

## AC 2025 – 2026 Assessment

### B.S. Early Childhood Education (3101) - Annual Report

**Division:** Gallaspy College of Education and Human Development

**Department:** School of Education

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**Date:** 05-15-26

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**Date:** 05-26-26

**Northwestern Mission:** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**Gallaspy College of Education and Human Development Mission.** The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the Schools of Education and Kinesiology, and Departments of Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

**School of Education Mission.** The School of Education Mission offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

**B.S. Early Childhood Education Mission Statement:** The mission of the Northwestern State University Undergraduate Early Childhood Education Program is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in the Early Childhood classroom. The program prepares educators to meet young children's diverse needs in a variety of settings while documenting and assessing their growth over time in relation to state standards. Upon completion of the program, which meets the National Association for the Education of Young Children's accreditation

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standards, candidates are equipped to meet the many demands of the teaching profession.

### Methodology:

The assessment process for this program includes:

1. Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
2. Content and key assessments in each program/course are aligned with the respective professional preparation/application standards, and candidates apply the standards in all their coursework.
3. Data from assessment tools are collected and returned to the program coordinator.
4. The program coordinator analyzes the data to examine candidates' performance, determines whether candidates have met measurable outcomes, and discusses the results with program faculty.
5. Annually, program faculty and stakeholders review data to make data driven, curricular decisions.
6. The program coordinator, in consultation with program faculty and other relevant stakeholders, proposes needed changes to measurable outcomes, assessment tools for the next assessment period, and the curricula and overall program.

### Student Learning Outcomes:

#### SLO 1: Demonstrate discipline-specific content knowledge.

| Departmental Student Learning Goal                                                                                              | Program Student Learning Outcome                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate discipline-specific content knowledge.<br>(Praxis PLT: Principles of Learning & Teaching 5621).                     | Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood.<br><br><i>100% of candidates will meet proficiency (minimum score of 157) on Praxis PLT: Principles of Learning &amp; Teaching 5621.</i> |
| Demonstrate discipline-specific content knowledge.<br>(Praxis Content: Elementary Education 7001 series—7002, 7003, 7004, 7005) | Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood.                                                                                                                                          |

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|  |                                                                                                                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <i>100% of candidates will meet proficiency (minimum score of 138, 157, 155, and 159) on Praxis Content: Elementary Education 7001 series— 7002, 7003, 7004, 7005)</i> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Course Map:** Prior to Residency

### Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed through PRAXIS Principles of Learning & Teaching (PLT) and PRAXIS Content exams for the respective subject areas and grade bands. The PRAXIS assessments are published by ETS and are nationally normed. Proficiency is measured by scoring at least the minimum qualifying score set forth by the State of Louisiana for teacher certification requirements.

Quality of the assessment/evidence is assured because (1) the State of Louisiana requires the tests and (2) the tests are nationally normed.

Application to clinical experiences (residency) requires a passing PRAXIS score; therefore, for candidates to be successful, they must achieve a score that is at least as high as the State required scores in the table below. The State recently changed from requiring the 5001 series to the 7001 series.

| <i>PRAXIS II Content Exam for Early Childhood</i>                      | <i>Required Minimum Score</i> |
|------------------------------------------------------------------------|-------------------------------|
| <i>Elementary Education Multiple Subjects- (Combined exam – #7001)</i> |                               |
| <i>Reading Language Arts - #7002</i>                                   | <i>138</i>                    |
| <i>Mathematics - #7003</i>                                             | <i>157</i>                    |
| <i>Social Studies - #7004</i>                                          | <i>155</i>                    |
| <i>Science - #7005</i>                                                 | <i>159</i>                    |
| <i>Elementary Education Multiple Subjects- (Combined exam - #5001)</i> |                               |
| <i>Reading Language Arts - #5002</i>                                   | <i>157</i>                    |
| <i>Mathematics - #5003</i>                                             | <i>157</i>                    |
| <i>Social Studies - #5004</i>                                          | <i>155</i>                    |
| <i>Science - #5005</i>                                                 | <i>159</i>                    |
| <i>PRAXIS III Exam</i>                                                 | <i>Required Minimum Score</i> |
| <i>Pedagogy/Principles of Learning &amp; Teaching</i>                  |                               |
| <i>Early Childhood PLT Exam - #5621</i>                                | <i>157</i>                    |

## **AC 2025 – 2026 Assessment**

**Finding.** AC 2025 – 2026 the target was met.

### **Analysis.**

In AC 2024 - 2025, the target was met. In AC 2024 - 2025, 100% (n=2) of candidates achieved proficiency on the PRAXIS PLT exam. Candidates' scores ranged from 165 to 170 with a mean score of 167.5. The cutoff score for the PLT is 157.

