



Elementary Education Grades 1-5 [PBC] [IEED]

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

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Program Name: Elementary Education Grades 1-5 [PBC] [IEED]

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:

The EPP has worked many hours over the past year to redesign the PBC Elementary program to meet all of the necessary standards while preparing candidates for readiness in the classroom. We feel as though these changes will bring about positive changes in the teachers that we are sending out into the field.

2018-2019:

The newly redesigned programs have been implemented. We are continuing to work on ensuring that all candidates are receiving a comprehensive education that is preparing them to become successful teachers in the field. We are working on addressing the new CAEP Elementary Standards in our program coursework which are taking the place of the traditional ACEI standards.

2019-2020:

2020-2021:

The EPP created a minor in elementary education that is expected to feed into the PBC Elementary Education program and potentially increase enrollment. The EPP is also implementing site supervisors to work with candidates in both residency and internship as support in the field. The EPP is also working on updating the handbook and processes for matriculating through the program.

2021-2022:

Aligned to the findings of the Teacher Preparation Quality Rating System evaluation in the spring of 2022, we are making efforts to design specific, measurable, and time-bound diversity goals that is connected to our recruitment goals. We have incorporated Call Me Mister, EdRising and Rowdy Rising, and other initiatives that are designed to help recruit quality diverse candidates into the field of education.

4 Program Highlights from the Reporting Year

2017-2018:

The EPP has redesigned the PBC Elementary program that is filled with purposeful experiences to produce better candidates entering the field as teachers.

2018-2019:

The EPP will be adding a minor for non-education majors to enable them to enroll in education coursework that can be applied to a post-baccalaureate certificate. The intention would be to catch those students who are undecided about education but know a content area well. These students will help to build the pipeline into the PBC program and hopefully increase enrollment numbers.

2019-2020:

2020-2021:

Recruitment efforts for the program have led to five candidates enrolled in the Elementary

Education minor. These candidates would feed into the PBC program after completing their baccalaureate degrees. The EPP is continuously looking for ways to boost enrollment.

2021-2022:

- MSU courses reflect strong practices and content that support the effective teaching of literacy instruction across all five essential components of reading instruction. This is attributed to MSU's development of course content in collaboration with partner districts, aligned to agreed-upon source material, and informed by up-to-date research and best practice with the intention of enhancing candidates' ability to internalize and deliver strong instructional practices related to literacy. Candidates leverage effective literacy practices in their PK-12 classrooms leading to tangible, positive outcomes for student learning.
- MSU course delivery reflects strong practices for delivering instruction driven by PK-12 learning standards supported by in-class activities and assignments requiring engagement with standards and related instructional planning and connections to previous and upcoming standards and how they build. Candidate lesson plans and delivery of PK-12 instruction demonstrated their strong ability to plan standards-driven instruction that supported student learning and to deliver instruction using high-leverage teaching practices such as questioning strategies, academic feedback, and modeling.
- A comprehensive group of stakeholders are systematically engaged in the continuous improvement process by MSU using effective structures, tools, and experiences. This engagement is intentional, targeted to particular aspects of the program, and based on authentic, two-way relationships and dialogue. Feedback and collaboration that results from this engagement drives long-term, macro-level improvement as well as more immediate improvements that are turned around quickly for immediate results. In addition to this external engagement, program leaders and faculty collaborate frequently and systematically on continuous improvement efforts through review of relevant data, action planning, and monitoring of progress towards improvement goals.

5 Program Mission

The purpose of the Post Baccalaureate certificates in Elementary Education 1- 5 is to prepare candidates for successful entry into education as school teachers by providing opportunities for developing expertise in content knowledge, teaching methods and strategies, communication skills, behavior management, and the professional dispositions that will enable completers of the program to succeed as teachers.

6 Institutional Mission Reference

The PBC in Elementary Education supports McNeese State University's fundamental mission to provide successful education of students and services to the employers and communities in its region. The PBC in Elementary Education program prepares students to fulfill their roles in the teaching profession in grades 1-5 and contribute to the cultural and intellectual advancement of the citizens of Louisiana.

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

Assessment: Enrollment, Completion, Retention, and Recruitment

7.1 Benchmark: 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.

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.

7.2 Benchmark: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the post-baccalaureate program in Elementary Education within two years of being accepted into the program (499 packet). Practitioner candidates should complete the program within one year of acceptance into the program.

7.1 Data Enrollment and Completers

PBC Elementary Education Programs - Enrollment and Completer Data:

Academic Year	Program	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2017-2018	PBC	8	0	2	2
	Practitioner	1	0	1	1
2018-2019	PBC	5	0	2	2
	Practitioner	4	0	3	3
2019-2020	PBC	2	0	2	2
2020-2021	PBC	1	0	0	0
2021-2022	PBC	1	1	0	1

7.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was not met. From 2016-2017 through 2017-2018 there was a 9% decrease in the number of students enrolled in the program. The decrease can be attributed to a number of factors such as: lack of funding, poor performance of Praxis exams, and attrition.

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

Recommendation for Successful Implementation of Plan for Improvement:

- 1) The Recruitment Committee will document two in-services and job fairs attended with the intent to recruit for the Elementary PBC program.
- 2) A minimum of 10 potential PBC students' information will be collected on sign-in sheets at these events.

2018-2019:

Analysis of Data:

The benchmark was not met. From 2017-2018 to 2018-2019, the number of candidates officially enrolled in the PBC Elementary program remained constant.

Plan for Continuous Improvement:

The PBC Elementary program will increase enrollment by 7% to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

Recommendations for Successful Implementation of Plan for Improvement:

- EPP faculty will document attending two recruitment opportunities for the Elementary PBC program. This may include the TNT conference, Lake Charles Job Fair, and graduation practice or grad fest.
- Make inquiries into advertising Elementary PBC programs within the community (billboards)
- Devise a plan to recruit non-education majors to the elementary minor program which will feed into the Elementary PBC program.

2019-2020:

2020-2021:

Analysis of Data: There has been a steady decline in enrollment since 2015-2016. Therefore, the benchmark was not met for the current year. From 2019-2020 to 2020-2021, the number

of students officially enrolled in the program with an EDUC 499 packet decreased from 2 to 1 student.

Plan for Continuous Improvement: The PBC program will have an increase in enrollment for the 2021-2022 academic year as a result of recruitment efforts by the education faculty throughout the year.

Recommendation for Implementation of Improvement Plan: EPP faculty will document attending two recruitment events/opportunities for the PBC Elementary Education program. This may include events such as the TNT conference, Lake Charles Job Fair, and graduation practice or grad fest.

2021-2022:

Benchmark has not been met. To set a more realistic goal for the future, the EPP will recruit candidates into the PBC program and within the next 2 years, will have 3 candidates officially enrolled.

The EPP has implemented minor programs that will feed directly into the PBC programs after graduation with a baccalaureate degree. This was created to increase interest in and allow candidates to get a head start on the PBC if they are considering but are not positive that education is the career path that they would like to take at this time.

Faculty are continuously brainstorming ways to encourage enrollment in the PBC program.

7.2 Data Completion Matriculation Rates

Completer Matriculation Rates:

Program Type	Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
PBC	2011	16		N=5 32%	N=2 12%	N=1 6%				N=8 50%
PBC	2012	20	N=10 50%	N=2 10%	N=1 5%		N=4 20%			N=3 15%
PBC	2013	24	N=4 16%	N=5 21%	N=1 5%		N=7 29%			N=7 29%
PBC	2013-2014	8	N=4 50%				N=4 50%			
PBC	2014-2015	11	N=8 73%	N=1 9%		N=1 9%	N=1 9%			
PBC	2015-2016									
PBC	2016-2017	1	N=1 100%							
PBC	2017-2018	4	N=2 50%				N=2 50%			

7.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met. For the 2013-2014 Cohort: 100% of all PBC students in the 2013-2014 school year completed the program within two years of acceptance into the PBC Elementary program.

Plan for Continuous Improvement: PBC faculty will identify reasons students are dropping from the university and determine intervention activities.

Recommendation for Successful Implementation of Plan for Improvement:

- Advisors will work with candidates at least twice a year to review degree plans, academic progress, and provide a list of resources for students who are in need of additional graduation and/or academic support.
- Develop a survey to give to students who wish to drop from the university prior to their withdrawal. The survey information gathered on these students, in addition to reviewing teacher candidate credentials upon admission, can aid in providing additional resources or support to these students in the future.

2018-2019:

Analysis of Data:

The benchmark was not met. For the 2018-2019 AY, 73% of candidates completed the post-baccalaureate program in Elementary Education within 2 years of being accepted into the program (EDUC 499).

