Health and Physical Education Grades K-12 [HEDU]

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

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Program Name: Health and Physical Education Grades K-12 [HEDU]

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:
First time pass rate has improved from previous years. Will continue to monitor progress for the upcoming year as the numbers will be greater during 2018-2019.

2018-2019:
First time pass rate for HPE content was much lower in the spring semester when compared to previous terms (see data analysis). We are evaluating and redesigning content which is found on the exam to be taught earlier in the degree plan for the new program redesign.

2019-2020:

2020-2021:
Though the number of students completing the HHP 200 packet did decrease by one student from the last recorded numbers, the loss of only one student given the hurricane and COVID issues shows a success in recruiting.

2021-2022:

4 Program Highlights from the Reporting Year

2017-2018:
The number of completers from fall to spring semester was a good increase. While this group struggled on the first-time pass rate of the PRAXIS Content exam, the work that they did during method and practicum courses was a good quality and they exhibited a strong desire to truly learn and develop their skill set for the real world setting.

HHP 343 - Over 60% of students scored target of three or better in six areas of the CUP Lesson Plan rubric (Prereq for 450).

All students in HHP 450 scored a target of three in eight areas of the CUP Lesson Plan Rubric.

2018-2019:

2019-2020:

2020-2021:
100% of students who are pursuing a career in the educational field were successfully placed in a teaching position upon completion of the program.

2021-2022:

5 Program Mission

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

6 Institutional Mission Reference

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

7 Assessment and Benchmark HHP 103 Developmentally Diverse Lesson Plan

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

Benchmark: 75% of students will pass with a grade of 80% or better, on their first attempt, on their lesson plans involving developmentally appropriate instruction in a teaching environment.

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

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

HHP 103 Developmentally Diverse Lesson Plan Rubric

Outcome Links

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

Content Knowledge [Program]
Students will demonstrate achievement of content knowledge of Health and Physical Education.

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

Other Certification Area Competencies [External]

All Levels K-12 Education

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

E

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

2008 American Association for Health Education [External]

Standard I: Content Knowledge

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

Standard III: Planning

Candidates plan effective comprehensive school health education curricula and programs.

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

Standard 2 Skillfulness/Health-R Fitness

Skillfulness and Health-Related Fitness(2). Physical education candidates are physically literate individuals who can demonstrate skillful performance(3) in physical education content areas and health-enhancing levels of fitness. (2)To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs,

exercise logs). (3)Skillful performance: A personâ€™s effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

Standard 3 Planning and Implementation

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

7.1 Data

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

7.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Scores have maintained. Will continue to focus on expectations in practice sessions.

2018-2019:
Scores continue to maintain. The instructor and program coordinator are working to develop a newer scoring instrument that will be a bit more rigorous.

2019-2020:

2020-2021:
The instructor was unable to complete this assignment with the students this academic year due to the complication presented by COVID 19, the hurricanes that struck Lake Charles, and the freeze that caused the cancelation of school. With the return of face-to-face courses this assignment will be continued as a regular part of this course.

2021-2022:
Benchmark was successful. Instructor is developing more in-depth assessment of lesson plan for next cycle.

8 Assessment and Benchmark HHP 104 Physical Activity Lesson Plan

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

Benchmark: 75% of students will pass with a grade of 80% or better, on their first attempt, on their lesson plans involving developmentally appropriate instruction in a teaching environment.

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

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

HHP 104 Physical Activity Lesson Plan Rubric

Outcome Links

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

Content Knowledge [Program]
Students will demonstrate achievement of content knowledge of Health and Physical Education.

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

Other Certification Area Competencies [External]

All Levels K-12 Education

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

E

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

2008 American Association for Health Education [External]

Standard I: Content Knowledge

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

Standard III: Planning

Candidates plan effective comprehensive school health education curricula and programs.

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

Standard 2 Skillfulness/Health-R Fitness

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

Standard 3 Planning and Implementation

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

8.1 Data

Semester	Students that scored 80% or higher on first attempt	
	#	%
Fall 2017	—	95
Spring 2018	—	90
Fall 2018	8/9	89
Spring 2019	14/16	88
Fall 2019	—	—
Spring 2020	—	—

Fall 2020	—	—
Spring 2021	—	—
Fall 2021	—	—
Spring 2022	5/6	83

8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Continue with focus on higher standard while maintaining achievement level.

2018-2019:
Scores continue to maintain. The instructor and program coordinator are working to develop a newer scoring instrument which will be a bit more rigorous.

2019-2020:

2020-2021:
The instructor was unable to complete this assignment with the students this academic year due to the complication presented by COVID 19, the hurricanes that struck Lake Charles, and the freeze that caused the cancelation of school. With the return of face-to-face courses this assignment will be continued as a regular part of this course.

2021-2022:
Benchmark successful. Continued work on rigorous instrument for scoring this assignment.

9 Assessment and Benchmark HHP 331 Human Movement Report

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

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

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

Mechanical Analysis Rubric

Outcome Links

Content Knowledge [Program]
Students will demonstrate achievement of content knowledge of Health and Physical Education.

Critical Thinking [Program]
All teacher candidates apply critical thinking in academic and professional environments.

2008 American Association for Health Education [External]

Standard I: Content Knowledge

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

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

Standard 1 Content and Foundational Know

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

9.1 Data

Academic Year	Fall enrollment	Spring enrollment	Summer enrollment	Students that scored 80% or better	
				#	%
2013-2014	6	8	1	15/15	100%
2014-2015	5	7	3	15/15	100%
2015-2016	6	4	2	12/12	100%

2016-2017	6	5	3	14/14	100%
2017-2018	4	5	2	11/11	100%
2018-2019	2	8	3	11/13	85%
2019-2020	—	—	—	—	—
2020-2021	3	6	0	1/9	11%
2021-2022	—	—	—	—	—

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

2018-2019:
The expected level of achievement will remain at 80%. In the upcoming academic year, there is a new instructor for one of the 331 sections. He will utilize the same grading instrument for the mechanical analysis.

2019-2020:

2020-2021:
Due to the complications created by COVID 19, the two hurricanes that struck Lake Charles, and the freezing conditions that resulted in cancelation of school, students were not able to participate in key laboratory exercises that would have aided with the analyzation of human movement. The return to face-to-face instruction will allow for the hands-on activities that were unavailable this academic year, it is believed that this lack of tactile learning contributed to the inability of the student population to reach the benchmark in this course. Measurements that focused on theory rather than application remained constant with the online only courses while students struggled with application knowledge through out the course.

2021-2022:
Data not reported by instructor.