Based on the information gathered from an analysis of the AC 2024 - 2025 results, program faculty made the following changes to drive the cycle of continuous improvement. In AC 2025 - 2026, faculty encouraged candidates to take advantage of the support services offered in the Center for Excellence and Teaching and through discounted 240 Tutoring services to support candidate learning and their ability to meet SLO 1. These changes helped to improve the candidates' ability to demonstrate proficiency on the praxis test, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 - 2026, the target was met. Candidates' PLT scores ranged from 165 to 168 with a mean score of 166 (n=3), with a cutoff score of 157. Candidates' Content 5002 scores ranged from 158 to 163 with a mean score of 160.5 (n=2), with a cutoff score of 157. Candidates' Content 5003 scores ranged from 180 to 199 with a mean score of 189.5 (n=2), with a cutoff score of 157. Candidates' Content 5004 scores ranged from 158 to 164 with a mean score of 161 (n=2), with a cutoff score of 155. Candidates' Content 5005 scores ranged from 173 to 182 with a mean score of 177.5 (n=2), with a cutoff score of 159. One candidate took the Content 7002 test and scored 148, with a cutoff score of 138. One candidate took the Content 7003 test and scored 166, with a cutoff score of 157. One candidate took the Content 7004 test and scored 160, with a cutoff score of 155. One candidate took the Content 7005 test and scored 166, with a cutoff score of 159. These changes had a direct impact on the candidates' ability to achieve proficiency on the Praxis tests.

100% of candidates (n=2) achieved proficiency by passing the Praxis in 2025 - 2026.

### **Decision.**

In AC 2025 - 2026, the target was met.

Based on the analysis of the AC 2025 - 2026 results, faculty will implement the following changes in AC 2026 - 2027 to drive the cycle of improvement. Program faculty will encourage candidates to take advantage of the support services offered in the Center for Excellence and Teaching and through discounted 240 Tutoring services, including a free month of 240 tutoring.

These changes will improve candidates' ability to meet proficiency on the Praxis PLT and Content exams, thereby continuing to push the cycle of improvement forward.

## AC 2025 – 2026 Assessment

### SLO 2: Apply discipline-specific content knowledge in professional practice.

| Departmental Student Learning Goal                                                                         | Program Student Learning Outcome                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply discipline-specific content knowledge in professional practice. (Teacher Candidate Observation Form) | Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to Early Childhood development, curriculum, and assessment.<br><br><i>100% of candidates will meet proficiency (minimum of 3.0) on the Teacher Candidate Observation Form.</i> |

**Course Map:** EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*

#### Measure 2.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 2 is assessed using the Teacher Candidate Observation Form. The adopted, state-mandated form is the Louisiana Educators Rubric (LER), which was implemented in Fall 2024. Moving forward, the state of Louisiana has mandated that all EPPs implement the Louisiana Aspiring Educators Rubric (LAER).

The Louisiana Aspiring Educator Rubric (LAER) was developed through a partnership between the Louisiana Department of Education (LDOE) and the National Institute for Excellence in Teaching (NIET) to define and develop effective instruction for teacher candidates. The rubric aligns with the Louisiana Educator's Rubric (LER) and supports Louisiana's goal of using evaluation as a structure for professional learning to recruit and retain effective teachers. The 12 indicators in the LAER, drawn from NIET's research-based Teaching Standards Rubric and aligned with the LER, outline the essential skills aspiring teachers need to be classroom-ready.

The rubric establishes a common language for observation, feedback, and collaboration among faculty, peers, and aspiring educators, thereby improving instructional practice and student learning. The LAER brings a comprehensive focus within 12 indicators. Each indicator below includes a bullet list of descriptors and a corresponding rubric that defines performance at five levels. Aspiring teachers can earn a score of 1, 2, 3, 4, or 5 for each of the 12 indicators: 1. Instructional Plans (IP) 2. Assessment (AS) 3. Standards and Objectives (S+O) 4. Presenting Instructional Content (PIC) 5. Activities and Materials (A+M) 6. Questioning (QU) 7. Academic Feedback (AF) 8. Teacher Knowledge of Students (TKS) 9. Thinking and Problem-Solving (TH+PS) 10. Environment (EN) 11. Engaging Students and Managing Behavior (ESMB) 12. Professionalism (P).