Plan for Continuous Improvement:

The goal for 2019-2020 will be for 90% of candidates to complete the PBC Elementary Education program within two years of being accepted into the program.

Recommendations for Successful Implementation of Plan for Improvement:

- PBC faculty will identify reasons candidates drop from the university to determine intervention activities
- Advisors will work with candidates at least twice a year to review degree plans, academic progress, and provide a list of resources for students who are in need of additional academic support.
- EPP faculty will meet the week after midterms to flag struggling students, discuss ways to support students in need, and determine ways to help remediate candidates to try to prevent them from not being successful in the program or dropping out.

2019-2020:

2020-2021:

The benchmark was met as the one candidate accepted into the 2016-2017 cohort completed the PBC program within 1-2 years. The goal is for candidates to continue to matriculate through the program within 1-2 years of acceptance noted by the approval of the EDUC 499 packet. PBC faculty will work to identify reasons candidates drop from the university to determine necessary intervention activities. PBC faculty will create exit surveys and contact candidates to inquire why they have dropped from the program and determine resources and support to assist them in re-entering and completing the program. Advisors will work with candidates at least twice a year to review program sequences, academic progress, and provide resources for students who are in need of additional academic support. All advising meetings will be documented in Degree Works. EPP faculty will also meet the week after midterm each semester to flag struggling students, discuss ways to support students in need, and determine ways to help remediate candidates to prevent dropping from the program.

2021-2022:

Of the four candidates who were accepted into the program in 2017-2018, 50% (n=2) completed the program and did so within 2 years. The other two candidates dropped out of the program in the fall 17 and spring 2018 semesters.

EPP faculty are making an effort to be proactive in speaking with candidates who are considering dropping coursework or programs. Faculty meet several weeks after the start of school to discuss at-risk students and the department chair contacts students who are reported as being at-risk.

8 Assessment and Benchmark Curriculum Development

Assessment: Curriculum Development

Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

Curriculum alignment includes:

- InTASC standards
- Program standards
- Year-long residency
- Louisiana Components of Effective Teaching
- Louisiana Teacher Preparation Competencies
- Louisiana Student Standards
- CAEP Standard 2

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

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:

June 24, 2020: 8:00am-12:00pm DEP Faculty

Major assessments for all programs

August 4, 2020: 9:00am-11:30am DEP Faculty

Class Measures Rubric

August 6, 2020: 8:30am-11:00am DEP Faculty

POP Cycle with Quality Feedback

August 13, 2020: 9:00am-11:00am DEP Faculty

Field Experiences, Internship, Practicum Expectations

January 25, 2021: 4:00-5:30 pm Mentor Teachers, University Supervisors, DEP Faculty

Expectation of Student Teaching/Residency and Evaluations

2021-2022:

January 15, 2022: Site Coordinator Professional Development

- Residency 1 seminar topics for alt cert: Logistical aspects, academic feedback, assessment criteria, discussion techniques, HOT questions, structure and pacing.
- Residency 2 seminar topics for alt.cert.: planning, culturally responsive teaching, eliciting student thinking

Weekly faculty meetings were held to discuss current topics, concerns, and celebrations throughout the semester.

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

Elementary Education Curriculum Development

PBC_ELEM_Curriculum Development_17-18

8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met. The faculty collaborated with local districts six times during the spring 2018 semester. The faculty attended six professional development meetings throughout the spring 2018 semester. Faculty attended eight Retention and Recruitment sessions throughout the spring 2018 semester.

Plan for Continuous Improvement:

- Program faculty will continue to meet at regular intervals throughout the year to discuss curriculum redesign and other programming issues/concerns.
- Program faculty will continue to collaborate with local districts to strengthen our program to prepare our teacher candidates to fully meet district needs.

Recommendation for Successful Implementation of Plan for Improvement:

- Faculty will gather district input for consideration as curriculum changes are approved and adopted in regard to field experiences and student teaching.
- Information obtained from district will be made when appropriate to strengthen candidate preparedness for the teaching profession.

2018-2019:

Although faculty did collaborate with local districts, the eight time goal was not met. However, faculty did participate in the Dean's for Impact Collaborative which was a collaboration with other Louisiana universities, participated in shared governance meetings, and participated in professional development opportunities.

Faculty members exceeded the benchmark of attending 10 retention and recruiting sessions. For the 2019-2020 academic year, elementary education faculty will implement the changes in the mathematics methods and mathematics for education majors content courses. Faculty will continue to collaborate and adjust curriculum content as needed.

In addition, faculty will continue to assess the mastery of standards and outcomes for education candidates and revise content to ensure student success as measured by VAM scores and SLOs one to two years after completion of the program.

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

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

2021-2022:

The benchmark was met as there were multiple opportunities for professional development /coursework improvement discussions. In preparation for the onsite Teacher Preparation Quality Rating System visit faculty met to discuss data and program improvement, including changes that had been made and current data being collected. The PBC Elementary faculty will continue to attend professional development opportunities and the discussion of major assessments and data collection analyses for continuous program improvement.

9 Assessment and Benchmark PRAXIS II Content

Assessment: Praxis Content Exam (5014/5018/5001)

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

InTASC standards included: 4 ACEI Standard 2.0 Element 2.1, 2.2, 2.3, 2.4

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.

The content exams required for elementary education candidates were cited for the Association for Childhood Education International (ACEI) Elementary Education Standard 2: Curriculum Standards. Items on each of the above Praxis exams (5014/5018/5001) require candidates to demonstrate fundamental knowledge in the core subject areas required for teaching elementary students. The following elements of Standard 2 are specifically addressed:

Candidates are required to demonstrate knowledge, understanding, and application of Reading /Language Arts skills on the Praxis content exam (5014/5018/5002). Candidates demonstrate an understanding of reading foundational skills including phonological awareness and the role of phonics and word analysis in literacy development, as well as analyzing literature and informational texts. Candidates are also required to demonstrate writing, speaking, and listening proficiencies through identifying and evaluating various concepts and practices. Assessment of the candidates' performance is aligned to Element 2.1. Reading, Writing, and Oral Language. Candidates are required to demonstrate knowledge, understanding, and use of fundamental concepts in earth science, life science, and physical science on the Praxis content exam (5014/5018/5005). In addition, candidates must understand the importance and use of inquiry, research and resources, and the unifying processes of science. Assessment of candidates' performance is aligned to Element 2.2. Science.

Candidates are required to demonstrate problem solving and reasoning with mathematical skills on the Praxis content exam (5014/5018/5003). Candidates must know, understand, and demonstrate proficiency in the application of numbers and operations, algebraic thinking, geometry and measurement, data analysis, statistics, and probability. Assessment of candidates' performance is aligned to Element 2.3. Mathematics.

Candidates are required to demonstrate knowledge and understanding of Social Studies concepts on the Praxis content exam (5014/5018/5004). Candidates must interrelate topics from United State history, government, citizenship, geography, anthropology, sociology, world history, and economics to support informed decision making by citizens in modern society. Assessment of candidates' performance is aligned to Element 2.4. Social Studies.
CAEP Standard 1

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

9.2 Benchmark: A mean score of 70% for percentage of questions answered correctly in each sub-category will be achieved on the Praxis II Content Exam.

9.1 Data

PBC Elementary Education - Praxis Content Exam:

Elementary Education		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	
							PBC	Pract.
Combined	Number	2	8	3	5	0	2	1
	% Pass 1st attempt	100%	75%	66%			100%	100%
#0014/5014 overall	Number	2	8	3	4	0	2	1
	Mean	163	163	157	162		153	162
	Range	156-170	152-177	153-162	158-170		152-154	162
	% Pass 1st attempt	100%	75%	66%	100%		100%	100%
	Pass prior to ST/intern	100%	100%					

Writing; Speaking; Listening	Mean				24			
	Range				24			
	% correct (42)				57%			
#5003 Math overall	Number				1			
	Mean				185			
	Range				185			
	% correct (50)				66%			
	% Pass 1st attempt				100%			
#5003 breakdown:	Number				1			
Numbers and Operations	Mean				15			
	Range				15			
	% correct (20)				75%			
Algebraic Thinking	Mean				9			
	Range				9			
	% correct (15)				60%			
Geometry and Measurement; Data; Statistics; Probability	Mean				9			
	Range				9			
	% correct (15)				60%			
#5004 Social Studies overall	Number				1			
	Mean				183			
	Range				183			
	% correct (55)				78%			
	% Pass 1st attempt				100%			
#5004 breakdown:	Number				1			
United States History; Government; Citizenship	Mean				20			
	Range				20			
	% correct (25)				80%			
Geography; Anthropology; Sociology	Mean				14			
	Range				14			
	%correct (16)				88%			
World History and Economics	Mean				9			
	Range				9			
	% correct (14)				64%			
	Number				1			

