	NAEYC Standards	Fall 2019 N=4		Spring 2020 N=17	
		Mean	Range	Mean	Range
Portfolio Summary and Reflection	3a, 3b	4.00	4.00	3.88	2.00-4.00
	3a,3c	4.00	4.00	3.82	2.00-4.00
	3d	4.00	4.00	3.82	2.00-4.00
	Combined	4.00	4.00	3.76	3.00-4.00

Portfolio Narrative Items	NAEYC Standards	Fall 2020 N=9			Spring 2021 N=8		
		Mean	Range	% Proficient	Mean	Range	% Proficient
Portfolio Summary and Reflection	3a, 3b	3.78	2.00-4.00	89%	4.00	4.00	100%
	3a,3c	3.33	2.00-4.00	67%	4.00	4.00	100%
	3d	3.11	2.00-4.00	56%	4.00	4.00	100%
	Combined	3.41	2.00-4.00	67%	4.00	4.00	100%

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Portfolio Narrative Items	NAEYC Standards	Fall 2021 N=3			Spring 2022 N=9		
		Mean	Range	% Proficient	Mean	Range	% Proficient
Portfolio Summary and Reflection	3a, 3b	4.00	4.00	100%	3.33	2.00-4.00	89%
	3a,3c	4.00	4.00	100%	3.56	3.00-4.00	100%
	3d	4.00	4.00	100%	3.22	2.00-4.00	78%
	Combined	4.00	4.00	100%	3.33	2.00-4.00	89%

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

BS_ECHD_Case Study_17-18

12.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met. On 'Standard 3, portfolio summary and reflection', candidates scored a 5.00 for fall 2017 and a 4.90 in the spring 2018 semester which is above benchmark.

The goal for 2018-2019 will be to ensure that Early Childhood Education curriculum meets NAEYC standard 3 by requiring candidates to score 4.00 out of 5.00 on the case study rubric in EDUC 419. Early Childhood Education faculty will analyze student achievement on the case study in EDUC 419. The results will be used to address emerging deficiencies in course content/rubric alignment. The rubric will also be assessed to ensure alignment to NAEYC Standard 3.

2018-2019

The benchmark was met with candidates ending with a 4.89 mean score in fall 2018 and a 4.79 mean score in spring 2019.

Plan for Continuous Improvement:

In the 2018-2019 AY, faculty reviewed NAEYC standard 3 to ensure that the reflection met the requirements of the standard. Moving forward, faculty will continue to tweak the assignment to ensure that the assignment is best aligned to standard 3.

Also, as of February 2020, CAEP will no longer require a SPA for NAEYC standards. ECHD faculty will continue to monitor the CAEP guidelines to ensure that assignment are aligned to the most updated standards.

Recommendation for Successful Implementation of Plan for Improvement:

1. Faculty will implement a set of questions for candidates to reflect upon to ensure the alignment to standard three.
2. ECHD faculty will stay up to date on current expectations and standards and will make revisions as needed.

2019-2020:

2020-2021:

The benchmark was met. Fall 2020 candidates average means scores for each element ranged from 3.11-4.00. However, individual mean scores did have some candidates scoring below proficiency level with scores ranging from 2.00-4.00. Spring 2021 candidate scores were all 4.00. It is important to note that the rubric was adjusted during the fall 2020 semester (which is when the spring 2021 candidates would have been enrolled in this course) due to hurricanes and placement restrictions in the district schools. Candidates did

not complete all activities. For example, candidates were given documentation from former case studies to complete the assignment instead of obtaining the data from their own work with P-12 students.

Faculty will continue to utilize the assessment as a measurement of the preparation of candidates for the early childhood profession. ECHD faculty will revise the rubric to adequately prepare candidates for this type of assessment in the field while being mindful of field placements. ECHD faculty implemented questions for candidates to reflect on along with their assessment observations to ensure alignment with CAEP Standard 3. Faculty will review the assessment to ensure CAEP Standard 3 alignment and provide the necessary observation tools and reflection prompts aligned to CAEP Standard 3.

2021-2022:

The benchmark should be revised to reflect the four-point scale. The mean score of candidates was above the benchmark of 3.00 for all standards. However, individual scores below the benchmark of three were noted in the spring 2022 semester for 3a,3b; 3d; and combined.