10 Assessment and Benchmark HHP 345 Physical Performance Tests Lab Report

Assessment: Students will be able to perform and evaluate physical performance tests.

Benchmark: 90% of students score 80% of better on all physical performance tests in lab report(s).

Outcome Links

Content Knowledge [Program]
Students will demonstrate achievement of content knowledge of Health and Physical Education.

2008 American Association for Health Education [External]

Standard I: Content Knowledge

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

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

Standard 1 Content and Foundational Know

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

Standard 2 Skillfulness/Health-R Fitness

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

10.1 Data

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

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

10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Weaknesses: Points lost mainly due to writing skills and failure to meet due date/posting requirements.
Strengths: Students were knowledgeable and effective at performing physical performance tests and demonstrated a solid grasp of technique.

2018-2019:
The data submitted is incomplete. The HHP department hired a new faculty member who taught a fall, spring, and summer section of this course which had a total of 11 HEDU students. The teacher did not include labs in the course so data was not collected. The plan for the 2019-2020 academic year is to restrict the lab course to specific majors including HEDU. The other option being considered is to create a new course.

2019-2020:

2020-2021:
The only instructor of this course does not include laboratory exercises of any type. The program coordinator will be consulted about the viability of changing this assessment completely.

2021-2022:
The only instructor of this course does not include laboratory exercises of any type.

11 Assessment and Benchmark HHP 468 Final Field Experience Evaluation III

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

Benchmark: Mean score of 3.00.

Outcome Links

Content Knowledge [Program]
Students will demonstrate achievement of content knowledge of Health and Physical Education.

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

Instructional Tools [Program]
All level teacher candidates create instructional tools for use in a peer teaching environment.

Other Certification Area Competencies [External]

All Levels K-12 Education

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

E

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

2008 American Association for Health Education [External]

Standard I: Content Knowledge

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

Standard II: Needs Assessment

Candidates assess needs to determine priorities for school health education.

Standard III: Planning

Candidates plan effective comprehensive school health education curricula and programs.

Standard IV: Implementation

Candidates implement health education instruction

Standard V: Assessment

Candidates assess student learning.

Standard VI: Administration&Coordination

Candidates plan and coordinate a school health education program.

Standard VII: Being a Resource

Candidates serve as a resource person in health education.

Standard VIII: Communication & Advocacy

Candidates communicate and advocate for health and school health education.

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

Standard 1 Content and Foundational Know

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

Standard 3 Planning and Implementation

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

Standard 4 Instructional Delivery & Mgmt

Instructional Delivery and Management. Physical education candidates engage students in meaningful

learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5 Assessment of Student Learn

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

Standard 6 Professional Responsibility

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

11.1 Data

HHP 468 Final Field Experience Evaluation III:

HHP	Fall 2017			Spring 2018			Fall 2018			Spring 2019		
Component	#	Mean	Range	#	Mean	Range	#	Mean	Range	#	Mean	Range
5.1	3	3.38	3.00-3.63	3	3.19	3.63-3.75	1	3.25	3.25	8	3.44	3.13-3.88
5.2	3	3.46	3.38-3.5	3	3.23	3.75-3.88	1	3.38	3.38	8	3.43	2.88-3.88
5.3	3	3.84	3.75-3.88	3	3.42	3.88-4.00	1	4.00	4.00	8	3.92	3.75-4.00
5.4	3	3.83	3.75-4.00	3	3.42	4.00	1	4.00	4.00	8	3.77	3.38-4.00
5.5	3	3.92	3.75-4.00	3	3.46	4.00	1	4.00	4.00	8	3.92	3.50-4.00
5.6	3	3.96	3.88-4.00	3	3.48	3.88-4.00	1	4.00	4.00	8	3.88	3.50-4.00
5.7												

HHP	Fall 2019			Spring 2020			Fall 2020				Spring 2021			
Component	#	Mean	Range	#	Mean	Range	#	Mean	Range	% Prof.	#	Mean	Range	% Prof.
5.1							5	4.00	4.00	100%	5	3.48	3.00-3.75	100%
5.2							5	3.73	3,00-4.00	100%	5	3.30	2.63-3.75	80%
5.3							5	3.93	3.67-4.00	100%	5	3.45	3.00-3.75	100%
5.4							5	4.00	4.00	100%	5	3.65	3.38-4.00	100%
5.5							5	4.00	4.00	100%	5	3.73	3.38-4.00	100%
5.6							5	4.00	4.00	100%	5	3.70	3.25-4.00	100%
5.7														
TECH 1											5	2.78	1.75-3.88	40%
TECH 2											5	2.53	1.63-3.13	60%
													1.38-	

TECH 3										5	2.30	3.38	20%

HHP	Fall 2021				Spring 2022			
Component	#	Mean	Range	% Prof.	#	Mean	Range	% Prof.
5.1	3	3.59	3.50-3.63	100%	6	3.54	3.25-4.00	100%
5.2	3	3.63	3.50-3.75	100%	6	3.42	3.25-3.50	100%
5.3	3	3.67	3.50-3.88	100%	6	3.29	3.08-3.75	100%
5.4	3	3.63	3.50-3.75	100%	6	3.65	3.63-3.75	100%
5.5	3	3.67	3.50-3.88	100%	6	3.71	3.63-3.88	100%
5.6	3	3.67	3.50-3.75	100%	6	3.59	3.50-3.75	100%
5.7								
TECH 1	3	2.79	2.38-3.50	33%	6	2.25	1.50-3.00	17%
TECH 2	3	2.88	2.38-3.75	33%	6	2.27	1.50-3.00	17%
TECH 3	3	2.88	2.38-3.50	33%	6	2.05	1.17-3.00	17%

11.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Mean scores met the newly identified benchmark of a 3.00. It is important to note that these are scores compiled at the “end” of the student teaching experience. There are summative assessments collected throughout the semester which are reviewed with the candidate. Whereas this data is not analyzed on an annual basis, we do monitor the more formative data as well so as to ensure that the student teaching process is remaining effective.

2018-2019:
The benchmark score of 3.00 has maintained for all students teachers. In the upcoming academic year, there is a strong possibility that there will be new field supervisors for the student teachers in HPE. It will be critical that the new supervisors go through the appropriate instrument training.

2019-2020:

2020-2021:
All students met the benchmark for the FEE Domain 5. Scores for the fall 2020 semester were based off less evaluations due to the hurricanes and restricted learning environment due to COVID. The spring 2021 students had a larger range in scores which reflects a more accurate evaluation.