#5005 Science overall	Mean				186		
	Range				186		
	% correct (50)				80%		
	% Pass 1st attempt				100%		
#5005 breakdown:	Number				1		
Earth Science	Mean				13		
	Range				13		
	% correct (16)				81%		
Life Science	Mean				14		
	Range				14		
	% correct (17)				82%		
Physical Science	Mean				13		
	Range				13		
	% correct (17)				76%		

PBC Elementary Education - Praxis Content Exam:

Elementary Education		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Combined	Number	0	14	0	5	0	0
	% Pass 1st attempt		64%		60%		
#0014/5014 overall	Number		1				
	Mean		154				
	Range		154				
	% Pass 1st attempt		0%				
	Pass prior to ST/intern		100%				
#0014/5014 breakdown:	Number		0				
Reading	Mean						
	Range						
	% correct (30)						
Math	Mean						
	Range						
	% correct (30)						
Social Studies	Mean						
	Range						
	% correct (30)						

Science	Mean					
	Range					
	% correct (30)					
#5018 overall	Number		1		1	
	Mean		195		170	
	Range		195		170	
% Pass 1st attempt		100%		0%		
#5018 breakdown:	Number		1		1	
Reading	Mean		36		30	
	Range		36		30	
Mathematics	Mean		31		33	
	Range		31		33	
Social Studies	Mean		17		15	
	Range		17		15	
Science	Mean		19		11	
	Range		19		11	
#5002 Reading overall	Number		3		1	
	Mean		167		164	
	Range		162-172		164	
% Pass 1st attempt		67%		100%		
#5002 breakdown:	Number		3		1	
Reading	Mean		23		25	
	Range		20-25		25	
	% correct (38)		73%		81%	
Writing; Speaking; Listening	Mean		23		19	
	Range		22-24		19	
	% correct (42)		69%		58%	
#5003 Math overall	Number		3		1	
	Mean		172		192	
	Range		166-180		192	
	% Pass 1st attempt		67%		100%	
#5003 breakdown:	Number		3		1	
Numbers and Operations	Mean		13		14	
	Range		12-14		14	
	% correct (16-20)		81%		88%	
Algebraic Thinking	Mean		9		11	
	Range		6-10		11	
	% correct (12-15)		72%		92%	

#0014/5014 overall	Number	1					
	Mean	158					
	Range	158					
	% Pass 1st attempt	100%					
	Pass prior to ST/intern	100%					
#0014/5014 breakdown:	Number						
Reading	Mean						
	Range						
	% correct (30)						
Math	Mean						
	Range						
	% correct (30)						
Social Studies	Mean						
	Range						
	% correct (30)						
Science	Mean						
	Range						
	% correct (30)						
#5018 overall	Number						
	Mean						
	Range						
% Pass 1st attempt							
#5018 breakdown:	Number						
Reading	Mean						
	Range						
Mathematics	Mean						
	Range						
Social Studies	Mean						
	Range						
Science	Mean						
	Range						
#5002 Reading overall	Number						
	Mean						
	Range						
% Pass 1st attempt							
#5002 breakdown:	Number						
	Mean						
	Range						

Reading	% correct (38)						
Writing; Speaking; Listening	Mean						
	Range						
	% correct (42)						
#5003 Math overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#5003 breakdown:	Number						
Numbers and Operations	Mean						
	Range						
	% correct (16-20)						
Algebraic Thinking	Mean						
	Range						
	% correct (12-15)						
Geometry and Measurement; Data; Statistics; Probability	Mean						
	Range						
	% correct (12-15)						
#5004 Social Studies overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#5004 breakdown:	Number						
United States History; Government; Citizenship	Mean						
	Range						
	% correct (25)						
Geography; Anthropology; Sociology	Mean						
	Range						
	%correct (16)						
World History and Economics	Mean						
	Range						
	% correct (14)						
#5005 Science overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						

#5005 breakdown:	Number						
Earth Science	Mean						
	Range						
	% correct (16)						
Life Science	Mean						
	Range						
	% correct (17)						
Physical Science	Mean						
	Range						
	% correct (17)						

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met. Praxis content exam data first attempt pass rates collectively for fall 2015, spring and fall 2016, and spring 2017 ranged from 85% to 100%.

Plan for Continuous Improvement: Faculty will analyze Praxis scores and disaggregate data to more adequately align coursework with Praxis standards to ensure coursework addresses the scope and sequence of standards and that scaffolding is appropriate within coursework to support student success in passing the Praxis the first attempt.

Recommendation for Successful Implementation of Plan for Improvement:

- Elementary program faculty will meet at least twice a semester and document attendance on sign-in sheets to scaffold Praxis standards for content knowledge in education content specific courses in preparation for Praxis test first attempt.
- Specific curriculum changes adopted will be noted separately and kept on file as they are incorporated.

2018-2019:

Analysis of Data:

The benchmark was not met. The following Content Exams fell below the 80% benchmark for first time pass rate: 5014 (0%), 5002 (67%), 5003 (67%), 5004 (67%) and 5005 (67%).

Plan for Continuous Improvement:

A minimum of 80% of candidates will pass the Praxis content exam on the first attempt.

Recommendations for Successful Implementation of Plan for Improvement:

- Praxis workshops will be created for each of the content areas to better prepare candidates for exams.
- Upon admission to the University, candidates will receive information about the Praxis workshops.

2019-2020:

2020-2021:

There were no completers in the PBC Elementary program during the 2020-2021 academic year, therefore, there is no new data to report. Based on previous data and recommendations for improvement, the EPP will provide a written list of Praxis resources for all candidates during their first advising session. Additionally, Praxis workshops were created and administered for 1-2 semesters prior to COVID and the hurricanes. The EPP will attempt to offer these workshops again at least twice during the 2021-2022 academic year. EPP faculty

is also discussing the possibility of requiring either the Praxis content or Praxis Core be completed before entering the program to lessen the pressure of completing multiple tests in the first semester to progress through the program.

2021-2022:

There was only one completer in the fall 2021 semester and the candidate passed the Praxis Content exam on the first attempt. The EPP has partnered with 240 tutoring so that students can get a 50% discount on study materials for many of the Praxis PLT and content exams. The EPP will continue to look for resources to assist candidates in passing the exams.

9.2 Data

PBC Elementary Education - Praxis Content Exam:

Elementary Education		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	
							PBC	Pract.
Combined	Number	2	8	3	5	0	2	1
	% Pass 1st attempt	100%	75%	66%			100%	100%
#0014/5014 overall	Number	2	8	3	4	0	2	1
	Mean	163	163	157	162		153	162
	Range	156-170	152-177	153-162	158-170		152-154	162
	% Pass 1st attempt	100%	75%	66%	100%		100%	100%
	Pass prior to ST/intern	100%	100%					
#0014/5014 breakdown:	Number		2		2		1	
Reading	Mean		23		23		22	
	Range		21-25		22-24		22	
	% correct (30)		77%		77%		73%	
Math	Mean		25		22		15	
	Range		21-27		20-23		15	
	% correct (30)		83%		73%		50%	
Social Studies	Mean		19		19		19	
	Range		16-21		17-20		19	
	% correct (30)		63%		63%		63%	
Science	Mean		19		21		17	
	Range		18-19		17-25		17	
	% correct (30)		63%		70%		57%	
#5018 overall	Number							
	Mean							
	Range							
	% Pass 1st attempt							
#5018 breakdown:	Number							

Reading	Mean						
	Range						
Mathematics	Mean						
	Range						
Social Studies	Mean						
	Range						
Science	Mean						
	Range						
#5002 Reading overall	Number			1			
	Mean			176			
	Range			176			
	% correct (80)			61%			
	% Pass 1st attempt			100%			
#5002 breakdown:	Number			1			
Reading	Mean			25			
	Range			25			
	% correct (38)			66%			
Writing; Speaking; Listening	Mean			24			
	Range			24			
	% correct (42)			57%			
#5003 Math overall	Number			1			
	Mean			185			
	Range			185			
	% correct (50)			66%			
	% Pass 1st attempt			100%			
#5003 breakdown:	Number			1			
Numbers and Operations	Mean			15			
	Range			15			
	% correct (20)			75%			
Algebraic Thinking	Mean			9			
	Range			9			
	% correct (15)			60%			
Geometry and Measurement; Data; Statistics; Probability	Mean			9			
	Range			9			
	% correct (15)			60%			
	Number			1			
	Mean			183			