**Finding.** In AC 2025 – 2026, the target was met.

## AC 2025 – 2026 Assessment

### Analysis.

In AC 2024 - 2025, the target was met. In AC 2024 - 2025, 100% (n=2) of candidates achieved proficiency by scoring at least a 3 on the Teacher Candidate Observation Form. The mean score was 3.08.

Based on the information gathered from an analysis of the AC 2024 - 2025 results, program faculty made the following changes to drive the cycle of continuous improvement. In AC 2025-2026, faculty modified instructional design by adding resources addressing the following topics where points were missed to support candidate learning and their ability to meet SLO 2:

- *Assessment*
- *Engaging Students*

These changes helped to improve the candidates' ability to demonstrate proficiency on the Teacher Candidate Observation Form, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 - 2026, the target was met. These changes had a direct impact on the candidates' ability to achieve proficiency on the Teacher Candidate Observation Form.

100% of candidates (n=2) met target and scored at least 3 on the Teacher Candidate Observation Form.  
The mean score was 3.625.

The candidates' lowest scores fell in the following categories:

- *Assessment*
- *Academic Feedback*

### Decision.

In AC 2025 - 2026, the target was met.

Based on the analysis of the AC 2025 - 2026 results, faculty will implement the following changes in AC 2026 - 2027 to drive the cycle of improvement. In AC 2026 - 2027, program faculty will modify instructional design by adding resources addressing:

- *Assessment*
- *Academic Feedback*

These changes will improve the candidates' ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

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### SLO 3: Exhibit creative thinking: Dispositional Evaluation

| Departmental Student Learning Goal                                                                                                                        | Program Student Learning Outcome                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.<br>(Dispositional Evaluation) | Candidates will model behaviors and characteristics that are professional and ethical.<br><br><i>100% of candidates will meet proficiency on the Dispositional Evaluation by scoring at least a 3.</i> |

**Course Map:** ECED 3110 *Early Childhood Methods*

#### Measure 3.1. (Direct – Dispositions)

SLO 3 is assessed through an electronic Professional Disposition Evaluation tool in ECED 3110 *Early Childhood Methods*, which candidates take in the second semester of their third year. The tool was implemented in the 2022 - 2023 AY and re-evaluated after first-year implementation. The Louisiana CAEP Consortium has drafted an updated dispositional evaluation tool to be piloted in 2025 - 2026.

Content Validity was re-established for the Dispositional Evaluation in 2025. A panel of EPP faculty members from initial and advanced programs, as well as programs not associated with CAEP accreditation conducted an independent critique using the 2021 CAEP workbook. Construct validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. The Data Quality was determined to be sufficient, with all items being sufficient according to CAEP criteria for EPP-created surveys.

The Professional Disposition Scale informs candidates' professional responsibility, integrity, enthusiasm, communication, and reflection. Each domain entails three to six statements that confirm the degree to which candidates demonstrate each characteristic. Evaluators can rate candidates a 1 (strongly disagree), 2 (disagree), 3 (agree) or 4 (strongly agree).

Mentors evaluate candidates' dispositions at midterms and discuss the evaluation with candidates so that they are aware of strengths and weaknesses. Mentors again use the assessment at the end of the semester (end of semester data is reported below). The assessment is evaluated using a rubric, and the target performance is that 100% of candidates will score at least "Agree" (3) on the rubric.

**Finding.** In AC 2025 – 2026, the target was met.

#### Analysis.

In AC 2024 - 2025, the target was met. In AC 2024 - 2025, 100% (n=7) of candidates

## AC 2025 – 2026 Assessment

achieved proficiency by scoring at least 2 on the Dispositional Evaluation. The mean score was 3.96.

Based on the information gathered from an analysis of the AC 2024 - 2025 results, program faculty made the following changes to drive the cycle of continuous improvement. In AC 2025-2026, faculty modified instructional design by adding resources addressing the following topics where points were missed to support candidate learning and their ability to meet SLO 3:

- *Presenting Instructional Content*
- *Connecting Theory with Practice*
- *Meeting Work Submission Guidelines*

These changes helped to improve the candidates' ability to demonstrate proficiency on the Teacher Candidate Observation Form, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 - 2026, the target was met. These changes had a direct impact on the candidates' ability to achieve proficiency on the Dispositional Evaluation.

100% of candidates (n=7) met target and scored at least a 3 on the Dispositional Evaluation in AC 2025 - 2026. The mean score was 3.58.

