

AC 2025-2026 Assessment

B.S. Elementary Education (3102)

Division: Gallaspy College of Education and Human Development Department:

School of Education

Prepared by: Dr. Jessie Church

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Approved by: Dr. Neeru Deep

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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 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. Elementary Education Program Mission Statement. The mission of the Northwestern State University undergraduate elementary education program is to prepare students with the knowledge, skills, and dispositions necessary to be effective teachers in the elementary classroom. The program prepares candidates to meet the diverse needs of children in a variety of educational settings while documenting and assessing their growth over time in relation to Louisiana state competencies. Upon completion of the program, candidates are equipped to meet the many demands of the teaching profession.

Methodology:

The assessment process for this program includes:

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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 determine student learning and whether students 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. (Praxis PLT: Principles of Learning & Teaching #5622)	Candidates will demonstrate content and pedagogical knowledge related to elementary education. <i>[100% of candidates will meet proficiency on Praxis PLT: Principles of Learning & Teaching]</i>
Demonstrate discipline-specific content knowledge. (Praxis Content: ELA #7002, Math #7003, Social Studies #7004, Science #7005)	Candidates will demonstrate content and pedagogical knowledge related to elementary education. <i>[100% of candidates will meet proficiency on Praxis Content.]</i>

Course Map: Portal II: Prior to Residency I

Measure 1.1. (Direct—Knowledge)

SLO 1 is assessed using the Praxis Principles of Learning & Teaching (PLT) and Praxis Content exams for relevant subject areas and grade levels. Published by ETS, these assessments are nationally normed. Proficiency requires meeting Louisiana's minimum certification qualification scores.

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

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Application to clinical experiences (residency or internship) requires passing Praxis scores; therefore, for candidates to be successful, they must achieve scores that are at least as high as the State of Louisiana required scores of:

<i>PRAXIS II Content Exam for Elementary Education</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 Pedagogy/Principles of Learning & Teaching</i>	<i>Required Minimum Score</i>
<i>Elementary PLT Exam #5622</i>	<i>160</i>

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2025 – 2026, the target was met. 100% (n=14) of candidates achieved proficiency on the Praxis exams required for Elementary Education.

Assessment year	Reading/EL A Average Scaled score	Math Average Scaled score	Social Studies Average Scaled score	Science Average Scaled score	PLT Average Scaled Score
AC 2024-2025	166	178	170	174	175
AC 2025-2026	164	177	171	167	171

Based on information gathered from an analysis of the AC 2024 – 2025 data, program faculty made the following changes to drive the cycle of continuous improvement. As of January 1, 2025, the Louisiana State Department of Education Program changed this component of the Praxis exam to Teaching Reading #7002, Mathematics #7003, Science #7004, and Social Studies #7005. The Study Companion document, provided as a resource by ETS, was distributed to all faculty teaching undergraduate reading courses in the Elementary Education program and to their students. A document was created to indicate which courses teach each

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component of this exam. A template for students to self-evaluate their study needs was also made available as a student resource. Faculty introduced these resources to students as preparation materials.

These changes improved candidates' ability to demonstrate discipline-specific content knowledge to meet or exceed the required cut scores on each of the multiple subject content tests and the PLT Praxis exam, thereby continuing to advance the cycle of improvement.

As a result of these changes, the target was met in AC 2025 – 2026. These changes directly improved students' ability to achieve proficiency scores of at least 160 on Practices of Learning and Teaching (#5622), 157 on ELA (#7002), 157 on Math (#7003), 155 on Social Studies (#7004), and 159 on Science (#7005) on Praxis exams. The lowest average score was 164 on the Praxis Reading subtest, and the largest decline was on the Science Praxis.

100% (n=14) of candidates achieved proficiency on Praxis content and PLT exams in 2025-2026.

Decision.