#5004 Social Studies overall	Range				183			
	% correct (55)				78%			
	% Pass 1st attempt				100%			
#5004 breakdown:	Number				1			
United States History; Government; Citizenship	Mean				20			
	Range				20			
	% correct (25)				80%			
Geography; Anthropology; Sociology	Mean				14			
	Range				14			
	%correct (16)				88%			
World History and Economics	Mean				9			
	Range				9			
	% correct (14)				64%			
#5005 Science overall	Number				1			
	Mean				186			
	Range				186			
	% correct (50)				80%			
	% Pass 1st attempt				100%			
#5005 breakdown:	Number				1			
Earth Science	Mean				13			
	Range				13			
	% correct (16)				81%			
Life Science	Mean				14			
	Range				14			
	% correct (17)				82%			
Physical Science	Mean				13			
	Range				13			
	% correct (17)				76%			

PBC Elementary Education - Praxis Content Exam:

Elementary Education		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Combined	Number	0	14	0	5	0	0
	% Pass 1st attempt		64%		60%		
	Number		1				
	Mean		154				

#0014/5014 overall	Range	154			
	% Pass 1st attempt	0%			
	Pass prior to ST/intern	100%			
#0014/5014 breakdown:	Number	0			
Reading	Mean				
	Range				
	% correct (30)				
Math	Mean				
	Range				
	% correct (30)				
Social Studies	Mean				
	Range				
	% correct (30)				
Science	Mean				
	Range				
	% correct (30)				
#5018 overall	Number	1	1		
	Mean	195	170		
	Range	195	170		
	% Pass 1st attempt	100%	0%		
#5018 breakdown:	Number	1	1		
Reading	Mean	36	30		
	Range	36	30		
Mathematics	Mean	31	33		
	Range	31	33		
Social Studies	Mean	17	15		
	Range	17	15		
Science	Mean	19	11		
	Range	19	11		
#5002 Reading overall	Number	3	1		
	Mean	167	164		
	Range	162-172	164		
	% Pass 1st attempt	67%	100%		
#5002 breakdown:	Number	3	1		
Reading	Mean	23	25		
	Range	20-25	25		
	% correct (38)	73%	81%		

Writing; Speaking; Listening	Mean	23	19		
	Range	22-24	19		
	% correct (42)	69%	58%		
#5003 Math overall	Number	3	1		
	Mean	172	192		
	Range	166-180	192		
	% Pass 1st attempt	67%	100%		
#5003 breakdown:	Number	3	1		
Numbers and Operations	Mean	13	14		
	Range	12-14	14		
	% correct (20)	81%	88%		
Algebraic Thinking	Mean	9	11		
	Range	6-10	11		
	% correct (15)	72%	92%		
Geometry and Measurement; Data; Statistics; Probability	Mean	9	10		
	Range	8-10	10		
	% correct (15)	72%	83%		
#5004 Social Studies overall	Number	3	1		
	Mean	160	164		
	Range	155-168	164		
	% Pass 1st attempt	67%	100%		
#5004 breakdown:	Number	3	1		
United States History; Government; Citizenship	Mean	15	13		
	Range	13-18	13		
	% correct (25)	61%	52%		
Geography; Anthropology; Sociology	Mean	8	12		
	Range	7-11	12		
	%correct (16)	52%	75%		
World History and Economics	Mean	9	12		
	Range	8-11	12		
	% correct (14)	67%	86%		
#5005 Science overall	Number	3	1		
	Mean	165	164		
	Range	161-167	164		
	% Pass 1st attempt	67%	0%		
#5005 breakdown:	Number	3	1		

Earth Science	Mean	8	9
	Range	6-10	9
	% correct (16)	52%	56%
Life Science	Mean	13	14
	Range	12-14	14
	% correct (17)	78%	82%
Physical Science	Mean	11	12
	Range	11-12	12
	% correct (17)	67%	71%

PBC Elementary Education - Praxis Content Exam:

Elementary Education		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Combined	Number	1	0				
	% Pass 1st attempt	100%					
#0014/5014 overall	Number	1					
	Mean	158					
	Range	158					
	% Pass 1st attempt	100%					
	Pass prior to ST/intern	100%					
#0014/5014 breakdown:	Number						
Reading	Mean						
	Range						
	% correct (30)						
Math	Mean						
	Range						
	% correct (30)						
Social Studies	Mean						
	Range						
	% correct (30)						
Science	Mean						
	Range						
	% correct (30)						
	Number						

#5018 overall	Mean						
	Range						
	% Pass 1st attempt						
#5018 breakdown:	Number						
Reading	Mean						
	Range						
Mathematics	Mean						
	Range						
Social Studies	Mean						
	Range						
Science	Mean						
	Range						
#5002 Reading overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#5002 breakdown:	Number						
Reading	Mean						
	Range						
	% correct (38)						
Writing; Speaking; Listening	Mean						
	Range						
	% correct (42)						
#5003 Math overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#5003 breakdown:	Number						
Numbers and Operations	Mean						
	Range						
	% correct (20)						
Algebraic Thinking	Mean						
	Range						
	% correct (15)						
Geometry and	Mean						

Measurement; Data; Statistics; Probability	Range						
	% correct (15)						
#5004 Social Studies overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#5004 breakdown:	Number						
United States History; Government; Citizenship	Mean						
	Range						
	% correct (25)						
Geography; Anthropology; Sociology	Mean						
	Range						
	%correct (16)						
World History and Economics	Mean						
	Range						
	% correct (14)						
#5005 Science overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#5005 breakdown:	Number						
Earth Science	Mean						
	Range						
	% correct (16)						
Life Science	Mean						
	Range						
	% correct (17)						
Physical Science	Mean						
	Range						
	% correct (17)						

9.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018

Analysis of Data: The benchmark was not met.

Spring 2016 and Spring 2017 Exam #5014: Candidates had a mean score of 70% or above in the two semesters of data in Reading (77%) and Mathematics (78%) for percentage of questions answered correctly. The two-subcategory scores that fell below the benchmark of 70% in the two semesters of data were Social Studies (63%) and Science (67%).

Plan for Continuous Improvement: PBC faculty will collect and analyze sub-category area data for all teacher candidates who take the Praxis prior to submitting their 499 Packet.

Recommendation for Successful Implementation of Plan for Improvement: Faculty will meet once each semester and document on sign-in sheets to review and analyze sub-category scores collected from all students that report/submit their Praxis scores with their 499 Packet for the next academic year and results will be used to inform course revision/redesign.

2018-2019:

Analysis of Data:

The benchmark was not met. The following subcategories of the Content area exams fell below the 70% answered correctly benchmark:

5002: Reading- Writing, Speaking, Listening (69%)

5003: Math- All were above benchmark

5004: Social Studies- United States History, Government, Citizenship (61%); Geography, Anthropology, Sociology (52%); World History and Economics (67%)

5005: Science- Earth Science (52%); Physical Science (67%)

Plan for Continuous Improvement:

A mean score of 70% for the percentage of questions answered correctly in each sub-category will be achieved in each content area of the Praxis Elementary Content Exam.

Recommendations for Successful Implementation of Plan for Improvement:

- Praxis workshops will be created for each of the content areas to better prepare candidates for the exams.
- Encourage enrollment in the minor program to complete the content exam after 6-9 hours of general education content coursework.

2019-2020:

2020-2021:

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

2021-2022:

Breakdown scores were not available for the completer in the fall 2021 semester.

10 Assessment and Benchmark Field Experience Evaluation from Subject Area Method Courses

Assessment: Field Experience Evaluation conducted in subject area methods courses.

Benchmark: Candidates will score a 3.00 or higher on each element of the FEE rubric for Domains 1-4 in each of the subject areas from the corresponding methods courses and EDUC 410.

10.1 Data Field Experience Evaluation from Subject Area Method Courses

2017-2018:

Data table is attached.

2018-2019:
Data table is attached.

2019-2020:

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

2021-2022:
There was one completer in 21-22. The candidate had courses applied to the program over a 10 year period. Data collected since 2017 was reported for the FEE scores.

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

PBC_ELEM_FEE_Content Area_17-18

PBC_ELEM_FEE_Content Area_18-19

PBC_ELEM_FEE_Content Area_21-22

10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was not met.

- Science and social studies data for PBC was not available.
- Math: all practitioner students achieved the goal.
- ELA: Subcomponent 3.1.1 had a mean of 2.67 and subcomponent 3.2.1 had a mean of 2.00

Plan for Continuous Improvement: Data findings will be shared with faculty to communicate the importance of data collection for driving instruction.