2021-2022:
All students met the benchmark for the FEE Domain 5 elements 1-6 that were scored in the fall 2021 and spring 2022 semesters. Candidates did not reach benchmark on any of the technology items for either semester.

EPAC representatives from the Department of Health and Human Performance will ensure that the content portion of domain 5 aligns to the appropriate standards and will assist in the evaluation of content knowledge of candidates during the residency semester evaluations.

12 Assessment and Benchmark Praxis II

Program: H&HP Traditional
Assessment #1: Praxis Content
Exam #: 5857

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

Outcome Links

Content Knowledge [Program]
Students will demonstrate achievement of content knowledge of Health and Physical Education.

12.1 Data

HHP Education - Praxis Content #5857:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5857 overall	Number	6	6	6	5	3	3
	Mean	167	163	169	166	162	178
	Range	162-174	160-168	160-175	157-175	160-163	172-185
	Pass 1st attempt	83%	77%	50%	80%	100%	100%
	Pass prior to teaching /intern	100%	100%	100%	100%	100%	100%
#5857 breakdown:	Number	5	5			3	3
Health Ed as a Discipline/ Health Instruction	Mean	15	17			14	16
	Range	11-17	13-22			14-15	14-18
	Possible points/ questions (26)						
Health Ed Content/ Physical Education	Mean	22	24			21	23
	Range	21-24	20-24			18-23	19-27
	Possible points/ questions (32)						
Content Knowledge and Student Growth and Development	Mean	13	14			11	15
	Range	10-15	11-18			10-12	14-16
	Possible points/ questions (22)						
Management, Motivation, & Communication/ Collaboration, Reflection, & Technology	Mean	18	20			18	20
	Range	16-19	14-23			17-20	19-21
	Possible points/ questions (29)						
	Mean	14	14			13	15
	Range	12-15	11-17			12-13	13-16

Planning, Instruction, and Student Assessment	Possible points/ questions (21)						

		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
#5857 overall	Number	1	8			5	5
	Mean	164	167			167	168.4
	Range	164	160-175			160-177	161-177
	Pass 1st attempt	100%	38%			40%	40%
	Pass prior to teaching /intern	100%	100%			100%	100%
#5857 breakdown:	Number	1	8			5	5
Health Ed as a Discipline/ Health Instruction	Mean	17	16.4			15.4	17
	Range	17	12-21			13-17	14-19
	Percentage Correct (22)	77%	74%			70%	77%
Health Ed Content/ Physical Education	Mean	17	19			20.2	18.8
	Range	17	15-22			17-24	14-23
	Percentage Correct (28)	61%	68%			72%	67%
Content Knowledge and Student Growth and Development	Mean	11	12.3			12	12.6
	Range	11	10-16			6-14	10-15
	Percentage Correct (18)	61%	68%			67%	70%
Management, Motivation, & Communication/ Collaboration, Reflection, & Technology	Mean	19	19.3			20	19.8
	Range	19	14-24			17-22	15-23
	Possible points/ questions (25)	76%	77%			80%	79%
Planning, Instruction, and Student Assessment	Mean	12	13.1			12	14.2
	Range	12	10-16			8-15	14-15
	Possible points/ questions (17)	71%	77%			71%	84%

		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
#5857 overall	Number	3	6				
	Mean	165	169				
	Range	161-170	161-179				
	Pass 1st						

	attempt	33%	67%				
	Pass prior to teaching /intern	100%	100%				
#5857 breakdown:	Number	3	6				
Health Ed as a Discipline/ Health Instruction	Mean	15	17				
	Range	13-18	14-18				
	Percentage Correct (22)	70%	75%				
Health Ed Content/ Physical Education	Mean	19	21				
	Range	17-22	19-22				
	Percentage Correct (28)	69%	73%				
Content Knowledge and Student Growth and Development	Mean	12	13				
	Range	11-13	10-15				
	Percentage Correct (17-18)	71%	72%				
Management, Motivation, & Communication/ Collaboration, Reflection, & Technology	Mean	18	18				
	Range	17-19	14-21				
	Possible points/ questions (25)	72%	73%				
Planning, Instruction, and Student Assessment	Mean	13	13				
	Range	12-15	9-15				
	Possible points/ questions (17)	76%	74%				

12.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
100% passed the exam the first time. Will continue the prepping process in the HHP methods courses.

2018-2019:
First time pass rates were lower than in previous semesters. The primary reason for this is that we are encouraging our students to take the exam earlier in the degree plan. The newest curriculum change will require our students to take this exam late sophomore/early jr year. We are trying to evaluate when/where HPE Praxis content should be taught to meet the needs of earlier test takers.

2019-2020:

2020-2021:
The first-time pass rate for this exam is not meeting program benchmarks. The program coordinator and assistant coordinator are reviewing all portions of the exam. Specific courses will be identified to include more in depth material to better prepare for the exam.

2021-2022:
5 of the 9 candidates in the 2021-2022 academic year passed the content exam on the first attempt (56%). This does not meet benchmark.

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

13 Assessment and Benchmark inTASC Standards - Lesson Planning

Assessment: 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.

Benchmark: 80% of students will score at least a 3.00 on each component of this assessment.

13.1 Data

HHP Education - Lesson Plan Data:

Rubric Element	InTASC Standard		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Essential Questions		Number	6	6	6	5	3	3
		Mean	2.33	1.67	1.12	2.00		
		Range	2.00-3.00	1.00-2.00	1.00-2.00	1.00-3.00		
		% Proficient or Higher	33%	0%	0%	40%		
Content Standards		Number	6	6	6	5		
		Mean	3.00	3.00	3.83	3.8		
		Range	3.00	3.00	3.00-4.00	3.00-4.00		
		% Proficient or Higher	100%	100%	100%	100%		
Student Outcomes	4n	Number	6	6	6	5	3	3
		Mean	2.67	2.83	2.67	2.4	4.00	4.00
		Range	2.00-3.00	2.00-3.00	2.00-3.00	2.00-4.00	4.00	4.00
		% Proficient or Higher	67%	83%	67%	20%	100%	100%
Technology	5l	Number	6	6	6	5	3	3
		Mean	2.33	2.17	2.17	3.2	2.67	3.00
		Range	2.00-3.00	2.00-3.00	2.00-3.00	2.00-4.00	2.00-4.00	1.00-4.00
		% Proficient or Higher	33%	17%	33%	100%	33%	67%
Educational Materials		Number	6	6	6	5		
		Mean	3.00	3.00	2.83	4.00		
		Range	3.00	3.00	2.00-4.00	4.00		
		% Proficient or Higher	100%	100%	67%	100%		