In AC 2025 – 2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The faculty will provide Praxis preparation resources and learning opportunities for all students. Students are offered a first month free of the online Tutoring 240 program, which guarantees completion. Students enrolled in EDUC 4430 and EDUC 4330 will participate in a practice praxis exam, lessons to increase their content knowledge in science and social studies, and craft lesson plans that include the tested topics, higher-level thinking questions, differentiation, formative assessments, and accommodations.

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 Elementary curriculum, instruction, assessment, and managing classroom procedures. <i>90% of candidates will meet proficiency (minimum of 3.0) on the Teacher Candidate Observation Form.</i>

Course Map: EDUC 4962: Residency II- Teaching in the Elementary School. This course is taken during the final year in the program.

Measure 2.1. (Direct—Knowledge, Skills, and Dispositions)

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SLO 2 is assessed through the use of the Teacher Candidate Observation Form. In 2025, the state of Louisiana mandated that all EPPs implement the Louisiana Aspiring Educators Rubric (LAER).

Validity and reliability were established for the Louisiana Aspiring Educator Rubric (LAER) in 2025. A panel of 8 P-12 clinicians viewed a model teaching vignette and conducted independent evaluations of the teaching performance using this tool. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = .956 with CVR (Critical), 8 = .75, and no single item below the 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 = .87. ICC of .75-1.00 reflects “excellent” inter-rater agreement.

The Louisiana Aspiring Educator Rubric (LAER) is directly aligned with the Louisiana Educator Rubric (LER) and uses 12 key indicators drawn from the NIET Teaching Standards Rubric and the Louisiana Educator Rubric (LER). This alignment ensures a shared language for observation, feedback, and support, designed to build teacher candidate proficiency, prepare them for classroom readiness, and create a seamless transition to the LER. The Louisiana Aspiring Educator Rubric (LAER) brings a comprehensive focus on twelve indicators, each broken down into descriptors that clearly define effective teaching. Performance definitions are provided at levels 5 (Exemplary), 4 (Distinguished), 3 (Proficient), 2 (Developing), and 1 (Improvement Needed). The assessed indicators include instructional plans, assessment, standards and objectives; presenting instructional content; activities and materials; questioning; academic feedback; teacher knowledge of students; thinking and problem-solving; environment; engaging students and managing behavior; and professionalism.

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2025 – 2026, the target was met. 100% (n=10) of candidates achieved proficiency of at least 3.0 on the Teacher Candidate Observation Form (LAER).

Based on the information gathered from an analysis of the AC 2024 – 2025 data, program faculty made the following changes in AC 2025-2026 to drive the cycle of continuous improvement. The program faculty implemented having candidates document and categorize specific academic feedback from Mentor teachers during lessons, and have candidates provide specific written academic feedback on student work samples. Professors planned opportunities for students to provide feedback to one another, as indicated in the lesson plans.

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These changes helped to improve candidates' ability to implement remediation strategies, deliver student feedback, and reteach content, thereby continuing to push the cycle of improvement forward.

As a result of these changes, the target was met in AC 2025 – 2026. These changes had a direct impact on the students' demonstrated knowledge of developmentally appropriate practices related to the Elementary curriculum, instruction, assessment, and classroom management.

100% (n=10) of candidates achieved proficiency of at least 3.0 on the Teacher Candidate Observation Form (LAER) in 2025-2026. The overall average score was 3.4. Teacher Candidate's highest scores exhibit strengths in the following areas: Professionalism (3.92) and Teacher Knowledge of Students (3.54). Candidates scored lowest in the category of providing Academic Feedback to students (3.01).

Decision.

In AC 2025 – 2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The indicator Academic Feedback was still the highest area of need for the candidates. However, from 2024-25 to 2025-26, Academic Feedback grew from 2.92 to 3.01. The program faculty will require candidates to document and categorize specific verbal and written academic feedback from Mentor teachers, and to provide standards-aligned written academic feedback on student work samples. The program faculty will plan opportunities for students to provide standards-aligned written feedback on student work in case studies, during field experiences, and on one another's work.

These changes will improve candidates' ability to provide academic feedback, thereby continuing to advance the cycle of improvement.