All major assessments are being realigned to the Danielson Framework for Teaching Model in preparation for the Fall 2024 CAEP accreditation visit therefore a new assessment will be implemented in Fall 2022.

12.2 Data

Portfolio Items	NAEYC Standards	Fall 2017 N=11		Spring 2018 N=12		Fall 2018 N=12		Spring 2019 N=16	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
Student Prescription	5a, 5b	10.00	10.00	9.71	6.00-10.00	10.00	10.00	10.00	10.00
	5c	10.00	10.00	9.71	6.00-10.00	9.67	6.00-10.00	9.75	6.00-10.00
	Combined	10.00	10.00	9.71	6.00-10.00	9.83	6.00-10.00	9.88	6.00-10.00
Standard 2	2a, 2b, 2c	6.72	4.00-10.00	4.29	0.00-10.00	9.17	0.00-10.00	9.63	4.00-10.00

Portfolio Items	NAEYC Standards	Fall 2019 N=4			Spring 2020 N=17	
		Mean	Range	% Proficient	Mean	Range
Student Prescription	5a, 5b	4.00	4.00	100%	3.73	3.00-4.00
	5c	4.00	4.00	100%	3.80	3.00-4.00
	Combined	4.00	4.00	100%	3.77	3.00-4.00
Standard 2	2a, 2b, 2c	3.25	1.00-4.00	75%	3.80	3.00-4.00

Portfolio Items	NAEYC Standards	Fall 2020 N=9			Spring 2021 N=8		
		Mean	Range	% Proficient	Mean	Range	% Proficient
Student Prescription	5a, 5b	4.00	4.00	100%	4.00	4.00	100%
	5c	3.78	3.00-4.00	100%	4.00	4.00	100%

	Combined	3.89	3.00-4.00	100%	4.00	4.00	100%
Standard 2	2a, 2b, 2c	—	—	—	—	—	—

Portfolio Items	NAEYC Standards	Fall 2021 N=3			Spring 2022 N=9		
		Mean	Range	% Proficient	Mean	Range	% Proficient
Student Prescription	5a, 5b	4.00	4.00	100%	3.44	3.00-4.00	100%
	5c	4.00	4.00	100%	3.22	2.00-4.00	89%
	Combined	4.00	4.00	100%	3.33	3.00-4.00	100%
Standard 2	2a, 2b, 2c	4.00	4.00	100%	3.33	3.00-4.00	100%

12.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

This was the first year of this assessment.

Due to comments received on the SPA submission report, NAEYC Standard 2, the Portfolio /Child Case Study has been redesigned to meet only one standard/element per section. In addition, new criteria have been added to this assessment piece, to also address NAEYC Standards 2 and 5.

The benchmark was met for fall 2017 with candidates scoring 6.27 out of 10 on indicators measuring standard 2 and candidates scoring 10 out of 10 on indicators measuring standard 5. For spring 2018, standard 2 did not meet proficiency with candidates scoring 4.29 out of 10. In regards to standard 5, candidates met the benchmark with a 9.71 out of 10.

For standard 2, candidates have a mean score of 6.72 out of 10 for fall 2017 and a mean score of 4.29 in spring 2018, which measured the home/school activities. On standard 5, analyzing work samples of students, candidates scored a mean of 10 out of 10 for fall 2017 and 9.71 for spring 2018. The benchmark of 80% which was the measure for success on the updated rubric was accomplished.

The goal for 2018-2019 will be for 100% of the candidates to achieve an 8 out of 10 proficiency score on the rubric, which aligns with NAEYC standards 2 and 5. Candidates will be required to complete the Family Feedback Form and utilize the information to create the student's prescription plan and home/school recommendations (NAEYC Standard 2). Early Childhood Education faculty will assess the rubric to ensure alignment to NAEYC Standards 2 and 5 and will make revisions if necessary. Candidate data for NAEYC Standard 5 will be available in fall 2018.

2018-2019:

The benchmark for this assessment was not met for all components in the assessment. In the Student Prescription item, 5a and 5b met the benchmark with all candidates scoring a 10/10. The mean score for all candidates was 9.67 in fall 2018 with a range from 6.00-10.00 and 9.75 in spring 2019 with a range of 6.00-10.00. The benchmark was also not met for Standard 2 with mean scores of 9.17 for fall 2018 and 9.63 for spring 2019, but with ranges of 0.00-10.00 and 4.00-10.00 respectively.