Procedures	3k	Number	6	6	6	5	3	3
		Mean	3.00	3.00	3.16	3.2	4.00	3.67
		Range	3.00	3.00	2.00-4.00	1.00-4.00	4.00	3.00-4.00
		% Proficient or Higher	100%	100%	83%	80%	100%	100%
Lesson "Hook"	8j	Number	6	6	6	5	3	3
		Mean	2.67	2.5	1.5	2.00	3.67	3.33
		Range	2.00-3.00	2.00-3.00	1.00-2.00	1.00-3.00	3.00-4.00	2.00-4.00
		% Proficient or Higher	67%	50%	0%	40%	100%	67%
Pre-Planned (Seed) Questions	8i	Number	6	6	6	5	3	3
		Mean	2.17	2.17	1.17	2.4	3.67	3.67
		Range	2.00-3.00	2.00-3.00	1.00-2.00	1.00-4.00	3.00-4.00	3.00-4.00
		% Proficient or Higher	17%	17%	0%	40%	100%	100%
Modeled, Guided, Collab, & Ind. Practice	7k	Number	6	6	6	5	3	3
		Mean	3.00	3.00	2.5	3.2	4.00	3.67
		Range	3.00	3.00	1.00-3.00	1.00-4.00	4.00	3.00-4.00
		% Proficient or Higher	100%	100%	33%	80%	100%	100%
Closure		Number	6	6	6	5		
		Mean	2.5	2.33	1.67	3.2		
		Range	2.00-3.00	2.00-3.00	1.00-2.00	2.00-4.00		
		% Proficient or Higher	50%	33%	0%	80%		
Formative / Summative Assessment	6j	Number	6	6	6	5	3	3
		Mean	2.83	3.00	2.33	3.4	4.00	3.67
		Range	2.00-3.00	3.00	1.00-3.00	3.00-4.00	4.00	3.00-4.00
		% Proficient or Higher	83%	100%	50%	100%	100%	100%
Relevance & Rationale	2j	Number	6	6	6	5	3	3
		Mean	2.83	3.00	1.83	3.00	3.00	3.67
		Range	2.00-3.00	3.00	1.00-3.00	2.00-4.00	3.00	3.00-4.00
		% Proficient or Higher	83%	100%	33%	60%	100%	100%

Exploration, Extension, Supplemental	1e	Number	6	6	6	5	3	3
		Mean	2.00	2.00	1.83	1.8	3.67	3.67
		Range	2.00	2.00	1.00-3.00	1.00-2.00	3.00-4.00	3.00-4.00
		% Proficient or Higher	0%	0%	17%	0%	100%	100%
Differentiation	7j	Number	6	6	6	5	3	3
		Mean	2.00	2.00	1.5	1.8	4.00	3.67
		Range	2.00	2.00	1.00-2.00	1.00-3.00	4.00	3.00-4.00
		% Proficient or Higher	0%	0%	0%	20%	100%	100%

Rubric Element	InTASC Standard		Fall 2018	Spring 2019	Fall 2019	Spring 2020
Student Outcomes	4n	Number	1	8		
		Mean	4.00	3.00		
		Range	4.00	2.00-4.00		
		% Proficient or Higher	100%	63%		
Procedures	3k	Number	0	0		
		Mean				
		Range				
		% Proficient or Higher				
Lesson "Hook"	8j	Number	1	8		
		Mean	3.00	3.00		
		Range	3.00	2.00-4.00		
		% Proficient or Higher	100%	63%		
Pre-Planned SEED Questions	8i	Number	1	8		
		Mean	3.00	2.63		
		Range	3.00	1.00-4.00		
		% Proficient or Higher	100%	75%		
Modeled, Guided, Collaborative, & Independent Practice	7k	Number	0	2		
		Mean		3.00		
		Range		2.00-4.00		
		% Proficient or Higher		50%		
		Number	0	0		
		Mean				

Technology	5l	Range				
		% Proficient or Higher				
Formative / Summative Assessments	6j	Number		1		
		Mean		2.00		
		Range		2.00		
		% Proficient or Higher		0%		
Relevance and Rationale	2j	Number	1	8		
		Mean	2.00	3.00		
		Range	2.00	2.00-4.00		
		% Proficient or Higher	0%	63%		
Exploration, Extension, Supplemental	1e	Number	1	6		
		Mean	4.00	3.17		
		Range	4.00	2.00-4.00		
		% Proficient or Higher	100%	83%		
Accommodation / Differentiation	7j	Number	0	0		
		Mean				
		Range				
		% Proficient or Higher				
Interdisciplinary Connections		Number	1	5		
		Mean	4.00	3.40		
		Range	4.00	3.00-4.00		
		% Proficient or Higher	100%	100%		
Additional Standards and CD Connections with ELA		Number	0	1		
		Mean		4.00		
		Range		4.00		
		% Proficient or Higher		100%		
Additional Standards and CD Connections with Content		Number	0	1		
		Mean		4.00		
		Range		4.00		
		% Proficient or Higher		100%		
Student Misconceptions		Number	0	1		
		Mean		4.00		
		Range		4.00		
		% Proficient or Higher		100%		
		Number	1	8		

Lesson Progression		Mean	3.00	2.88		
		Range	3.00	2.00-3.00		
		% Proficient or Higher	100%	88%		
Learning Environment		Number	0	1		
		Mean		2.00		
		Range		2.00		
		% Proficient or Higher		0%		
Whole-Group		Number	1	6		
		Mean	4.00	2.33		
		Range	4.00	2.00-4.00		
		% Proficient or Higher	100%	17%		
Collaborative / Small Group		Number	1	6		
		Mean	4.00	2.83		
		Range	4.00	2.00-4.00		
		% Proficient or Higher	100%	67%		
Independent Practice		Number	1	6		
		Mean	4.00	3.00		
		Range	4.00	2.00-4.00		
		% Proficient or Higher	100%	67%		
Resource / Material		Number	1	8		
		Mean	4.00	3.75		
		Range	4.00	3.00-4.000		
		% Proficient or Higher	100%	100%		
Teacher Use of Technology		Number	1	8		
		Mean	4.00	3.75		
		Range	4.00	2.00-4.00		
		% Proficient or Higher	100%	88%		
Student Use of Technology		Number	1	8		
		Mean	4.00	3.38		
		Range	4.00	1.00-4.00		
		% Proficient or Higher	100%	75%		
		Number	1	7		