SLO 3: Model professional behaviors and characteristics.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical. <i>90% of candidates will meet proficiency (minimum of 3.0) on the Dispositional Evaluation.</i>

Course Map: EDUC 4961: Residency I- Teaching in Elementary School. This course is taken during the final year of the program.

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Measure 3.1. (Direct—Dispositions)

SLO 3 is assessed through an electronic Professional Disposition Evaluation tool. 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 that was piloted in the AC 2025-2026.

Content Validity was re-established for the Dispositional Evaluation in 2025. A panel of EPP faculty members formed initial and advanced programs, as well as programs not associated with CAEP accreditation, and 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. Data Quality was deemed sufficient, with all items meeting the 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).

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2025 – 2026, the target was met. 100% (n=10) of candidates achieved proficiency of at least 3.0 on the Dispositional Evaluation.

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. The program faculty implemented peer review of lesson plans to assess logical organization and the inclusion of connections between new and prior knowledge. Additional focus on the questions used in the Pre-Observation conference further emphasized these indicators. *Question 2: What information/data did you use to design the lesson? How did the information/data influence the planning of this lesson? How will you know whether the students have learned what you intended? And question 3: What is the academic relationship between this lesson and past or future lessons? How does this lesson fit into the sequence of learning for this class (vertical alignment)?*

These changes improved candidates' ability to connect new and prior knowledge for students, show concern for mastery of material, and communicate in a logical and organized manner, 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 students' ability to achieve proficiency of at least 3.0 on the Professional Disposition Evaluation tool.

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100% (n=10) of candidates achieved proficiency of at least 3.0 on the Professional Disposition Evaluation tool in 2025-2026. Based on their latest performance, candidates scored lowest in the disposition growth mindset, scoring an average of 3.45. The disposition of a growth mindset requires the candidate to do the following to be rated as level 4: "The candidate is actively seeking feedback and applies it meaningfully, models continuous learning and reflection, and leads by example in promoting growth-oriented practices." The average score across all indicators is 3.71.

Decision.

In AC 2025 – 2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The program faculty will implement goal setting and reflection throughout the course programs based on the evaluation dispositions. In addition, a focus on the post-observation reflection questions 1 through 3 further supports a growth mindset. Question 1 asks candidates to reflect on the lesson. *What would you consider the strength of the lesson? Did this impact student learning, based on your analysis of their assessments? Explain.* Question 2 provides candidates with an opportunity to analyze student growth by comparing pre- and post-assessment data to determine which students grew in their mastery of the lesson objective. Question 3 supports candidates in determining objective mastery by analyzing data and identifying areas of need and next steps to ensure student growth. *Did students master the objective(s)? What does the evidence from student work indicate? What area of refinement is necessary to improve or increase the impact on student learning?*

These changes will improve the candidate's ability to actively seek feedback and apply it meaningfully, model continuous learning and reflection, and lead by example in promoting growth-oriented practices.

SLO 4: Exhibit Creative Thinking that Yields Engaging Ideas, Processes, Materials, and Experiences Appropriate for the Discipline

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 execution)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary Education. 85% of candidates will meet proficiency (minimum of 3.0)

Course Map: Portal IV Residency II: EDUC 4962: Residency II- Teaching in the Elementary School.

Measure 4.1. (Direct—Knowledge and Skills)

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The *Assessment for Lesson Plan Implementation* addresses the Louisiana State Standards and interns' ability to execute best teaching practices as reflected in the lesson plan. This assessment requires interns to successfully execute the planned elements of the lesson on which their performance evaluations are based, as measured by the Standards and Objectives indicator of the Louisiana Aspiring Educators Rubric. Residents demonstrate competency in designing written lesson plans through course assignments prior to the residency. However, this lesson plan assessment measures the resident's ability to effectively execute the components as planned.

The target for this assessment is for 85% of residents to score 3.0 on the Standards and Objectives indicator of the Louisiana Aspiring Educators Rubric (LAER).