Plan for Continuous Improvement:

In looking at the results of the assessment, some family surveys and activity response cards were not returned and candidates did not reflect on the causes or make an attempt to gain responses from their case-study child. In the upcoming year, candidates will be required to

complete the Family Feedback Form and utilize the information to create the student's prescription plan and home/school recommendations as part of the requirements in NAEYC Standard 2.

Recommendation for Successful Implementation of Plan for Improvement:

- Faculty will work with candidates to determine alternative measures for making connections with families, thus reinforcing the goal and home and school working hand in hand to educate students
- Candidates will discuss interests with students and create activities to work on at home or at school in small groups.

2019-2020:

2020-2021:

Completers met the benchmark of achieving a score of 3.00 out of 4.00 on all elements of the rubric. Candidates were required to have the Family Feedback form completed and utilized the information to create students' prescription plans for home and school activities. Candidates discussed interests with students to differentiate activities related to content needs. During the 2020-2021 academic year, the assessment was modified to accommodate for COVID-19 restrictions and challenges resulting from hurricanes Laura and Delta. Early Childhood faculty will rework the rubric expectations to adequately prepare candidates for this type of assessment with young children while being mindful of field placement and COVID-19 restrictions. Faculty will reinstate the Family Information Form so that candidates can differentiate assessment types to align with student interest and content needs for fall 2021.

2021-2022:

The benchmark will be adjusted to the 4-point scale used to assess learning. Candidate mean scores met benchmark on both standards 2 and 5 as 100% of candidates met the benchmark of 3 in all but the spring 22 semester for 5c.

All major assessments are being realigned to the Danielson Framework for Teaching Model in preparation for the Fall 2024 CAEP accreditation visit therefore a new assessment will be implemented in Fall 2022.

13 Assessment and Benchmark PRAXIS II Principles of Learning and Teaching

ECHD SPA Assessment 6 Licensure: Early Childhood Praxis II

Assessment: PRAXIS PLT 0621

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

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

NAEYC Standard 1, 2, 3, 4, 5

NAEYC 1a: Knowing and understanding young children's characteristics and needs.

NAEYC 1b: Knowing and understanding multiple influences on development and learning.

NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

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

NAEYC Standard 3: Observing, documenting, and Assessing to Support Young Children and Families

NAEYC Standard 4c: Understanding content knowledge in early education

NAEYC Standard 4d: Building meaningful curriculum

InTASC standards included: 10

Dispositions:

Leadership and Collaboration: InTASC 10 - The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Benchmark: At least 80% of graduates pass Praxis Principals of Learning and Teaching (#5621) on the first attempt. Candidates should also score a minimum of 70% on sub component scores with Praxis PLT (#5621).

Outcome Links

LTGC B [Program]

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

LTGC E [Program]

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

2013 InTASC Standards [External]

10. Leadership and Collaboration

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

2010 NAEYC Initial and Advanced Standards [External]

1 Promoting Child Development & Learning

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

2 Family & Community Relationships

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

3 Observe, Document, and Assess

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

4 Developmentally Effective Approaches

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

5 Curriculum

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

13.1 Data

	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
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	2017	2018	2018	2019	2019	2020	2020	2021	2021	2022
% pass 1st attempt	82%	83%	58%	81%	75%	100%	56%	100%	100% N=3	89% N=8

#5621		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Overall Score Information	Number	10	14	9	14	11	12
	Mean	165	172	164.4	168	171	170
	Range	157-179	161-185	157-179	158-185	159-179	162-179
	% Pass 1st attempt	60%	86%	67%	80%	82%	83%
	% Pass prior to ST/Intern	100%	100%	100%	100%	100%	100%
Subcomponent	Number	9	12	9	14	10	12
Students as Learners	Mean	14	16	14	14	16	15
	Range	12-16	13-19	12-17	10-18	13-20	10-18
Instructional Process	Mean	14	15	14	14	16	15
	Range	12-17	12-19	14-17	7-17	13-18	12-17
Assessment	Mean	9	9	9	10	10	10
	Range	7-11	7-12	6-10	7-13	6-13	8-12
Professional Development Leadership and Community	Mean	10	10	9	11	10	10
	Range	6-14	9-13	6-10	8-14	7-14	6-14
Analysis of Instructional Scenarios	Mean	11	12	11	10	11	11
	Range	5-15	10-16	9-14	6-15	10-14	8-14