Formal Assessment		Mean	4.00	3.86		
		Range	4.00	3.00-4.00		
		% Proficient or Higher	100%	100%		
Informal Assessment		Number	1	7		
		Mean	4.00	3.86		
		Range	4.00	3.00-4.00		
		% Proficient or Higher	100%	100%		
Differentiation by CCP		Number	1	8		
		Mean	4.00	3.00		
		Range	4.00	1.00-4.00		
		% Proficient or Higher	100%	75%		
Differentiation by Learner		Number	1	8		
		Mean	4.00	3.38		
		Range	4.00	2.00-4.00		
		% Proficient or Higher	100%	88%		
Response to Intervention		Number	0	1		
		Mean		4.00		
		Range		4.00		
		% Proficient or Higher		100%		
Reflection		Number	1	6		
		Mean	1.00	2.67		
		Range	1.00	1.00-4.00		
		% Proficient or Higher	0%	67%		
Content Standards		Number	1	8		
		Mean	4.00	3.25		
		Range	4.00	2.00-4.00		
		% Proficient or Higher	100%	75%		
Closure		Number	1	6		
		Mean	4.00	2.67		
		Range	4.00	1.00-4.00		
		% Proficient or Higher	100%	50%		

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).

HPE_ Lesson Plan Data_20-21
HPE_ Lesson Plan Data_21-22

13.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Will place more emphasis in the HHP method courses to improve the technology component for the student teaching semester.

2018-2019:
There are some categories that do not have any data and/or different n values due to the use of the evolving lesson plan templates being used. Each category has its own n value. The pre-service teachers for the following academic year will have a little more training on this version of the lesson plan but the template has been revised since they have taken lesson planning courses. 300 level method courses are spending more time in the weaker areas.

2019-2020:

2020-2021:
The benchmark was not fully met due to restricted activities from COVID and hurricane complications. Going forward, pre-service teachers are required to take a lesson planning course prior to going into the schools. This course should have our students better prepared and comfortable with the lesson plan document.

2021-2022:
The benchmark was for at least 80% of the candidates to score at least a 3.00 on the assessment. The benchmark was not met in the majority of elements in either semester: Fall 2021: Additional Standards including 6 ELA and Cross-Disciplinary, Explanation for Inclusion of Cross-Disciplinary content and 6 ELA standards, Relevance, Rationale, Student Misconceptions, Teacher's Use of Technology, Student Use of Technology, Assessments, Differentiation by Content, Differentiation by Learner, Post-Instruction RTI, and Reflection of Instructional Strategies.

Spring 2022: Content Standards and Outcomes, Student Outcomes and Assessments, Additional Standards including 6 ELA and Cross-Disciplinary, Explanation for Inclusion of Cross-Disciplinary content and 6 ELA standards, Relevance, Rationale, Student Misconceptions, Pre-Planned SEED Questions, Closure, Instructional Resources/Materials, Teacher's Use of Technology, Student Use of Technology, Assessments, Differentiation by Content, Differentiation by Learner, Post-Instruction RTI, and Reflection of Instructional Strategies.

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

14 Assessment and Benchmark FEE - Specific inTASC Standards

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

Benchmark: 80% of candidates will score at least a 3.0 in all areas of this assessment.

Prior to 2021-2022, the benchmark was 100% of students will score at least 2.00 in all areas of this assessment. The state of Louisiana sets this benchmark according to Bulletin 746.

14.1 Data

HHP Education - FEE Specific inTASC Standards:

HHP	InTASC	Fall 2017			Spring 2018			Fall 2018			Spring 2019		
Component	Standards	#	Mean	Range	#	Mean	Range	#	Mean	Range	#	Mean	Range
Domain 1								1	3.69	3.50-3.88	8	3.58	3.13-3.88
1.1								1	3.69	3.50-3.88	8	3.58	3.13-3.88
1.1.1	4n	3	3.53	3.50-3.75	3	3.50	3.25-3.75	1	3.63	3.63	8	3.61	3.25-3.88
1.1.2	6r	3	3.50	3.25-3.75	3	3.71	3.63-3.75	1	3.50	3.50	8	3.63	3.25-3.88
1.1.3	2g	3	3.44	3.25-3.63	3	3.54	3.38-3.75	1	3.88	3.88	8	3.47	3.25-3.63
1.1.4	1b	3	3.34	3.25-3.38	3	3.71	3.63-3.75	1	3.75	3.75	8	3.61	3.38-3.75
Domain 2								1	3.52	3.25-4.00	8	3.47	2.88-4.00
2.1								1	3.50	3.38-3.75	8	3.50	2.88-3.88
2.1.1	3j	3	3.33	3.00-3.75	3	3.63	3.50-3.75	1	3.38	3.38	8	3.52	3.25-3.75
2.1.2	3d	3	3.33	3.25-3.50	3	3.21	2.88-3.50	1	3.50	3.50	8	3.33	2.88-3.75
2.1.3	3d	3	3.29	3.00-3.63	3	3.09	2.88-3.25	1	3.75	3.75	8	3.53	3.38-3.75
2.1.4	3d	3	3.04	3.00-3.13	3	3.17	3.00-3.25	1	3.38	3.38	8	3.63	3.38-3.88
2.2								1	3.54	3.25-4.00	8	3.43	3.00-4.00
2.2.1	3c	3	3.33	3.25-3.50	3	3.34	3.25-3.88	1	3.25	3.25	8	3.27	3.00-3.63
2.2.2	3f	3	3.30	3.13-3.38	3	3.33	3.00-3.75	1	4.00	4.00	8	3.36	3.13-3.75
2.2.3	3f	3	3.55	3.38-3.63	3	3.67	3.50-3.75	1	3.38	3.38	8	&3.66	3.38-4.00
Domain 3								1	3.50	3.00-4.00	8	3.33	2.50-4.00
3.1								1	3.21	3.13-3.25	8	3.01	2.50-3.38
3.1.1	8f	3	2.96	2.88-3.00	3	2.96	2.88-3.13	1	3.25	3.25	8	2.92	2.50-3.13
3.1.2	4c	3	2.88	2.63-3.13	3	3.13	3.00-3.25	1	3.13	3.13	8	2.97	2.50-3.25
3.1.3	5e	3	2.92	2.00-3.00	3	3.17	3.00-3.38	1	3.25	3.25	8	3.13	2.88-3.38
3.2								1	3.63	3.25-4.00	8	3.51	3.00-4.00
3.2.1	7a	3	3.17	3.00-3.38	3	3.50	3.38-3.63	1	3.25	3.25	8	3.38	3.00-3.63
				3.00-			3.25-						3.13-