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2025 – 2026, the target was met. Based on information gathered from an analysis of the AC 2024-2025 data, 90% (n=10) scored a 3.0 or higher average on the indicator for standards and objectives.

The program faculty incorporated more instructional materials and resources in AC 2025-2026 to address contextual factors, adapt to student learning, and promote higher-order thinking. Furthermore, residents received expanded instruction on implementing lesson plans and evaluating their success by analyzing student outcomes, such as pre- and post-assessments. These updates provided more focused, detailed guidance in these areas of need and supported ongoing progress in the improvement cycle.

Decision.

In AC 2025 – 2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The program faculty will incorporate additional strategies to ensure that all learning objectives and state content standards are communicated, referenced, and discussed throughout the lesson. Additionally, program faculty will provide instruction on aligning student work and assessments with the lesson objective and criteria for success. Residents will receive more detailed instructions on assessing their success by analyzing student outcomes, such as pre- and post-assessments.

These changes will improve the candidate's ability to successfully execute the planned elements of the lesson on which the performance evaluations for the standards-and-objectives indicator are based 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 when Appropriate

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions. (Student Learning Impact)	80% of candidates will meet proficiency (minimum 3.0) on Student Learning Impact.

Course Map: Portal IV: Residency II: SLO 5 is assessed in EDUC 4962, Residency-Teaching in the Elementary School, through the teaching portfolio, which is assessed using the P12 Student Learning Impact Assessment during the last semester of the program.

Measure 5.1. (Direct—Knowledge and Skills)

SLO 5 is assessed through a student impact assessment (reflection) in Residency 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.

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. AC 2025 – 2026 the target was met.

Analysis.

In AC 2025 – 2026, the target was met. 100% (n=10) of candidates achieved proficiency, at least 3.0 out of 4.0 on Student Learning Impact data.

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. Candidates scored the lowest in disaggregating and analyzing formative data, identifying learning gaps, setting student learning targets during interventions, and engaging in reflective practice. The program faculty offered additional opportunities for Methods students to disaggregate and analyze student data using assessment scores from lessons in content-specific methods courses. Students researched and developed

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interventions to address deficits revealed by the data. These weaknesses, including reflective practice, were linked to student data and targeted concurrently.

As a result of these changes, the target was met in AC 2025 – 2026. These changes had a direct impact on the student's ability to achieve proficiency of at least 80% on student learning impact.

100% (n=10) of candidates achieved a proficiency of at least 3.0 out of 4.0 in student learning impact in 2025-2026. The candidates' lowest average score (3.01) was in the area of Learner Development: "The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary independently within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences."

Decision.

In AC 2025 – 2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. SLO 5 will be revised to evaluate the resident's capacity to influence student mastery of the lesson objective using post-assessment data. The new learning outcome will be that 85% of candidates have 80% of students attain mastery of the lesson objective. SLO 5 will be evaluated via post-assessment data during Residency II. The candidates need to show they can effectively influence student learning and use data to make ongoing improvements. Therefore, the pre- and post-observation conference reflection questions and data analysis will continue to require residency II students to chart each student's pre- and post-assessment scores, show a change in mastery of the lesson objective using + to represent an increase, - to show a decrease, and = to show no change, and to analyze data to determine instructional next steps. Post-assessment scores will be reported and used to determine whether candidates were able to grow 80% of their students to the mastery level of the lesson objective.

These changes will shift from portfolio-based evidence of what candidates know about learner development to student data that proves what candidates can do. Post-assessment mastery data becomes the true measure of a candidate's direct impact on student growth. Thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

The program faculty made several decisions after examining the results of the 2024-2025 data analysis, which resulted in improved learning and program improvement for AC 2025-2026.