Recommendation for Successful Implementation of Plan for Improvement:

- Data analysis will be conducted using FEE data from content area faculty and education faculty will be provided with results.
- Data analysis will be used to strengthen FEE components in the content area subjects.

2018-2019:

Analysis of Data: The benchmark was not met.

- Science and social studies data for PBC was not available.
- Math: The following subcomponents had at least one candidate that scored below a 3.00; Scoring was based on a 1-3 point scale.
 - 1.1.1 =2.67, 67% proficient
 - 1.1.2 =2.67, 67% proficient
 - 1.1.3 =2.67, 67% proficient
 - 1.1.4 =2.67, 67% proficient
 - 2.1.1 =2.33, 33% proficient
 - 2.1.2 =2.67, 67% proficient
 - 2.1.3 =2.67, 67% proficient
 - 2.1.4 =2.67, 67% proficient
 - 2.2.1 =2.33, 33% proficient
 - 3.1.1 =2.67, 67% proficient
 - 3.1.3 =2.33, 33% proficient
 - 3.2.1 =2.00, 0% proficient
 - 3.2.2 =2.67, 67% proficient
 - 3.2.3 =2.67, 67% proficient
 - 3.2.4 =2.67, 67% proficient
 - 3.3.1 =2.00, 0% proficient
 - 3.3.3 =2.67, 67% proficient
 - 3.3.4 =2.33, 33% proficient
- ELA: The following subcomponents had at least one candidate that scored below a 3.00

- There were no subcomponents in which any candidate fell below a 3.00
- EDUC 410: Various Subject Areas- The following subcomponents had at least one candidate that scored below a 3.00
 - 1.1.4 =2.67, 67% proficient
 - 2.1.2 =2.67, 67% proficient
 - 2.2.1 =3.00, 67% proficient
 - 2.2.2 =2.67, 67% proficient
 - 2.2.3 =3.00, 67% proficient
 - 3.1.1 =2.67, 67% proficient
 - 3.1.2 =3.00, 67% proficient
 - 3.1.3 =3.00, 67% proficient
 - 3.3.3 =3.00, 67% proficient

Plan for Continuous Improvement: Data findings will be shared with faculty to communicate the importance of data collection for driving instruction. In addition, all methods faculty will discuss implementing the 1-3 scale for underclassmen when grading them on the FEE. This will help to provide more critical scoring with understanding that beginning methods course candidates are not expected to begin their teaching practice as experts (4) and accommodating for that within their grading.

Recommendation for Successful Implementation of Plan for Improvement:

- Data analysis will be conducted using FEE data from content area faculty and education faculty will be provided with results.
- Data analysis will be used to strengthen FEE components in the content area subjects by addressing the needs in coursework within the program.
- Program faculty will discuss the grading scale that will be used so that they are consistent across methods courses for comparison and growth moving forward.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore, no new data to report. Data will continue to be analyzed by course professors to determine areas of strength and areas for improvement at the end of each semester. Data will also be pulled together for analysis at the end of each academic year to determine if there is a pattern of progression on the assessment as candidates move through the program. Methods faculty will meet prior to the Fall 2021 semester to make a final decision on implementing the 1-3 scale on the FEE for candidates in methods courses. With the implementation of site supervisors, they will be able to facilitate communication between the candidate, mentor teacher/administrator, and university faculty particularly in using the FEE and provide high quality academic feedback.

2021-2022:

The completer in fall 2021 did not take courses in consecutive years resulting in courses taken prior to 2016 and therefore, data is not available. Data was reported for the FEE within the Social Studies content area. The benchmark was not met. Domain 2 had a mean of 2.86 and had only 57% of the elements meeting benchmark. Domain 3 had a mean of 3.00, but had only 73% of the elements meeting benchmark. Due to the low sample size, the EPP will compare these results with other similar programs to determine common areas for improvement.

11 Assessment and Benchmark Lesson Plan

Assessment: Lesson Plan

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

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

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

Knowledge:

Learner Development: InTASC Standard 1 - The candidate determines how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Learning Differences: InTASC Standard 2 - The candidate identifies individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

ACEI Standard 1.0 & 4.0

The CUP is one of the major assessments for Elementary Education candidates, all of whom must take EDUC 324 Methods of Teaching Science in Elementary School (Gr. K-8). In this assessment, students develop a CUP for a science and a social studies CUP to be taught in an elementary (1-5) classroom in multi-day lesson plans. A Comprehensive Unit Plan (CUP) is based on the Louisiana Common Core State Standards (LA CCSS). One can look at the following items: (1) a Unit Plan Template (Elaborated) that is based on the LA CCSS. Each component of this template literally explains what to do. (2) a Unit Plan Template (Plain or Non-elaborated), that is also based on the LA CCSS, to be used by you for your CUP. You simply type your input in the various components of this format. (3) a Unit Plan Rubric that is also based on the LA CCSS so that you can assess your results. It can be a "Three-Day" unit plan on a topic of the curriculum or a "Five-Day" unit plan.

Just as teachers in the profession must design sequenced, aligned, and effective, lessons in order to be successful teachers, so Elementary Education candidates must master these skill if they are to be successful in the classroom.

Statistical analysis of student learning through pre- and post-assessments. This documentation attempts to show if the students learned from the candidate's teaching. This assessment represents an analysis of difference between pre-/post-assessment scores of PK-12 student performance during a unit of instruction.

During their clinical experience, candidates must prepare a unit of instruction, administer a pre/post assessment on that unit of instruction, and analyze the student performance results. That analysis requires them to compare the pre/post results and calculate the difference in student performance. This information is used by program faculty to analyze the impact student teachers' instruction has on PK-12 student learning between the pre/post assessments. This assessment allows the candidates to reflect on their teaching and discuss strong points as well as challenges with University faculty. Examples of common points that could arise as a result of this assessment: 1) Do some students need further instruction? 2) What will your next lesson entail? 3) What worked and why? 4) What failed and why?

Benchmark: A minimum of 80% of the candidates will score at the Proficiency level (3.00) or higher in each category assessed on the lesson plan for each of the four content areas and the various subject plan done in EDUC 410 (the semester prior to student teaching).

11.1 Data

	Element 2.1: Reading,	Element 2.2:	Element 2.2:	Element 2.4:
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		Writing, Oral Language		Mathematics		Science		Social Studies	
Rubric Element		Fall 2017	Spring 2018	Fall 2017	Spring 2018	Fall 2017	Spring 2018	Fall 2017	Spring 2018
Content Standards	Number	0	1	0	1	0	0	0	0
	Mean		4.00						
	Range		4.00						
	% Proficient or Higher		100%						
Student Outcomes	Number		1		1				
	Mean		4.00		3.00				
	Range		4.00		3.00				
	% Proficient or Higher		100%		100%				
Procedures	Number		1		1				
	Mean		4.00		3.00				
	Range		4.00		3.00				
	% Proficient or Higher		100%		100%				
Lesson "Hook"	Number		1		1				
	Mean		4.00		4.00				
	Range		4.00		4.00				
	% Proficient or Higher		100%		100%				
Pre-Planned (Seed) Questions	Number		1						
	Mean		3.00						
	Range		3.00						
	% Proficient or Higher		100%						
Modeled, Guided, Collab. & Ind. Practice	Number		1		1				
	Mean		4.00		3.00				
	Range		4.00		3.00				
	% Proficient or Higher		100%		100%				
Technology	Number		1		1				
	Mean		4.00		3.00				
	Range		4.00		3.00				
	% Proficient or Higher		100%		100%				
Formative /	Number		1		1				
	Mean		4.00		3.00				

Summative Assessment	Range		4.00		3.00				
	% Proficient or Higher		100%		100%				
Relevance & Rationale	Number		1		1				
	Mean		3.00		4.00				
	Range		3.00		4.00				
	% Proficient or Higher		100%		100%				
Exploration, Extension, Supplemental	Number		1		1				
	Mean		4.00		4.00				
	Range		4.00		4.00				
	% Proficient or Higher		100%		100%				
Accommodations / Differentiation	Number		1		1				
	Mean		4.00		4.00				
	Range		4.00		4.00				
	% Proficient or Higher		100%		100%				

		Element 2.1: Reading, Writing, Oral Language		Element 2.2: Mathematics		Element 2.2: Science		Element 2.4: Social Studies	
Rubric Element		Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019
Content Standards	Number	0	3	0	3	0	0	0	0
	Mean		3.33		3.00				
	Range		3-4		3				
	% Proficient or Higher		100%		100%				
Student Outcomes	Number		3		3				
	Mean		3.67		3.00				
	Range		3-4		3				
	% Proficient or Higher		100%		100%				
Additional Standards/Cross Disciplinary Connections 6 ELA	Number		3		3				
	Mean		3.67		1.33				
	Range		3-4		1-2				
	% Proficient or Higher		100%		0%				
	Number		3		3				