The candidates' lowest scores fell in the following category:

- *Collaboration*

### **Decision.**

In AC 2025 - 2026, the target was met.

Based on the analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026 - 2027 to drive the cycle of improvement. In AC 2026 - 2027, faculty will modify instructional design by adding resources addressing *Collaboration*.

These changes will improve the candidates' ability to Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

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### SLO 4: Exhibit creative thinking: Lesson Plan

| Departmental Student Learning Goal                                                                                                        | Program Student Learning Outcome                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline. (Lesson Plan) | Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education.<br><br><i>100% of candidates will meet proficiency (minimum of 3.0) on the lesson plan and reflection.</i> |

**Course Map:** ECED 3110 *Early Childhood Methods*

#### Measure 4.1. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan and reflection in ECED 3110 *Early Childhood Methods*, which candidates take in their fourth or fifth semester. This assessment addresses the Louisiana Early Learning and Development Standards and candidates' ability to execute best teaching practices as reflected on the lesson plan. This assessment requires candidates to successfully execute the planned elements of the lesson on which their performance evaluations are based as measured by the Standards and Objectives domain of the NIET Evaluation Rubric. Residents demonstrate competency of written lesson plan design through course assignments prior to the residency. However, this lesson plan assessment measures the residents' ability to effectively execute the components as planned. Target for this assessment is that 85% of the candidates score a 3.0 on the Standards and Objectives Domain of the NIET Evaluation Rubric.

Validity and Reliability were established for the Assessment in 2025. A panel of 8 EPP faculty each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates from various initial teacher preparation programs. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = .952 with CVR(Critical), 8) = .75 and no single item below critical value of .75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = .89. ICC of .75-1.00 reflects "excellent" inter-rater agreement.

The lesson plan assessment measures for the following components: pre-assessment; lesson standard(s)/objective(s); essential questions; lesson vocabulary, bellringer, connections, and hook; content knowledge; post-assessment; sequence of the lesson; accommodations and differentiation; materials/equipment/technology; and SAMR Model. Candidates can score 10 (proficient), 5 (emerging), or 0 (beginning) on each lesson plan component. Scores are then converted to a four-point scale.

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**Finding.** In AC 2025 - 2026, the target was met.

### **Analysis.**

In AC 2024 - 2025, the target was met. In AC 2024-2025, 100% of candidates met the target and scored at least 3 on the lesson plan. Candidates' mean score was 3.76 (n = 2).

Based on the information gathered from an analysis of the AC 2024 – 2025 data, program faculty made the following changes to drive the cycle of continuous improvement. In AC 2025-2026, faculty modified instructional design by adding resources addressing the following topics where points were missed to support candidate learning and their ability to meet SLO 4:

- *Lesson Standards/Objectives*

These changes helped to improve the candidates' ability to demonstrate proficiency on the lesson plan, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 - 2026, the target was met. These changes had a direct impact on the candidates' ability to achieve proficiency on the lesson plan.

100% of candidates (n=7) met target and scored at least a 3 on the lesson plan in AC 2025 - 2026. The mean score was 3.87.

The candidates' lowest scores fell in the following categories:

- *Accommodations and Differentiation*
- *Materials/Equipment/Technology*

### **Decision.**

In AC 2025-2026, the target was met.

Based on the analysis of the AC 2025 - 2026 results, program faculty will implement the following changes in AC 2026 - 2027 to drive the cycle of improvement. In AC 2026 - 2027, faculty will modify instructional design by adding resources addressing:

- *Accommodations and Differentiation*
- *Materials/Equipment/Technology*

These changes will improve the candidates' ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

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**SLO 5: Make responsible decisions and problem-solve, using data to inform actions.**

| Departmental Student Learning Goal                                                                       | Program Student Learning Outcome                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Make responsible decisions and problem-solve, using data to inform actions.<br>(Student Learning Impact) | Candidates will document positive impact on young children's learning and development.<br><br><i>100% of candidates will meet proficiency (minimum 3.0) on Student Learning Impact.</i> |

**Course Map:** EDUC 4952 *Residency II: Teaching in the Early Childhood Classroom*

### Measure 5.1. (Direct – Knowledge and Skills)

SLO 5 is assessed through a student impact assessment (reflection) in Residency II or Internship II. The candidate must demonstrate the ability to effectively impact student learning and make data-informed decisions for continuous student improvement through measuring proficiency from pre- to post-assessment when planning and executing (teaching) a lesson.