#5621		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Overall Score Information	Number	12	16	4	19	9	8
	Mean	165	166	168	168	167	170
	Range	159-172	157-177	157-183	158-181	159-182	160-179
	% Pass 1st attempt	58%	81%	75%	100%	56%	100%
	% Pass prior to ST/Intern	100%	100%	100%	100%	100%	100%
Subcomponent	Number	8	14	3	17	9	7
Students as Learners (21)	Mean	14	14	14	13	14	15
	Range	11-20	9-18	11-16	11-17	10-19	13-18
	% Correct	67%	67%	67%	62%	67%	71%
Instructional Process (20)	Mean	14	14	15	15	14	14
	Range	10-17	12-17	13-18	9-18	13-18	11-18
	% Correct	67%	70%	75%	75%	70%	70%
Assessment (14)	Mean	10	9	11	9	9	11
	Range	9-11	6-11	9-12	6-13	4-12	8-13

	% Correct	67%	64%	79%	64%	64%	79%
Professional Development Leadership and Community (13)	Mean	11	10	11	10	10	9
	Range	9-14	7-13	10-12	8-13	8-13	6-11
	% Correct	67%	77%	85%	77%	77%	69%
Analysis of Instructional Scenarios (16)	Mean	10	11	12	11	10	13
	Range	8-13	8-14	9-14	6-15	4-14	8-16
	% Correct	67%	69%	75%	69%	63%	81%

#5621		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Overall Score Information	Number	3	9				
	Mean	168	168				
	Range	164-173	158-177				
	% Pass 1st attempt	100% N=3	89% N=8				
	% Pass prior to ST/Intern	100%	100%				
Subcomponent	Number	3	9				
Students as Learners (21)	Mean	12	15				
	Range	10-14	11-18				
	% Correct	57%	78%				
Instructional Process (20)	Mean	15	15				
	Range	14-16	13-17				
	% Correct	71%	72%				
Assessment (14)	Mean	9	10				
	Range	8-10	8-13				
	% Correct	71%	73%				
Professional Development Leadership and Community (13)	Mean	9	11				
	Range	9-10	8-13				
	% Correct	67%	76%				
Analysis of Instructional Scenarios (16)	Mean	13	10				
	Range	10-16	6-13				
	% Correct	83%	63%				

13.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

83% of the candidates passed the Praxis Principles of Learning and Teaching Exam, meeting benchmark for 2017-2018.

While candidates exceeded the benchmark of 80% on the Praxis PLT, there were sub-score areas that remained the same or slightly regressed. In the area of 'students as learners', candidates scored 76% correct in the fall 2017 and 71% correct in the spring 2018. In the area of 'Instructional Processes', candidates scored 80% correct in fall 2017 and 75% correct in spring 2018. Areas of 'Assessment and Professional Development' revealed that candidates scored 71% correct for both the fall 2017 and spring 2018 semesters. Candidates scored 68% for both the fall 2017 and spring 2018 semesters in the area of 'Analysis'.

For 2018-2019, 80% of candidates will pass the PLT on the first attempt. In addition, candidates will average 70% or higher for percentage of questions answered correct on each sub-score area.

EDUC 202 will prioritize content relevant to case study activities to strengthen knowledge of the assessment and analysis of scenarios sub-components within the Praxis PLT. Praxis PLT sub-scores will continue to be analyzed each year to determine areas for improvement.

2018-2019:

The benchmark was not met for the 2018-2019 AY. 58% of the candidates passed on the first attempt in the fall 2018 semester and 81% passed on the first attempt in the spring 2019 semester. This is a 71% for the 2018-2019 AY.

The mean score of the following sub-components fell below the 70% benchmark: Students as learners F18 (67%) and S19 (67%); Assessment S19 (64%); and Analysis of Scenarios F18 (63% and S19 (69%).

Plan for Continuous Improvement:

The ECHD program requirements and course sequence has been redesigned beginning with the 2018-2019 AY. Faculty will ensure that materials taught in EDUC 192 and EDUC 202 are aligned with appropriate Praxis requirements and NAEYC or other appropriate standards.

Recommendation for Successful Implementation of Plan for Improvement:

1. Redesign of the ECHD program will shift the focus of course content in EDUC 192 and EDUC 202 to ECHD philosophers and cognitive content for early learners.
2. The courses in the current program will be revisited to ensure that the most relevant topics are being taught to the candidates
3. EDUC 202 will address developmental stages for children birth to five, cognitive development for pre-k and kindergarteners, and grades 1-3.