Additional Standards/Cross Disciplinary Connections Content	Mean	3.67	2.67				
	Range	3-4	2-3				
	% Proficient or Higher	100%	67%				
Relevance and Rationale	Number	3	3				
	Mean	3.67	3.00				
	Range	3-4	3				
	% Proficient or Higher	100%	100%				
Misconceptions	Number	3	3				
	Mean	4.00	2.33				
	Range	4.00	2-3				
	% Proficient or Higher	100%	33%				
Lesson Progression	Number	3	3				
	Mean	3.67	3.00				
	Range	3-4	3				
	% Proficient or Higher	100%	100%				
Learning Environment	Number	3	3				
	Mean	3.33	2.67				
	Range	2-4	2-3				
	% Proficient or Higher	67%	67%				
Seed Questions	Number	3	3				
	Mean	3.00	1.67				
	Range	2-4	1-2				
	% Proficient or Higher	67%	0%				
Lesson Intro.	Number	3	3				
	Mean	3.67	3.00				
	Range	3-4	3				
	% Proficient or Higher	100%	100%				
Whole Group	Number	3	3				
	Mean	3.33	3.00				
	Range	3-4	3				
	% Proficient or Higher	100%	100%				
	Number	3	3				

Small Group	Mean	3.33	3.00				
	Range	3-4	3				
	% Proficient or Higher	100%	100%				
Independent Practice	Number	3	3				
	Mean	3.67	2.00				
	Range	3-4	2				
	% Proficient or Higher	100%	0%				
Closure	Number	3	3				
	Mean	3.67	2.33				
	Range	3-4	2-3				
	% Proficient or Higher	100%	33%				
Resources and Materials	Number	3	3				
	Mean	3.67	3.00				
	Range	3-4	3				
	% Proficient or Higher	100%	100%				
Teacher Technology Use	Number	3	3				
	Mean	4.00	3.00				
	Range	4	3				
	% Proficient or Higher	100%	100%				
Student Technology Use	Number	3	3				
	Mean	3.33	2.00				
	Range	3-4	2				
	% Proficient or Higher	100%	0%				
Assessment	Number	3	3				
	Mean	3.67	2.33				
	Range	3-4	2-3				
	% Proficient or Higher	100%	33%				
Differentiation by Content, Process, Product	Number	3	3				
	Mean	3.67	3.00				
	Range	3-4	3				
	% Proficient or Higher	100%	100%				
	Number	3	3				

Differentiation by Learner	Mean	3.67	3.00				
	Range	3-4	3				
	% Proficient or Higher	100%	100%				
RTI	Number	3	3				
	Mean	3.00	2.67				
	Range	3-4	3				
	% Proficient or Higher	67%	67%				
Instructional Strategies	Number	3	3				
	Mean	4.00	2.67				
	Range	4.00	2-3				
	% Proficient or Higher	100%	67%				

2019-2020:

2020-2021:

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

2021-2022:

Rubric Element		Element 2.1: Reading, Writing, Oral Language		Element 2.2: Mathematics		Element 2.2: Science		Element 2.4: Social Studies	
		Fall 2021	Spring 2022	Fall 2021	Spring 2022	Fall 2021	Spring 2022	Fall 2021	Spring 2022
Content Standards	Number	0	0	0	0	1	0	1	0
	Mean					4.00		3.00	
	Range					4.00		3.00	
	% Proficient or Higher					100%		100%	
Student Outcomes	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Additional Standards/Cross Disciplinary Connections 6 ELA	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
	Number					1		1	

Additional Standards/Cross Disciplinary Connections Content	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Relevance and Rationale	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Misconceptions	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Lesson Progression	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Learning Environment	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Seed Questions	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Lesson Intro.	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Whole Group	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
	Number					1		1	

Small Group	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Independent Practice	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Closure	Number					1		1	
	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
Resources and Materials	Number					1		1	
	Mean					3.00		3.00	
	Range					3.00		3.00	
	% Proficient or Higher					100%		100%	
Teacher Technology Use	Number					1		1	
	Mean					3.00		4.00	
	Range					3.00		4.00	
	% Proficient or Higher					100%		100%	
Student Technology Use	Number					1		1	
	Mean					3.00		4.00	
	Range					3.00		4.00	
	% Proficient or Higher					100%		100%	
Assessment	Number					1		1	
	Mean					4.00		3.00	
	Range					4.00		3.00	
	% Proficient or Higher					100%		100%	
Differentiation by Content, Process, Product	Number					1		1	
	Mean					3.00		3.00	
	Range					3.00		3.00	
	% Proficient or Higher					100%		100%	
	Number					1		1	

Differentiation by Learner	Mean					3.00		4.00	
	Range					3.00		4.00	
	% Proficient or Higher					100%		100%	
	Number					1		1	
RTI	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
	Number					1		1	
Instructional Strategies	Mean					4.00		4.00	
	Range					4.00		4.00	
	% Proficient or Higher					100%		100%	
	Number					1		1	

		EDUC 410 Lesson Plan Various Subject Areas	
Rubric Element		Fall 2018	Spring 2019
Content Standards and Outcomes	Number		3
	Mean		3.00
	Range		3
	% Proficient or Higher		100%
Student Outcomes and Assessments	Number		3
	Mean		4.00
	Range		4
	% Proficient or Higher		100%
Additional Standards/Cross Disciplinary Connections 6 ELA	Number		3
	Mean		3.33
	Range		3-4
	% Proficient or Higher		100%
Additional Standards/Cross Disciplinary Connections Content	Number		3
	Mean		3.67
	Range		3-4
	% Proficient or Higher		100%
Relevance and Rationale	Number		3
	Mean		4.00
	Range		4
	% Proficient or Higher		100%
	Number		3

Misconceptions	Mean	2.33
	Range	2-3
	% Proficient or Higher	33%
Lesson Progression	Number	3
	Mean	4.00
	Range	4
	% Proficient or Higher	100%
Learning Environment	Number	3
	Mean	3.33
	Range	3-4
	% Proficient or Higher	100%
Seed Questions	Number	3
	Mean	2.33
	Range	1-3
	% Proficient or Higher	67%
Lesson Introduction	Number	3
	Mean	3.33
	Range	3-4
	% Proficient or Higher	100%
Whole Group	Number	3
	Mean	3.67
	Range	3-4
	% Proficient or Higher	100%
Small Group	Number	3
	Mean	3.33
	Range	3-4
	% Proficient or Higher	100%
Independent Practice	Number	3
	Mean	3.00
	Range	2-4
	% Proficient or Higher	67%
Closure	Number	3
	Mean	2.33
	Range	1-3
	% Proficient or Higher	67%
	Number	3
	Mean	3.00

Resources and Materials	Range		3.00
	% Proficient or Higher		100%
Teacher Technology Use	Number		3
	Mean		4.00
	Range		4
	% Proficient or Higher		100%
Student Technology Use	Number		3
	Mean		2.00
	Range		2
	% Proficient or Higher		0%
Assessment	Number		3
	Mean		3.00
	Range		3
	% Proficient or Higher		100%
Differentiation by Content, Process, Product	Number		3
	Mean		3.00
	Range		2-4
	% Proficient or Higher		67%
Differentiation by Learner	Number		3
	Mean		3.33
	Range		3-4
	% Proficient or Higher		100%
Response to Intervention	Number		3
	Mean		3.00
	Range		3
	% Proficient or Higher		100%
Instructional Strategies	Number		3
	Mean		3.33
	Range		3-4
	% Proficient or Higher		100%

		EDUC 410 Lesson Plan Various Subject Areas	
Rubric Element		Fall 2021	Spring 2022
Content Standards and Outcomes	Number	0	0
	Mean		
	Range		

	% Proficient or Higher		
Student Outcomes and Assessments	Number		
	Mean		
	Range		
	% Proficient or Higher		
Additional Standards/Cross Disciplinary Connections 6 ELA	Number		
	Mean		
	Range		
	% Proficient or Higher		
Additional Standards/Cross Disciplinary Connections Content	Number		
	Mean		
	Range		
	% Proficient or Higher		
Relevance and Rationale	Number		
	Mean		
	Range		
	% Proficient or Higher		
Misconceptions	Number		
	Mean		
	Range		
	% Proficient or Higher		
Lesson Progression	Number		
	Mean		
	Range		
	% Proficient or Higher		
Learning Environment	Number		
	Mean		
	Range		
	% Proficient or Higher		
Seed Questions	Number		
	Mean		
	Range		
	% Proficient or Higher		
Lesson Introduction	Number		
	Mean		
	Range		
	% Proficient or		