3.2.2	3j	3	3.38	3.63	3	3.46	3.75	1	4.00	4.00	8	3.60	4.00
3.2.3	4f	3	3.29	3.00-3.63	3	3.29	3.00-3.50	1	3.25	3.25	8	3.38	3.13-3.63
3.2.4	3d	3	3.50	3.25-3.75	3	3.79	3.63-4.00	1	4.00	4.00	8	3.71	3.38-4.00
3.3								1	3.60	3.00-4.00	8	3.38	2.88-3.88
3.3.1	6d	3	3.21	3.00-3.38	3	3.38	3.13-3.50	1	3.00	3.00	8	3.33 /td>	3.13-3.75
3.3.2	6a	3	3.58	3.50-3.75	3	3.50	3.00-3.75	1	3.88	3.88	8	3.53	3.13-3.88
3.3.3	6d	3	3.63	3.38-3.75	3	3.63	3.38-3.88	1	4.00	4.00	8	3.55	3.25-3.88
3.3.4	8b	3	3.13	3.00-3.25	3	3.08	3.00-3.25	1	3.50	3.50	8	3.11	2.88-3.63
Domain 4								1	4.00	4.00	8	3.92	3.63-4.00
4.1								1	4.00	4.00	8	3.92	3.63-4.00
4.1.1	9o	3	3.96	3.88-4.00	3	3.92	3.88-4.00	1	4.00	4.00	8	3.94	3.63-4.00
4.1.2	9i	3	3.88	3.75-4.00	3	3.96	3.88-4.00	1	4.00	4.00	8	3.92	3.63-4.00
4.1.3	9o	3	3.96	3.00-4.00	3	4.00	4.00	1	4.00	4.00	8	3.91	3.75-4.00

HHP	InTASC	Fall 2020				Spring 2021			
Component	Standards	#	Mean	Range	% Prof.	#	Mean	Range	% Prof.
Domain 1		6	3.13	2-4	88%	5	3.15	2.63-4	70%
Component 1.1		6	3.13	2-4	88%	5	3.15	2.63-4	70%
1.1.1		6	3.17	3-4	100%	5	3.30	3-4	100%
1.1.2		6	3.17	2.5-4	83%	5	3.13	2.63-3.63	60%
1.1.3		6	2.97	2-3.5	83%	5	2.95	2.63-3.38	40%
1.1.4		6	3.22	2.5-3.67	83%	5	3.23	2.63-3.63	80%
Domain 2		6	3.27	2-4	95%	5	3.17	2.75-3.63	74%
Component 2.1		6	3.16	2-4	96%	5	3.18	2.75-3.63	75%
2.1.1		6	3.28	2-4	100%	5	3.13	2.75-3.63	60%
2.1.2		6	2.89	2-3.33	83%	5	3.13	2.75-3.63	60%
2.1.3		6	3.11	3-3.67	100%	5	3.25	3-3.5	100%
2.1.4		6	3.36	3-4	100%	5	3.18	2.75-3.5	80%
Component 2.2		6	3.41	2.67-4	94%	5	3.14	2.75-3.5	73%
								2.88-	

2.2.1		6	3.31	3-3.67	100%	5	3.08	3.38	80%
2.2.2		6	3.22	3-4	100%	5	3.15	2.75-3.5	60%
2.2.3		6	3.70	2.67-4	83%	5	3.20	2,88-3.50	80%
Domain 3		6	3.10	2-4	80%	5	3.01	2.12-4	56%
Component 3.1		6	2.87	2-3.50	61%	5	2.71	2.12-3.38	27%
3.1.1		6	2.81	2.5-3	50%	5	2.80	2.12-3.38	40%
3.1.2		6	2.83	2.33-3.50	50%	5	2.68	2.38-3	20%
3.1.3		6	2.97	2-3.50	83%	5	2.65	2.38-3.13	20%
Component 3.2		6	3.18	2.5-4	88%	5	3.20	2.75-3.5	85%
3.2.1		6	3.22	2.5-3.67	83%	5	3.20	2.88-3.38	80%
3.2.2		6	2.92	2.5-3	83%	5	3.23	3.13-3.38	100%
3.2.3		6	3.00	2.5-3.5	83%	5	3.15	3.00-3.38	100%
3.2.4		6	3.58	3-4	100%	5	3.20	2.75-3.5	60%
Component 3.3		6	3.19	2-4	88%	5	3.06	2.25-4	50%
3.3.1		6	2.89	2-3.33	83%	5	2.85	2.63-3.13	20%
3.3.2		6	3.36	3-4	100%	5	3.38	2.88-4.00	60%
3.3.3		6	3.31	2-4	83%	5	3.28	2.88-4.00	80%
3.3.4		6	3.19	2.5-4	83%	5	2.78	2.25-3.25	40%
Domain 4		6	3.98	3.67-4	100%	5	3.64	3-4	100%
Component 4.1		6	3.98	3.67-4	100%	5	3.64	3-4	100%
4.1.1		6	3.95	3.67-4	100%	5	3.48	3-4	100%
4.1.2		6	4.00	4	100%	5	3.80	3.38-4	100%
4.1.3		6	4.00	4	100%	5	3.65	3.13-4.00	100%

HHP	InTASC	Fall 2021				Spring 2022			
Component	Standards	#	Mean	Range	% Prof.	#	Mean	Range	% Prof.
Domain 1		3	3.51	3.25-3.75	100%	6	2.96	2.63-3.38	54%
Component 1.1		3	3.51	3.25-3.75	100%	6	2.96	2.63-3.38	54%
1.1.1		3	3.54	3.38-3.75	100%	6	3.00	2.75-3.25	50%
1.1.2		3	3.42	3.25-3.75	100%	6	2.88	2.63-3.38	33%
				3.38-				2.75-	