2019-2020:

2020-2021:

The benchmark was not met as only 56% of fall 2020 completers passed the Praxis PLT on the first attempt, while 100% of completers in the spring 2021 semester passed on the first attempt. There has been an overall trend over the last three years of a significantly higher first time pass rate percentage for spring completers than fall completers. ECHD faculty will research when candidates are taking the PLT in relation to designated courses to try to determine the significant difference in fall and spring first time pass rates.

When analyzing the subcomponents of the PLT, each section had at least one of the two semesters where the mean score fell below benchmark (70%) except for Instructional Process which was at benchmark (70%) for both semesters.

During the past year, EDUC 202 and EDUC 203 in the traditional BS ECHD program were revisited to ensure pertinent topics for early childhood were being presented. EDUC 192 and EDUC 202 were combined for a more cohesive delivery of developmental stages, so now EDUC 202 addressed developmental stages for childbirth to five, cognitive development for PK, K, and grades 1-3.

The benchmark will remain the same. The redesigned program has a recommended timeline for candidates to take all Praxis exams. Advisors will strongly suggest that the PLT be taken immediately after completion of EDUC 202, PSYC 260, and EDUC 203.

2021-2022:

Benchmark was met: 92% (11/12) of completers in the 2021-2022 AY passed the PLT on the first attempt.

An average of 70% or above for questions correct in each category were achieved in all areas except for Students as Learners in Fall 2021 (57%), Professional Development Leadership and Community in Fall 2021 (67%) and Analysis of Instructional Scenarios in Spring 2022 (63%).

Faculty will continue to review Praxis PLT expectations with candidates to prepare them for the exam.

14 Assessment and Benchmark Lesson Planning

Assessment: Lesson Plan rubric administered in EDUC 409: Early Classroom Management and Field Experience.

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

14.1 Data

2017-2018:

Data table is attached.

2018-2019:

Data table is attached.

2019-2020:

Data table is attached.

2020-2021:

Data table is attached.

2021-2022:

Data table is attached.

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

BS Early Childhood_LP_17-18

BS Early Childhood_LP_18-19

BS Early Childhood_LP_19-20

BS Early Childhood_LP_20-21

BS Early Childhood_LP_21-22

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Proficiency was met by all candidates in all areas except differentiation. One candidate failed to include differentiation in her lesson plan, which lowered the percentage to 68%.

Candidates demonstrated proficiency in writing an effective lesson plan for the grade level they were assigned.

Early Childhood Education faculty will require candidates to write a complete lesson plan and score at the level of 80% proficiency or higher in each of the areas.

Data analysis indicates that candidates' scores in the area of differentiation in the lesson plan are below 80%. Instructional methods in EDUC 409 will be revised to address lesson plan differentiation learning objectives. Candidates will complete additional practice on differentiation lessons.

2018-2019:

The benchmark was not met. In the fall 2018 semester, the following categories had candidates score below the proficient level (3.00): Procedures (8%); Seed Questions (16%); Modeling, Guided, Independent Practice (8%); Closure (8%) and Differentiation (25%).

In the spring 2019 semester, the following categories had candidates score below the proficient level (3.00): Lesson Hook (6%) and Seed Questions (19%)

Plan for Continuous Improvement:

Differentiation was an area that received a great deal of focus in conversations with faculty over the past two years. There was a significant increase in improvement in this area from F18-S19. Faculty will continue to determine ways to address issues in particular areas and develop instructional techniques to help students strategically think through each element of the lesson plan in preparation for delivery.

Recommendation for Successful Implementation of Plan for Improvement:

- ECHD faculty will pull lesson plans for discuss and group work on differentiating assessments and small group activities
- ECHD faculty will have candidates identify DOK levels for the seed questions in an effort to plan for level 3 and 4 in depth thinking.
- Faculty will address technology use for scoring purposes. Proficient scores will only be obtained if PK-3 students are engaged in the use of technology.
- Faculty will continue to revise the CUP rubric to mirror the DEP updated lesson plan rubric.

2019-2020:

2020-2021:

The benchmark was not met due to there being one candidate each semester that did not meet benchmark on one of the criteria of the rubric. In the fall 2020 semester, that category was Pre-planned Seed Questions and in the fall 2020 the category was Student Outcomes. Although the benchmark was not met, it is important to note that the overwhelming majority of students did meet proficiency in all categories both semesters.