	Higher		
Whole Group	Number		
	Mean		
	Range		
	% Proficient or Higher		
Small Group	Number		
	Mean		
	Range		
	% Proficient or Higher		
Independent Practice	Number		
	Mean		
	Range		
	% Proficient or Higher		
Closure	Number		
	Mean		
	Range		
	% Proficient or Higher		
Resources and Materials	Number		
	Mean		
	Range		
	% Proficient or Higher		
Teacher Technology Use	Number		
	Mean		
	Range		
	% Proficient or Higher		
Student Technology Use	Number		
	Mean		
	Range		
	% Proficient or Higher		
Assessment	Number		
	Mean		
	Range		
	% Proficient or Higher		
Differentiation by Content, Process, Product	Number		
	Mean		
	Range		
	% Proficient or Higher		

Differentiation by Learner	Number		
	Mean		
	Range		
	% Proficient or Higher		
Response to Intervention	Number		
	Mean		
	Range		
	% Proficient or Higher		
Instructional Strategies	Number		
	Mean		
	Range		
	% Proficient or Higher		

2019-2020:

2020-2021:

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

2021-2022:

Completer for fall 2021 had coursework for a 10 year period. Data available was reported for lesson planning in the table above.

11.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018

Analysis of Data: The benchmark was not met in all areas.

- Element 2.1. Reading, Writing, Oral Language and Element 2.2. Mathematics: The one student received a rating of 3.0 or higher in each area of the rubric.
- EDUC 410 Lesson Plan Various Subject Areas: Ten of the 11 areas received a rating of 3.0 or higher.
- EDUC 410 Lesson Plan Various Subject Areas: Accommodations/Differentiation received a rating of 2.0 which is below the benchmark.

Plan for Continuous Improvement: A revised lesson plan rubric will be adopted in the Elementary PBC and Practitioner programs during 2018-2019.

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

2018-2019:

Analysis of Data: The benchmark was not met in all areas.

- Math: The following elements fell below the 80% proficiency benchmark:
 - Learning Environment: =3.33, 67% proficient
 - Seed Questions: =3.00, 67% proficient
 - Response to Intervention: =3.00, 67% proficient
- ELA: The following elements fell below the 80% proficiency benchmark:
 - Additional Standards/Cross Disciplinary Connections 6 ELA: =1.22, 0% proficient
 - Additional Standards/Cross Disciplinary Connections Content: =2.67, 67% proficient

- Misconceptions: =2.33, 33% proficient
- Learning Environment: =2.67, 67% proficient
- Seed Questions: =1.67, 0% proficient
- Independent Practice: =2.00, 0% proficient
- Closure: =2.33, 33% proficient
- Student Technology Use: =2.00, 0% proficient
- Assessment: =2.33, 33% proficient
- Response to Intervention: =2.67, 67% proficient
- Instructional Strategies: =2.67, 67% proficient
- Classroom Management (Various Subject Areas): The following elements fell below the 80% proficiency benchmark:
 - Misconceptions: =2.33, 33% proficient
 - Seed Questions: =2.33, 67% proficient
 - Independent Practice: =3.00, 67% proficient
 - Closure: =2.33, 67% proficient
 - Student Technology Use: =2.00, 0% proficient
 - Differentiation by Content, Process, Product: =3.00, 67% proficient

Plan for Continuous Improvement: A revised lesson plan rubric was implemented in the 2018-2019 AY. Faculty and candidates are adjusting to the modified lesson plan expectations and how/where those elements are addressed throughout the program.

Recommendation for Successful Implementation of Plan for Improvement: Develop and implement a systematic process to track student performance data from the new Lesson Plan rubric in order to more accurately identify areas of weakness on the Lesson Plan assessment. Candidates will be encouraged to enroll in the lesson planning course in order to have a solid background in understanding the components and expectations for writing a successful plan.

2019-2020:

2020-2021:

There were no completers during the 2020-2021 academic year and therefore no new data to report. EDUC 315 was added as a requirement to the PBC program to provide candidates with a foundation to implement lesson planning throughout their methods coursework. Faculty will continue to evaluate lesson plan data within their courses at the end of each semester. In the summer semester, faculty make recommendations for edits to the Lesson Plan Template and Rubric based on the analysis of the data collected. The plan is revised and an updated version is put in to place for the following fall semester.

2021-2022:

Due to the timeline of the completer's coursework, lesson plans for science and social studies were reported. The candidate scored at proficiency or higher in all categories of the lesson plan rubric. With the implementation of a course that focuses on the process of lesson planning, we are encouraged by the improved results in the upper level coursework.

12 Assessment and Benchmark Field Experience Evaluation - Student Teaching

Assessment: Field Experience Evaluation Domains 1-5

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

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

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

ACEI Standard 1.0, Element 3.1, 3.3, 3.4, 3.5, Standard 4.0, Element 5.1

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

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

12.1 Data Field Experience Evaluation Domains 1-4

2017-2018:

Data table is attached.

2018-2019:

Data table is attached.

2019-2020:

2020-2021:

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

2021-2022:

Data table is attached.

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

PBC_ELEM_FEE_Domains 1-4

PBC_ELEM_FEE_Domains 1-4_18-19

PBC_ELEM_FEE_Domains 1-4_21-22

12.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark of 3.00 or higher on each element was not met.

- Spring 2018: One of two (50%) PBC students scored below 3.0 on element 3.3.4: Student self-assessment and monitoring of progress.
- Spring 2018: The practitioner (100%) scored below benchmark on Assessment Criteria (element 3.3.1) and Student Self-Assessment and Monitoring of Progress (element 3.3.4)

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

Recommendation for Successful Implementation of Plan for Improvement:

- Effectiveness of pre- and post-conferences will be measured through candidates' completion of a survey as well as their performance on lesson reflections.
- Identified FEE Domains 1-4 weaknesses discussed with PBC and Practitioner program faculty during curriculum redesign meetings during 2018-2019. Implementation and teaching of the revised FEE domains throughout the scope and sequence of Education coursework in the curriculum redesign

2018-2019:

Analysis of Data: The benchmark of 3.00 or higher on each element was not met.

- Spring 2019 (n=5):
 - Element 2.2.2: =2.85, 40% proficient
 - Element 3.1.3: =2.95, 40% proficient

Plan for Continuous Improvement: Faculty will continue to support candidates in improving their teaching in the field.

Recommendation for Successful Implementation of Plan for Improvement: Professors will be implementing the use of the POP Cycle for coursework throughout the program. In addition,

POP Cycles will be used for candidates during the student teaching/residency semesters to provide timely and actionable academic feedback to candidates to foster improved teaching in the field.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. The POP Cycle will be implemented for the two observations in each of the internship/teacher residency semesters. Data driven professional development sessions for the candidates will be delivered each week. Additionally, the EPP faculty will align the FEE to the CAEP Elementary Standards during the summer 2021 semester.

2021-2022:

The benchmark was not met. Domain 1 had a mean score of 3.00 (which is proficient), but had 50% of the elements that did not reach benchmark (1.1.2, 1.1.4). Domain 2 had a mean score of 3.14, with 71% of the elements meeting benchmark. Elements in which benchmark was not met include element 2.1.2 and 2.2.3. Domain 3 had the most areas for improvement, with a mean score of 2.59 and only 27% of the elements meeting benchmark. 3.2.2, 3.2.3 and 3.2.4 were the elements in domain 3 in which the benchmark was met. Domain 4 had 100% proficient.

The Field Experience Evaluation will be reconsidered as the EPP is looking to move to the Danielson Rubric for evaluations, which is better aligned to what is used in the P-12 school system.

12.2 Data Field Experience Evaluation_Domain 5

2017-2018:

Data table is attached.

2018-2019:

Data table for Domain 5 of the FEE from Student Teaching is attached.

2019-2020:

2020-2021:

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

2021-2022:

Data table attached.

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

PBC_ELEM_FEE_Content Area_17-18

PBC_ELEM_FEE_Domain 5_18-19

PBC_ELEM_FEE_Domain 5_21-22

12.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met.

- Spring 2018: One of two (50%) PBC students scored below 3.0 on ACEI Standard 4, elements 3.3.1: Student self-assessment and monitoring of progress.
- Spring 2018: The practitioner (100%) scored below benchmark on ACEI Standard 4, Assessment Criteria (element 3.3.1) and Student Self-Assessment and Monitoring of Progress (element 3.3.4)

Plan for Continuous Improvement: FEE Domain data addressing ACEI standard findings/analysis will be shared with the faculty of the Elementary PBC and Practitioner programs during curriculum redesign so they can reinforce expectations and provide examples to students on weak domains.

