

AC 2025 – 2026 Assessment

PREP-Alternate Certification (019), (020), (021)

Division: Gallaspy College of Education and Human

Development Department: School of Education

Prepared by: Dr. Amy Craig

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Approved by: Dr. Mary Edith Stacy

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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 School of Education and Departments of Health and Human Performance, 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 the 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.

PREP Program Mission Statement. The mission of the Northwestern State University alternate certification programs in Elementary, Middle, and Secondary Education is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in their respective classrooms while earning teacher certification. These programs prepare educators who are currently in the field to meet the diverse needs of students across various settings, while documenting and assessing student growth over time in alignment with state standards. Upon completion of the programs, which meet state accreditation requirements, candidates are equipped to successfully meet the many demands of the teaching profession at all grade levels.

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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 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.

Course Map: Portal II: Prior to Acceptance into Internship II (Praxis PLT)

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge. (Praxis PLT: Principles of Learning & Teaching Elementary (5622), Middle (5623), Secondary (5624))	100% of candidates will meet proficiency (minimum score of Elementary (160), Middle (160), Secondary (157)) on Praxis PLT: Principles of Learning & Teaching Elementary (5622), Middle (5623), Secondary (5624).

Measure 1.1. (Direct—Knowledge)

SLO 1 is assessed through PRAXIS Principles of Learning & Teaching (PLT) for the respective certification 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

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tests and (2) the tests are nationally normed.

Application to clinical experiences (internship) 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 of:

PLT	Minimum Score
Elementary	160
Middle	160
Secondary	157

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 – 2025, the target was **met**. 100% (n=11) of candidates achieved proficiency (minimum score on PLT of Elementary (160), Middle (160), Secondary (157)) on Praxis PLT: Principles of Learning & Teaching Elementary (5622), Middle (5623), Secondary (5624).

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. Faculty provided enhanced support through a newly established educational lab, offering targeted resources to help candidates prepare for the PLT exam. Faculty also aligned coursework with PRAXIS content, incorporating test-style questions, and offering structured preparation through workshops and platforms like 240 Tutoring. They provided access to practice exams, diagnostics, and personalized study plans. These changes helped to improve candidates' ability to demonstrate knowledge of developmentally appropriate practices relating to elementary, middle and secondary education; 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 student's ability to achieve proficiency (minimum score on PLT of Elementary (160), Middle (160), Secondary (157)) on Praxis PLT: Principles of Learning & Teaching Elementary (5622), Middle (5623), Secondary (5624).

100% (n=14) of candidates achieved proficiency on the PLT exam 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. Program faculty will provide additional support through faculty mentoring, academic labs, and campus resources like writing centers and libraries to further enhance student readiness and performance. Students will also have access to a praxis resource guide with hyperlinks that offer additional practice materials.

These changes will improve candidates' ability to demonstrate discipline-specific content

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knowledge, thereby continuing to push the cycle of improvement forward.

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

Course Map: Portal IV: Internship II – EDUC 5611, EDUC 5621, EDUC 5631, Internship in Teaching

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice. (Teacher Candidate Observation Form)	85% of candidates will meet proficiency (minimum of 3.0) on the Teacher Candidate Observation Form.

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

SLO 2 is assessed through the use of 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 bulleted 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. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 – 2025, the target was met. 85.7% (n=21) of candidates achieved proficiency (minimum of 3.0) on the Teacher Candidate Observation Form

Based on the information gathered from an analysis of the AC 2024 – 2025 data, program faculty

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made the following changes to drive the cycle of continuous improvement. Teacher candidates demonstrated a weakness in the area of Student Work and Critical Thinking. Program faculty implemented strategies that emphasized active student engagement and visible thinking during instruction. This included modeling techniques that prompted higher-order questioning, encouraged student-led discussions, and integrated strategies like think-pair-share and written reflections. These changes helped to improve candidates' ability better use data to drive instruction, ultimately improving their ability to ensure mastery of the content by their students; 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 student's ability to achieve proficiency (minimum of 3.0) on the Teacher Candidate Observation Form.

85.7% (n=15) of candidates achieved proficiency (minimum of 3.0) on the Teacher Candidate Observation Form 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. Candidate data indicated a marked increase in "Teacher Knowledge of Students" (3.69). The weakest area of performance was in the "Assessment" domain (3.11). Therefore, faculty will incorporate video analysis of effective teaching that demonstrates informal formative assessment, and guide candidates in designing assessments that require critical thinking while aligning to the objective of the lesson. To ensure increased performance in Assessment, candidates will take EDUC 5031 in lieu of the current seminar course.