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SLO 1 – The program faculty implemented several updates to foster ongoing improvement cycles. Starting January 1, 2025, the Louisiana State Department of Education revised the Praxis exam component to include Teaching Reading #7002, Mathematics #7003, Science #7004, and Social Studies #7005. The ETS-provided Study Companion, a resource document, was shared with all faculty teaching undergraduate reading courses within the Elementary Education program and their students. A chart was developed to specify which courses cover each exam component, along with a self-evaluation template for students to identify their study needs. Faculty introduced these resources as essential preparation tools for students.

SLO 2 – Faculty and university supervisors participated in professional development to offer extra resources and targeted coaching for teacher candidates. They focused on remediation, feedback, and reteaching in line with the Louisiana Aspiring Educators Rubric (LAER). Candidates were required to document specific academic feedback from Mentor teachers and submit detailed written feedback on student work. Professors also organized peer feedback sessions as part of lesson plans.

SLO 3 – The program faculty used peer review of lesson plans to evaluate their logical structure and the extent to which they connect new and existing knowledge. They also put more emphasis on the questions asked during the pre-observation conference to highlight these aspects. Question 2: *What information/data did you use to design the lesson? How did the information/data influence the planning of this lesson? How will you know whether the students have learned what you intended? And question 3: What is the academic relationship between this lesson and past or future lessons? How does this lesson fit into the sequence of learning for this class (vertical alignment)?*

SLO 4 – The program faculty improved instructional materials to better address contextual factors, tailor to student needs, and foster higher-order thinking. Residents received more guidance on creating lesson plans and analyzing student results. Candidates lacking proficiency in Thinking and Problem-solving were advised to observe and record strategies from Mentor Teachers and apply them in their lesson plans. These updates offered targeted support, promoting continuous progress in the improvement cycle.

SLO 5 – The faculty provided Methods students with more opportunities to analyze assessment data from content-specific courses. Students researched and created interventions for deficits, including reflective practice, linked to student data, and targeted simultaneously. These identified areas of weakness are reflective practices, connected to student data, and can be addressed simultaneously.

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: Program faculty will provide Praxis prep resources and learning opportunities for all students. Students get a first month free of the online Tutoring 240 program, which

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guarantees completion. Students in EDUC 4430 and EDUC 4330 will take a practice praxis exam, learn science and social studies content, and craft lesson plans covering tested topics, higher-level questions, differentiation, assessments, and accommodations.

SLO 2: Faculty will require candidates to document and categorize verbal and written academic feedback from mentors and to provide standards-aligned feedback on student work. Program faculty will also plan opportunities for students to provide feedback on case studies, field experiences, and peers' work in EDUC 4230, EDUC 4430, and EDUC 3010.

SLO 3: The faculty will incorporate goal setting and reflection into the course programs, guided by the evaluation dispositions. Specifically, EDUC 2020, EDUC 3140, and EDUC 4962 will feature activities related to goal setting and self-reflection aligned with these dispositions. Furthermore, concentrating on reflection questions 1 to 3 after the observation enhances a growth mindset. These changes will improve the candidate's ability to actively seek feedback and apply it meaningfully, model continuous learning and reflection, and lead by example in promoting growth-oriented practices.

SLO 4: Residents will receive detailed guidance on assessing success using student outcomes, including pre- and post-assessments. Faculty will include strategies to ensure that all learning objectives and standards are communicated and discussed during lessons. They will also instruct students in aligning student work and assessments with lesson goals and success criteria. These changes aim to enhance candidates' ability to effectively implement the indicator standards and objectives for performance evaluation using the LAER.

SLO 5: Faculty will revise SLO 5 to measure candidates' capacity to influence student mastery using post-assessment data, with a benchmark of 85% of candidates achieving 80% student mastery, evaluated during Residency II. Candidates will chart pre- and post-assessment scores using +, -, and = indicators to reflect growth, decline, or no change, analyze data to determine instructional next steps, and report post-assessment scores as evidence of their direct impact on student growth. In addition, candidates will review student work to identify misconceptions and next steps. EDUC 3010, EDUC 4230, and EDUC 4430 will provide case studies and student work for analysis to identify misconceptions and next steps.