1.1.3		3	3.54	3.75	100%	6	2.96	3.13	67%
1.1.4		3	3.54	3.50-3.63	100%	6	3.00	2.88-3.13	67%
Domain 2		3	3.41	2.88-3.75	95%	6	3.16	2.50-3.75	76%
Component 2.1		3	3.50	3.13-3.75	100%	6	3.18	2.50-3.50	79%
2.1.1		3	3.42	3.13-3.63	100%	6	3.32	3.13-3.50	100%
2.1.2		3	3.38	3.13-3.75	100%	6	3.02	2.50-3.50	50%
2.1.3		3	3.63	3.50-3.75	100%	6	3.15	2.75-3.25	83%
2.1.4		3	3.58	3.50-3.75	100%	6	3.23	2.88-3.50	83%
Component 2.2		3	3.28	2.88-3.50	89%	6	3.13	2.50-3.75	72%
2.2.1		3	3.20	3.25-3.88	100%	6	3.13	2.63-3.50	83%
2.2.2		3	3.09	2.88-3.25	67%	6	3.05	2.50-3.38	50%
2.2.3		3	3.46	3.38-3.50	100%	6	3.21	2.75-3.75	83%
Domain 3		3	3.26	2.75-3.63	85%	6	3.00	2.25-3.50	64%
Component 3.1		3	3.08	2.75-3.38	67%	6	2.77	2.25-3.38	28%
3.1.1		3	3.08	2.75-3.25	67%	6	2.77	2.50-3.38	17%
3.1.2		3	3.13	2.75-3.38	67%	6	2.82	2.25-3.38	33%
3.1.3		3	3.04	2.88-3.25	67%	6	2.71	2.38-3.38	33%
Component 3.2		3	3.39	3.13-3.63	100%	6	3.23	2.88-3.50	96%
3.2.1		3	3.29	3.25-3.88	100%	6	3.31	3.00-3.50	100%
3.2.2		3	3.34	3.25-3.88	100%	6	3.15	2.88-3.50	83%
3.2.3		3	3.54	3.50-3.63	100%	6	3.27	3.00-3.50	100%
3.2.4		3	3.38	3.13-3.63	100%	6	3.19	3.00-3.38	100%
Component 3.3		3	3.25	2.88-3.63	83%	6	2.96	2.38-3.38	58%
3.3.1		3	3.00	2.88-3.25	33%	6	2.82	2.38-3.25	33%
3.3.2		3	3.30	3.13-3.63	100%	6	3.02	2.88-3.13	83%
				3.25-				2.88-	

3.3.3		3	3.46	3.63	100%	6	3.13	3.38	83%
3.3.4		3	3.25	3.13-3.38	100%	6	2.86	2.63-3.13	33%
Domain 4		3	3.88	3.63-4.00	100%	6	3.66	3.38-4.00	100%
Component 4.1		3	3.88	3.63-4.00	100%	6	3.66	3.38-4.00	100%
4.1.1		3	3.88	3.75-4.00	100%	6	3.59	3.38-3.75	100%
4.1.2		3	3.79	3.63-4.00	100%	6	3.73	3.63-4.00	100%
4.1.3		3	3.96	3.88-4.00	100%	6	3.67	3.50-3.88	100%

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Our students consistently perform well on this assessment. Cotinue to cover in detail the elements of the FEE and provide multiple opportunities for student practice. We will bump the target goal up to a 3.00 from a 2.00.

2018-2019:
The benchmark score of 3.00 has been met for all students teachers. In the upcoming academic year, there is a strong possiblility that there will be new field suspervisors for the student teachers in HPE. It will be critical that the new supervisors go through the appropriate FEE instrument training.

2019-2020:

2020-2021:
Mean sources for this benchmark have been met. The ranges are varied which indicates that the students did show growth after the multiple evaluations. Improvement plans will be created after this next academic year. We will begin phasing out degree candidates and will be assessing students in the 2-semester residency program.

2021-2022:
Domain 3 contained the only elements in which less than 80% of candidates scored below a 3.00 during the fall 2021 semester, however, there were elements in Domain 1, Domain 2 and Domain 3 that did not meet benchmark.

All major assessments, including the field experience evaluation, are being realigned to the 2022 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 Outcomes - TCWS

Assessment: 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.

Benchmark: 80% of students will earn at least 3.00 on all areas of this assessment.

15.1 Data

HHP Education - Teacher Candidate Work Sample:

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
	Number	6	6	6	5	3	3
	Mean	3.83	3.83	4.00	3.40	4.00	3.67

Choice of Assessment	Range	3.00-4.00	3.00-4.00	4.00	3.00-4.00	4.00	3.00-4.00
	% Scored Proficient or Higher	100%	100%	100%	100%	100%	100%
Pre-assessment	Number	6	6	6	5	3	3
	Mean	3.83	3.83	3.67	2.80	2.67	3.67
	Range	3.00-4.00	3.00-4.00	2.00-4.00	2.00-4.00	2.00-4.00	3.00-4.00
	% Scored Proficient or Higher	100%	100%	83%	60%	33%	100%
Post-assessment	Number	6	6	6	5	3	3
	Mean	4.00	4.00	4.00	2.50	2.67	4.00
	Range	4.00	4.00	4.00	2.00-4.00	2.00-400	4.00
	% Scored Proficient or Higher	100%	100%	100%	40%	33%	100%
Alignment of Lesson Evidence	Number	6	6	6	5	3	3
	Mean	3.67	3.83	3.50	3.40	3.00	4.00
	Range	3.00-4.00	3.00-4.00	1.00-4.00	3.00-4.00	2.00-4.00	4.00
	% Scored Proficient or Higher	100%	100%	83%	100%	67%	100%
Student Level of Mastery & Evaluation of Factors	Number	6	6	6	5	3	3
	Mean	4.00	3.83	4.00	3.60	2.67	4.00
	Range	4.00	3.00-4.00	4.00	3.00-4.00	1.00-4.00	4.00
	% Scored Proficient or Higher	100%	100%	100%	100%	67%	100%
Data to Determine Patterns & Gaps	Number	6	6	6	5	3	3
	Mean	3.83	3.83	3.33	3.60	2.67	3.67
	Range	3.00-4.00	3.00-4.00	2.00-4.00	3.00-4.00	1.00-4.00	3.00-4.00
	% Scored Proficient or Higher	100%	100%	67%	100%	67%	100%
Response to Interventions	Number	6	6	6	5	3	3
	Mean	3.83	3.83	3.50	3.60	1.67	3.33
	Range	3.00-4.00	3.00-4.00	1.00-4.00	3.00-4.00	1.00-3.00	2.00-4.00
	% Scored Proficient or Higher	100%	100%	83%	100%	33%	67%

Criteria		Fall 2018	Spring 2019	Fall 2019	Spring 2020

Content Standards	Number	1	8		
	Mean	3	3.38		
	Range	3	2-4		
	% Scored Proficient or Higher	100	75		
Strength: Data to Determine	Number	1	8		
	Mean	4	3.88		
	Range	4	3-4		
	% Scored Proficient or Higher	100	100		
Weakness: Data to Determine	Number	1	8		
	Mean	4	3.75		
	Range	4	3-4		
	% Scored Proficient or Higher	100	100		
Analysis	Number	1	8		
	Mean	3	3		
	Range	3	2-4		
	% Scored Proficient or Higher	100	75		
Alignment	Number	1	8		
	Mean	2	2.75		
	Range	2	2-4		
	% Scored Proficient or Higher	0	100		
Application	Number	1	8		
	Mean	4	3.63		
	Range	4	2-4		
	% Scored Proficient or Higher	100	88		
Response to Interventions	Number	1	8		
	Mean	4	2.38		
	Range	4	1-4		
	% Scored Proficient or Higher	100	38		

2021-2022:
Data not available. The candidates were enrolled in the coursework that normally collects this data during the semesters impacted by COVID-19 and the hurricanes.