These changes will improve candidates' ability to be able to align assessment with their daily objective and unit goals, thereby continuing to push the cycle of improvement forward.

SLO 3: Model professional behaviors and characteristics.

Course Map: Portal III: Internship I – EDUC 5610, EDUC 5620, EDUC 5630 Internship in Teaching

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	85% of candidates will meet proficiency (minimum of 3.0) on the Dispositional Evaluation.

Measure 3.1. (Direct—Dispositions)

SLO 3 is assessed through an electronic Professional Disposition Evaluation tool. The tool was

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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 the 2025-2026 AY.

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).

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 – 2025, the target was met. 100% (n=20) of candidates achieved proficiency (minimum of 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. Program faculty implemented clear expectations and consistent routines to improve student punctuality and responsibility. This included providing detailed course calendars, regular reminders, and structured deadlines to help students manage their time effectively. Additionally, incorporating accountability measures such as participation points, reflective check-ins, and early intervention for missed assignments encouraged students to arrive on time and complete their coursework consistently. These changes helped to improve candidates' ability to model behaviors and characteristics that are professional and ethical, thereby enabling them to communicate effectively with all stakeholders; 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 student's ability to achieve proficiency (minimum of 3.0) on the Dispositional Evaluation.

100% (n=12) of candidates achieved proficiency (minimum of 3.0) on the Dispositional Evaluation in 2024-2025.

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. Based on their latest performance,

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candidates scored lowest on *Initiative* (3.50) and highest on *flexibility* (3.77). Candidates will participate in monthly virtual meetings where case studies/real-life scenarios are discussed to better ensure candidates' understanding of proactively implementing initiatives.

These changes will improve candidates' ability to model professional behaviors and characteristics in the area of initiative, thereby continuing to push the cycle of improvement forward.

SLO 4 Demonstrate creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for discipline.

Course Map: EDUC 5411, EDUC 5421, and EDUC 5431 Elementary, Middle and Secondary Internship in Teaching.

SLO 4 is assessed through the standards and objective domain on the intern's final evaluation.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline. (<i>Lesson Plan execution</i>)	85% Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices of the respective curriculum with a minimum 3.0 score.

Departmental Student Learning Goal Program Student Learning Outcome Demonstrate 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, Middle and Secondary Education. The Assessment for Lesson Plan Implementation addresses the Louisiana State Standards and interns' ability to execute best teaching practices as reflected on 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 domain of the LAER Evaluation Rubric. Interns demonstrate competency of written lesson plan design in EDUC 5650 and EDUC 5670 through course assignments prior to the internship. However, this lesson plan assessment measures the intern's 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 LAER Evaluation Rubric.

Finding: Target was not met.

Analysis:

In AC 2024-2025, the target **was met**. 92% of students scored 3.0 or higher on the Standards and Objectives domain which is reflective of the candidate's ability to implement and effectively execute the lesson plan. Based on information gathered from analysis of the AC 2024-2025 data, faculty implemented the following in AC 2025 – 2026. Faculty increased instruction in the areas of Performance-based Lesson Planning and implemented these practices in additional courses prior to internship. Candidates/Interns were scored on lesson planning with the use of the performance

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evaluation rubric. These changes allowed faculty to better identify and improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward. These changes resulted in more in-depth and targeted instruction in this area of need in an effort to drive the cycle of improvement.

Decision:

In AC 2025-2026, the target **was not met**. 80% (n=15) of students scored 3.0 or higher on the Standards and Objectives domain which is reflective of the candidate's ability to implement and effectively execute the lesson plan. Based on information gathered from an analysis of the AC 2025-2026 data, faculty will implement the following in AC 2026 – 2027. Because post-test data indicates that this weakness stems from candidates' ability to accurately assess and adjust instruction to meet the needs of their students, the current seminar course will be replaced with EDUC 5031, Data Literacy and Assessment. This will provide candidates greater support and preparation regarding components necessary to ensure P-12 students meet the daily objective. These changes will allow faculty to improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward.

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

Course Map: Portal IV: Internship II- EDUC 5611, EDUC 5621, EDUC 5631

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions. (Student Learning Impact)	70% of P-12 students will master the daily objective (scoring 80% or greater on post-test) on candidates' formally evaluated lessons.

Measure 5.1. (Direct—Knowledge and Skills)

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.

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 – 2025, the target was **met**. 100% (n=21) of candidates achieved proficiency on Student Learning Impact.

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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. Program faculty implemented hands-on data analysis activities into coursework. This included the use of real or simulated student work samples to practice interpreting assessment results, identifying trends, and planning targeted instructional responses. Additionally, faculty provided structured templates and guided practice to help candidates effectively document learning gaps and implement data-driven interventions within their Student Learning Impact Assessments.