								N=2	N=1
Choice of Assessment	4.0	6	Mean	2.20	3.67	3.60			4.00
			Range	2.00-3.00	3.00-4.00	3.00-4.00			4.00
			% proficient or higher	20%	100%	100%			100%
Pre-Assessment	4.0	6	Mean	1.00	2.33	2.80			4.00
			Range	1.00	1.00-4.00	1.00-4.00			4.00
			% proficient or higher	0%	33%	60%			100%
Post-Assessment	4.0	6	Mean	3.00	3.00	2.20			4.00
			Range	3.00	1.00-4.00	1.00-4.00			4.00
			% proficient or higher	100%	67%	40%			100%
Alignment of Lesson Evidence	1.0	6	Mean	2.60	3.33	2.20			4.00
			Range	2.00-4.00	2.00-4.00	1.00-4.00			4.00
			% proficient or higher	40%	67%	40%			100%
Student Level of Mastery and Evaluation of Factors	4.0	6	Mean	2.60	3.667	2.80			4.00
			Range	2.00-4.00	3.00-4.00	2.00-4.00			4.00
			% proficient or higher	40%	100%	40%			100%
Data to Determine Patterns and Gaps	4.0	6	Mean	2.20	3.00	2.80			4.00
			Range	2.00-3.00	3.00-4.00	1.00-4.00			4.00
			% proficient or higher	20%	67%	60%			100%
Response to Interventions	4.0	6	Mean	1.00	3.33	3.00			4.00
			Range	1.00	2.00-4.00	1.00-4.00			4.00
			% proficient or higher	0%	67%	60%			100%

Criteria	ACEI Standard	InTASC Standard	EDUC 410	Fall 2018 N=0	Spring 2019 N=3
Choice of Assessment	4.0	6	Mean		4.00
			Range		4.00
			% proficient or		

			higher		100%
Pre- Assessment	4.0	6	Mean		2.33
			Range		2-3
			% proficient or higher		33%
Post- Assessment	4.0	6	Mean		2.67
			Range		2-3
			% proficient or higher		67%
Alignment of Lesson	1.0	6	Mean		4.00
			Range		4
			% proficient or higher		100%

Criteria	EDUC 334	Fall 2018 N=0	Spring 2019 N=4	Fall 2019 N=0	Spring 2020 N=0	Fall 2020 N=0	Spring 2021 N=0	Fall 2021 N=0*	Spring 2022 N=0
Standards and Alignment Question 2	Mean		4.00						
	Range		4						
	% Proficient or Higher		100%						
Patterns and Gaps (Strength)	Mean		3.50						
	Range		3-4						
	% Proficient or Higher		100%						
Patterns and Gaps (Challenges)	Mean		3.25						
	Range		3-4						
	% Proficient or Higher		100%						
Analysis of Assessment	Mean		3.50						
	Range		3-4						
	% Proficient or Higher		100%						
Evidence of Alignment	Mean		2.25						
	Range		2-3						
	% Proficient or Higher		25%						
Application of Data	Mean		3.75						
	Range		3-4						
	% Proficient or Higher		100%						
	Mean		3.50						

RTI	Range		3-4						
	% Proficient or Higher		100%						

*Completer in Fall 2021 was enrolled in EDUC 334 prior to 2017, which was the start of the current data collection process.

13.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met.

- No PBC student data was available.
- One Practitioner achieved 100% in all ACEI standards of the TCWS.

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

Recommendation for Successful Implementation of Plan for Improvement:

- TCWS data analysis results will be documented and filed, then shared with PBC and Practitioner program faculty in order to ensure TCWS implementation and teachings throughout the scope and sequence of education coursework is consistently incorporated into the curriculum redesign and adoption.
- Recommendations for course content changes made as a result of the analysis and discussion will be documented.

2018-2019:

Analysis of Data: The benchmark was not met.

EDUC 410: Candidates fell below benchmark on the Pre-Assessment with a mean score of 2.33 and 33% proficiency (n=3) and Post-Assessment with a mean score of 2.67 and 67% proficiency

EDUC 334: The Teaching Cycle: Candidate scored at or above the proficiency level in all categories except for Evidence of Alignment which had a mean score of 2.25 and 25% proficiency (n=4).

Plan for Continuous Improvement: The Teacher Candidate Work Sample has now been morphed into the Teaching Cycle. This was piloted in the 18-19 AY and will be fully implemented in all programs and methods courses in the 19-20 AY. This evaluation tool will provide useful data for diagnosing the strengths and weaknesses in the practices of our candidates.

Recommendation for Successful Implementation of Plan for Improvement:

- Faculty will work together to distribute the learning and familiarity with the Teaching Cycle throughout coursework and explain the transition to the revised assessment.

2019-2020:

2020-2021:

There were no completers for this program in the 2020-2021 academic year and therefore no new data to report. The Teacher Candidate Work Sample has been revised and is now the Teaching Cycle Assessment. This assessment was piloted in the 2018-2019 academic year and was fully implemented into all programs and methods courses in the 2019-2020 academic year. This tool is used to provide useful data for diagnosing the strengths and weaknesses in the practices of our candidates. The rainbow chart will be reviewed and revised in summer 2021 so that the Teaching Cycle components are introduced sequentially throughout the program.

2021-2022:

Completer was enrolled in the course in which the data would have been collected prior to 2016. The current data collection process began in 2017 and therefore, it is not available for reporting.

14 Assessment and Benchmark EDUC 416 Case Study

Assessment: Case Study Assessment

Benchmark: 80% of candidates will pass the Case Study assignment at the proficiency level (3.00) or higher.

14.1 Data

Criteria	ACEI Standard	InTASC Standard		Fall 2015 N=7	Spring 2016 N=2	Fall 2016 N=0	Spring 2017 N=0	Fall 2017 N=0	Spring 2018 N=2
Analysis of Pre- and Post-test Data	4.0	6	Mean						
			Range						
			% proficient or higher						
Fluency	3.1	4	Mean						
			Range						
			% proficient or higher						
Instructional Strategies	3.1	7	Mean						
			Range						
			% proficient or higher						
Response to Intervention	1.0	6	Mean	3.14	3.00				
			Range	2.00-4.00	2.00-4.00				
			% proficient or higher	71%	50%				

Criteria	ACEI Standard	InTASC Standard		Fall 2018 N=	Spring 2019 N=3	Fall 2019 N=0	Spring 2020 N=0	Fall 2020 N=	Spring 2021 N=
Analysis of Pre- and Post-test Data	4.0	6	Mean		3.00				
			Range		3				
			% proficient or higher		100%				
Fluency	3.1	4	Mean		3.33				
			Range		3-4				
			% proficient or higher		100%				
Instructional			Mean		3.33				
			Range		3-4				

Strategies	3.1	7	% proficient or higher	100%				
Response to Intervention	1.0	6	Mean	3.00				
			Range	3				
			% proficient or higher	100%				

2021-2022:

Fall 2021 completer was enrolled in EDUC 416 prior to 2016, which is when the current data collection process was created.

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: There was no data reported on the candidates.

Plan for Continuous Improvement: 80% of candidates will pass the Case Study assignment at the proficiency level (3.00) or higher.

Recommendation for Successful Implementation of Plan for Improvement:

- The department will review the candidates' performance data on the Case Study to identify areas of weakness within the PLT exam.
- Data analysis will be discussed during curriculum redesign meetings and curriculum or course revisions adopted as necessary.

2018-2019:

Analysis of Data: The benchmark was met as all candidates scored at the proficiency level or above on the rubric elements reported from the Case Study assignment.

Plan for Continuous Improvement: Due to small sample size. faculty will review data over a period of time to identify trends in strengths and areas of improvement.

Recommendation for Successful Implementation of Plan for Improvement:

- Faculty are working to revise the rubric to contain elements that are clear, concise, and rigorous.
- Reading faculty are continuing to collaborate on the progression of course content throughout the reading sequence in the program.
- At the end of the 19-20 AY, faculty will look at the two years of data to determine trends in strengths and weaknesses and create a plan for improvement to strengthen candidate performance.

2019-2020:

2020-2021:

There were no completers in this program in the 2020-2021 academic year and therefore no new data to report. Faculty will review the assessment and determine whether the rubric needs to be revised or a new assessment should be used. The revision or replacement should be in effect in the fall 2022.

2021-2022:

Due to faculty turnover and because the completer was enrolled in the course prior to the onset of the current data collection system, data is not available for the Case Study.

End of report