Criteria		Fall 2020	Spring 2021	Fall 2022	Spring 2023	Fall 2023	Spring 2024

Choice of Assessment	Number	6	5				
	Mean	3.17	3.20				
	Range	3-4	2-4				
	% Scored Proficient or Higher	100%	80%				
Pre-assessment	Number	6	5				
	Mean	3.00	3.20				
	Range	2-4	3-4				
	% Scored Proficient or Higher	83%	100%				
Post-assessment	Number	6	5				
	Mean	3.33	3.20				
	Range	3-4	3-4				
	% Scored Proficient or Higher	100%	100%				
Alignment of Lesson Evidence	Number	6	5				
	Mean	3.33	3.20				
	Range	3-4	2-4				
	% Scored Proficient or Higher	100%	80%				
Student Level of Mastery & Evaluation of Factors	Number	6	5				
	Mean	3.83	3.20				
	Range	3-4	3-4				
	% Scored Proficient or Higher	100%	100%				
Data to Determine Patterns & Gaps	Number	6	5				
	Mean	3.50	3.60				
	Range	2-4	3-4				
	% Scored Proficient or Higher	83%	100%				
Response to Interventions	Number	6	5				
	Mean	3.50	3.00				
	Range	3-4	2-4				
	% Scored Proficient or Higher	100%	80%				

15.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Assessment continues to be a weakness; however, there was some improvement from fall to spring. Upon the redesign of the HHP program in a couple of years, there will be a new assessment course which should help improve these scores.

2018-2019:
Last year data was from 412, but it was not available. In the future, we will pull from 333, 412, and student teaching. This will allow the students more opportunity to master this component.

2019-2020:

2020-2021:
The benchmark has been met. Program instructions do plan to spend more time on response to intervention in the upcoming practicum course to improve the range for that element.

2021-2022:
Due to the semesters impacted by COVID and hurricanes, data was not collected for the teaching cycle on some candidates, therefore there was not data to report here.

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

16 Assessment and Benchmark HHP Ed Praxis PLT

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

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

16.1 Data

HHP Education - Praxis PLT #5624:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5624 overall	Number	6	6	6	5	3	3
	Mean	166	169	167	172	166	179
	Range	159-179	158-173	159-171	162-177	163-171	170-185
	% Pass 1st attempt	67%	100%	100%	100%	100%	100%
	% Pass Prior to ST/Intern	100%	100%	100%	100%	—	—
#5624 breakdown:	Number	6	6	6	5	3	3
Students as Learners (21)	Mean	14	15	13	14	13	19
	Range	9-18	12-16	9-18	12-17	12-14	18-19
Instructional Process (21)	Mean	15	14	16	14	16	14
	Range	11-18	12-17	12-21	14-16	14-18	11-17
Assessment (14)	Mean	10	10	10	11	9	11
	Range	6-14	7-12	6-14	10-12	7-11	8-13
Professional Development Leadership and Community (14)	Mean	8	9	10	8	9	8
	Range	5-9	7-13	4-21	6-11	8-11	7-10
Analysis of Instructional Scenarios (16)	Mean	9	10	9	11	10	13
	Range	8-11	5-12	6-13	9-13	7-12	12-15

		Fall 2018	Spring 2019	Fall 2019	Spring 2020
#5624 overall	Number	1	8		
	Mean	178	166		
	Range	178	158-175		
	% Pass 1st attempt	100%	63%		
	% Pass Prior to ST/Intern	100%	100%		
#5624 breakdown:	Number	1	8		
Students as Learners (20-21)	Mean	16	13.8		
	Range	16	10-18		
Instructional Process (21)	Mean	17	13.9		
	Range	17	10-19		
Assessment (14)	Mean	13	8.8		
	Range	13	7-13		
Professional Development Leadership and Community 12-(14)	Mean	9	8.1		
	Range	9	7-10		
Analysis of Instructional Scenarios (16)	Mean	12	9.3		
	Range	12	8-10		

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).

HPE_Praxis PLT_20-21
HPE_Praxis PLT_21-22

16.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
100% pass rate on first attempt for both semesters. Will continue to prep as we have been.

2018-2019:
First time pass rates were lower than in previous semesters. The primary reason for this is that we are encouraging our students to take the exam earlier in the degree plan. The newest curriculum change will require our students to take this exam late sophomore/early jr year. We are trying to evaluate when/where PLT Praxis content should be taught to meet the needs of earlier test takers.

2019-2020:

2020-2021:
The benchmark was met for k-6 and 5-9 PLT exams. PLT for 7-12 did not pass the first time. The testing environment at this time was disrupted by hurricanes. Additionally, when these

students were in upper level method courses when the pandemic hit. There was a lot of missed content during this time period. Moving forward, instructors are better prepared for delivering content online.

2021-2022:
The benchmark was not met when combining those candidates who took either #5624 or # 5624 for the PLT requirement, 6/9 or 67% of the candidates passed the exam on the first attempt.

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

17 Assessment and Benchmark Enrollment, Recruitment, & Retention

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

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

17.1 Data

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

Academic Year	# of students officially enrolled in program with an EDUC 200 packet	# of completers in fall semester	# of completers in spring semester	Total # of completers
2017-2018	23	3	3	6
2018-2019	28	1	8	9
2019-2020	—	—	—	—
2020-2021	27	6	5	11
2021-2022	—	3	6	9

17.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Enrollment at this level is low. Will refocus departmental recruiting efforts at specific student centered events.

2018-2019:
Enrollment is low for completed EDUC 200 packets. There are expected to be a higher # of graduates in the upcoming academic year. Program coordinators are attending more recruiting events for the university and BCOE.

2019-2020:

2020-2021:
Program coordinators are attending more recruiting events for the university and BCOE.

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

The Burton College of Education and particularly the Department of Education Professions has made intentional efforts to recruit candidates into teacher-education programs and has focused particular attention on those from diverse backgrounds and within high needs areas. In addition to traditional attendance at parish career fairs and expos, the following are part of the 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.

End of report