During the 2020-2021 academic year, faculty had candidates identify the DOK level for the higher order thinking questions for level 3 and 4 thinking. Faculty used data to identify areas of need through analysis. In the next year, faculty will continue to track areas of need in lesson planning. Candidates will also participate in POP Cycles, pre and post conferences, for lessons being formally evaluated with a FEE. At the pre-conference, lesson plans will be reviewed, discussed, and candidates will be provided specific feedback that will be documented by faculty.

2021-2022:

The benchmark was met in all rubric criteria except for Formative/Summative Assessment in which one candidate did not meet benchmark. Data for the spring 2022 completers was not reported due to their enrollment in EDUC 409 during semesters impacted by COVID and hurricanes.

All major assessments, including the lesson plan, are being realigned to the Danielson Framework for Teaching Model in preparation for the Fall 2024 CAEP accreditation visit therefore a new assessment will be implemented in Fall 2022.

15 Assessment and Benchmark Course Content GPA

Assessment: Course content GPA to meet NAEYC Standards:

NAEYC Standard 1: EDUC 192, EDUC 202, and EDUC 319

NAEYC Standard 1c: EDUC409

NAEYC Standard 2: EDUC 419

NAEYC Standard 3: SPED 452 and SPED 453

NAEYC Standard 4: EDUC 420

NAEYC Standard 5: EDUC 468P

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

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

15.1 Data

2017-2018:

Data table is attached.

2018-2019:

Data table is attached.

2019-2020:

Data table is attached.

2020-2021:

Data table is attached.

2021-2022:

Data table is attached.

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

BS_ECHD_Course Content GPA_17-18

BS_ECHD_Course Content GPA_18-19

BS_ECHD_Course Content GPA_19-20

BS_ECHD_Course Content GPA_20-21

BS_ECHD_Course Content GPA_21-22

15.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was raised from a 2.00 to a 3.00 in order to sustain improvement. The benchmark was met in all course content areas with the one exception of EDUC 319 in fall 2017.

The goal for 2018-2019 will be to have 100% of the candidates achieve a minimum score of 3.00 in each of the courses listed in the Early Childhood Education content area. This correlates to a "B" average.

Early Childhood Education faculty will analyze student achievement in content area courses to determine scores achieved. Course content will be assessed to verify that material is up-to-date and meets state and national standards. Course content grades will also be triangulated with praxis scores to determine any relationships.

2018-2019:

The benchmark was not met. Data for the fall 2018 semester is as follows: EDUC 192: =2.92 with 83% of candidates scoring 3.00; EDUC 202: =3.42 with 83% of candidates scoring 3.00; and EDUC 319: =2.67 with 58% of the candidates scoring 3.00. All other courses had 100% of the candidates scoring 3.00.

Data for the spring 2019 semester is as follows: EDUC 192: =3.06 with 75% of the candidates scoring 3.00; EDUC 319: =3.25 with 81% of the candidates scoring 3.00. All other courses had 100% of the candidates scoring 3.00.

Plan for Continuous Improvement:

As the ECHD courses are redesigned, attention will be focused on early childhood curriculum in EDUC 192 and 202. EDUC 319 is no longer offered as part of the ECHD program

Recommendation for Successful Implementation of Plan for Improvement:

1. ECHD 192 will be revised and faculty will revisit the consideration of merging EDUC 202 with EDUC 192 which will provide three credit hours free to possibly include

EDUC 203. By merging ECHD 192 and 202, enrollment for the course would be restricted to ECHD majors for an increased focus on ECHD curriculum and issues.

2019-2020:

2020-2021:

The average mean score met benchmark for all coursework assessed in the course content GPA benchmark. However, there were six courses in the fall 2020 (67%) and one course in the spring 2021 semester (11%) where at least one student did not meet the proficiency benchmark of a 3.00 or higher.

Early childhood faculty will align program coursework to current program standards by the fall 2021 semester. Faculty will continue to look for field work opportunities and course content will be updated with the most current teaching practices to meet student needs.

Through advising and campus activities, faculty will build rapport with candidates to validate their needs and concerns as they move through the early childhood program.

2021-2022:

100% of candidates scored a B or above in all courses except for SPED 453 in the fall 2021 semester. Standards will continue to be addressed in the courses required in the ECHD program moving forward.