Validity and Reliability were established for this assessment in 2025. A panel of 8 EPP faculty each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates from various initial teacher preparation programs. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = 1.00 with  $CVR(\text{Critical}, 8) = .75$  and no single item below critical value of .75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = 1.00. ICC of .75-1.00 reflects “excellent” inter-rater agreement.

The Student Learning Impact evaluates candidates on the following criteria: setting measurable assessment criteria; setting appropriate assessment format criteria; preparing instructional assignments or activities; disaggregation and analysis of formative data; concluding analysis of formative data; student learning targets (outcomes); student learning targets (analysis); student learning targets (interventions); and reflective practice. Candidates can score 4 (exemplary), 3 (proficient), 2 (needs improvement), or 1 (unsatisfactory) on each component.

**Finding.** In AC 2025 - 2026, the target was met.

### Analysis.

In AC 2024 - 2025, the target was met. In AC 2024 - 2025, 100% of candidates met the target and scored at least a “3”. Candidates’ mean score was 3.83 (n=2).

Based on the information gathered from an analysis of the AC 2024 - 2025 results, program faculty made the following changes to drive the cycle of continuous Improvement.

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In AC 2025-2026, faculty modified instructional design by adding resources addressing the following topics where points were missed to support candidate learning and their ability to meet SLO 5:

- *Setting Assessment Criteria*
- *Student Learning Targets*
- *Reflective Practice.*

These changes helped to improve the candidates' ability to demonstrate proficiency on the lesson plan, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 - 2026, the target was met.

100% of candidates (n=2) met target and scored at least a 3 on the Student Learning Impact assessment in AC 2025 - 2026. The mean score was 3.54.

The candidates' lowest scores fell in the following categories:

- *Reflective Practice*

### **Decision.**

In AC 2025 - 2026, the target was met.

Based on the analysis of the AC 2025 - 2026 results, faculty will implement the following changes in AC 2026 - 2027 to drive the cycle of improvement. In AC 2026 - 2027, faculty will modify instructional design by adding resources addressing these topics to ECED courses:

- *Reflective Practice*

These changes will improve the candidates' ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

### **Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:**

Program faculty made several decisions after examining results of data analysis from AC 2024 - 2025 which resulted in improved candidate learning and program improvement in AC 2025 - 2026:

SLO 1: Faculty encouraged candidates to take advantage of the support services offered in the Center for Excellence and Teaching and through discounted 240 Tutoring services.

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SLO 2: Faculty modified instructional design by adding resources addressing these topics to ECED courses: *Assessment* and *Engaging Students*.

SLO 3: Faculty modified instructional design by helping candidates explore strategies for strengthening these areas: *Presenting Instructional Content*, *Connecting Theory with Practice*, and *Meeting Work Submission Guidelines*.

SLO 4: Faculty modified instructional design by adding resources addressing these topics to ECED courses: *Integration of Literacy Strategies*

SLO 5: Faculty modified instructional design by adding resources addressing this topic to ECED courses: *Setting Assessment Criteria*, *Student Learning Targets*, and *Reflective Practice*.

Faculty strengthened service-learning components in all ECED courses.

Faculty emphasized professionalism and time management in all ECED courses.

Faculty added professional development sessions on CLASS, the instrument used to evaluate all preschool teachers in LA and some Kindergarten teachers in Louisiana.

Faculty strengthened the experiential learning component of our undergraduate program as part of our QEP.

### Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2025 - 2026 and will take steps to continue to improve candidate learning in AC 2026 - 2027:

SLO 1: Faculty will encourage candidates to take advantage of the support services offered in the Center for Excellence and Teaching and through discounted 240 Tutoring services, including a free month of 240 tutoring.

SLO 2: Faculty will modify instructional design by adding resources addressing these topics to ECED courses: *Assessment* and *Academic Feedback*.

SLO 3: Faculty will modify instructional design by helping candidates explore strategies for strengthening candidates' skills in *Collaboration*.

SLO 4: Faculty will modify instructional design by adding resources addressing these topics to ECED courses: *Lesson Standards/Objectives*

SLO 5: Faculty will modify instructional design by adding resources addressing these topics to ECED courses: *Reflective Practice*.

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Faculty will strengthen service-learning components in all ECED courses.

Faculty will emphasize professionalism and time management in all ECED courses.

Faculty will add professional development sessions on CLASS, the instrument used to evaluate all preschool teachers in LA and some Kindergarten teachers in Louisiana.