These changes shifted 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.

As a result of these changes, in AC 2025 – 2026 the target was met. These changes had a direct impact on the student's ability to achieve proficiency in the area of Student Learning Impact.

73% of P-12 students assessed during formal candidate evaluations mastered the daily objective indicating positive growth in the area of Student Learning Impact 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. Faculty will integrate assignments that require candidates to demonstrate effective assessment strategies that support data-driven instruction through the Data Cycle Project in EDUC 5031.

These changes will improve candidates' ability to make responsible decisions and problem-solve, using data to inform actions, thereby continuing to push the cycle of improvement forward.

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

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

- SLO 1 – Based on the analysis of the 2024 -2025 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous

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improvement in 2025-2026. Faculty provided enhanced support through a newly established educational lab, offering targeted resources to help candidates prepare for the PLT exam. Faculty also aligned coursework with PRAXIS content, incorporating test-style questions, and offering structured preparation through workshops and platforms like 240 Tutoring. They provided access to practice exams, diagnostics, and personalized study plans. As a result, in AC 2025–2026, the target was met, with students achieving the required minimum scores on the Praxis PLT exams.

- SLO 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. Teacher candidates demonstrated a weakness in the area of Student Work and Critical Thinking. Program faculty implemented strategies that emphasized active student engagement and visible thinking during instruction. This included modeling techniques that prompted higher-order questioning, encouraged student-led discussions, and integrated strategies like think-pair-share and written reflections. These changes helped to improve candidates' ability better use data to drive instruction, ultimately improving their ability to ensure mastery of the content by their students.
- SLO 3 – 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. Program faculty implemented clear expectations and consistent routines to improve student punctuality and responsibility. This included providing detailed course calendars, regular reminders, and structured deadlines to help students manage their time effectively. Additionally, incorporating accountability measures such as participation points, reflective check-ins, and early intervention for missed assignments encouraged students to arrive on time and complete their coursework consistently. These changes helped to improve candidates' ability to model behaviors and characteristics that are professional and ethical, thereby enabling them to communicate effectively with all stakeholders.
- SLO 4 – Based on information gathered from analysis of the AC 2024-2025 data, faculty implemented the following in AC 2025 – 2026. Faculty increased instruction in the areas of Performance-based Lesson Planning and implemented these practices in additional courses prior to internship. Candidates/Interns were scored on lesson planning with the use of the performance evaluation rubric. These changes allowed faculty to better identify and improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward. These changes resulted in more in-depth and targeted instruction in this area of need in an effort to drive the cycle of improvement.
- SLO 5 – 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. Program faculty implemented hands-on data analysis activities into coursework. This included the use of real or simulated student work samples to practice interpreting assessment results, identifying trends, and planning targeted instructional responses. Additionally, faculty provided structured templates and guided practice to help candidates effectively document learning gaps and implement data-driven interventions within their Student Learning Impact Assessments, thereby continuing to push the cycle of improvement forward.

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Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2024-2025 and will take steps to continue to improve candidate learning in AC 2025-2026:

- SLO 1: 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. Program faculty will provide additional support through faculty mentoring, academic labs, and campus resources like writing centers and libraries to further enhance student readiness and performance. These changes will improve candidates' ability to demonstrate discipline-specific content knowledge.
- SLO 2: Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Candidate data indicated a marked increase in "Teacher Knowledge of Students" (3.69). The weakest area of performance was in the "Assessment" domain (3.11). Therefore, faculty will incorporate video analysis of effective teaching that demonstrates informal formative assessment, and guide candidates in designing assessments that require critical thinking while aligning to the objective of the lesson.
- SLO 3: 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. Based on their latest performance, candidates scored lowest on Initiative (3.50) and highest on flexibility (3.77). Candidates will participate in monthly virtual meetings where case studies/real-life scenarios are discussed to better ensure candidates' understanding of proactively implementing initiatives.
- SLO 4: Based on information gathered from an analysis of the AC 2025-2026 data, faculty will implement the following in AC 2026 – 2027. Because post-test data indicates that this weakness stems from candidates' ability to accurately assess and adjust instruction to meet the needs of their students, the current seminar course will be replaced with EDUC 5031, Data Literacy and Assessment. This will provide candidates greater support and preparation regarding components necessary to ensure P-12 students meet the daily objective. These changes will allow faculty to improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward.
- SLO 5: 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. Faculty will integrate assignments that require candidates to demonstrate effective assessment strategies that support data-driven instruction through the Data Cycle Project in EDUC 5031.