A review of current standards and alignment to CAEP Elementary standards will be completed by spring 2023.

16 Assessment and Benchmark Field Experience Data

Assessment: Data is collected from field experience data entered on the STPES web site.

Benchmark: 100% of candidates will observe and practice in the three groups within Early Childhood Education (PK, K, and grades 1-3) and participate in working relationships with families and communities with child care centers, Head Start program, and local public schools (PK-3), and their faculty. This benchmark will assist in preparing candidates for teaching positions in any grade level, PK-3.

16.1 Data

2017-2018:

Data table is attached.

2018-2019:

Data table is attached.

2019-2020:

Data table is attached.

2020-2021:

Data table is attached.

2021-2022:

Due to COVID and Hurricanes a number of field experiences had to be completed through videos and other means. Therefore, the data for this year will not be reported as it does not demonstrate the purposeful placement of candidates in diverse situations.

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

BS_ECHD_Field Experience Data_17-18

BS_ECHD_Field Experience Data_18-19

BS_ECHD_Field Experience Data_19-20

BS_ECHD_Field Experience Data_20-21

16.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Data was added to the assessment plan in 2017-2018. Due to the state mandates and SPA standards, the Field Experience Coordinator will analyze this data to ensure that candidate experiences are diverse in grade levels, ethnicities of PK-3 students, and classroom environments.

For 2018-2019, the goal will be for 100% of the Early Childhood Education candidates to observe and practice in the three grade levels (PK, K, and grades 1-3) in order to experience the working relationship among families and communities with child care centers, Head Start programs, and local public schools and their faculty.

The field experience coordinator will analyze the data from the Field Experience Data System to verify student placement in the three early childhood age groups, in a variety of community settings. Student placement information is reported to the Office of Student Teaching.

2018-2019:

The benchmark was met. F18: 14.24% of candidate observations were in PK classrooms; 13.90% were in Kindergarten classrooms; 19.32% were in 1st grade classrooms; 17.97% were in 2nd grade classrooms; and 13.90% were in 3rd grade classrooms. Additional observation hours were spent in birth to three years, 4th grade, 5th grade, and other classrooms.

S19: 15.21% of candidate observations were in PK classrooms; 17.50% were in Kindergarten classrooms; 18.33% were in 1st grade classrooms; 15.83% were in 2nd grade classrooms; and 12.29% were in 3rd grade classrooms. Additional observation hours were spent in birth to three years, 4th grade, 5th grade, and other classrooms.

Plan for Continuous Improvement:

Candidates will gain experiences in all areas of the ECHD certification area: Pre-Kindergarten, Kindergarten, and Grades 1-3.

Recommendation for Successful Implementation of Plan for Improvement:

1. When assigning candidates field experience opportunities throughout the program, faculty will be specific in identifying the age group these activities should be completed with in order to ensure that candidates gain experiences with all age groups at different points throughout the program.

2019-2020:**2020-2021:**

Data shows that candidates have experience in a variety of grade levels and schools during their education program. Data for 2020-2021 completers indicates that 23-27% of field experiences are occurring in grade levels outside of the initial certification area for early childhood candidates. This trend will be discussed as field experiences are discussed and entered into the rainbow chart for documentation of activities, assignments, and placements for education courses. ECHD faculty will pay particular attention to the grade level expectations for observations within the coursework.

Candidates gained experiences in all areas of ECHD certification by being assigned specific activities per grade/age range in EDUC 202. EDUC 419 has students specifically working in head start and pre-k classrooms. EDUC 420 had students working at the kindergarten level and will continue to do so in the new course EDUC 421, while content courses have candidates working in Pre-K through 3rd grade levels.

The redesigned program will allow faculty to assign candidates to specific sites and age groups within the ECHD degree plan. Activities implemented will accommodate a variety of age groups throughout the course sequence. Office of Student Teaching with the assistance of administrative help will be assigning candidates to specific sites for field work. Faculty will

convey needs of age/grade levels to meet the standards for courses and activities utilized in course content. Documentation of sites, grades levels, and experiences will be documented in the rainbow chart.

2021-2022:

Due to COVID and Hurricanes a number of field experiences had to be completed through videos and other means. Therefore, the data for this year will not be reported as it does not demonstrate the purposeful placement of candidates in diverse situations.

End of report