

Secondary Education and Teaching with Concentrations in Agriculture, Business, Biology, English, Mathematics, and Social Studies (320)

Division: Gallaspy College of Education and Human Development Department:

School of Education

Prepared by: Dr. Kristen Walker Authement

Date: May 19, 2026

Approved by: Dr. Neeru Deep

Date: June 2, 2026

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 Family College of Education and Human Development Mission

Statement. The Gallaspy College of Education and Human Development (GCEHD) is committed to working collaboratively to acquire, create, and disseminate knowledge to NSU 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 Addiction Studies, 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.

Secondary Education Program Mission Statement. The teacher preparation programs at Northwestern State University prepare critically reflective and responsive teachers who continue to learn across their careers. Several priorities distinguish our approach to teacher education including strong subject matter emphasis, intensive clinical field experiences, and commitment to reflective practice. These candidates are well prepared in their content areas and with the most recent

research-based knowledge of instruction and curriculum. Further, candidates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors. Our goal for all is that they will become exceptional classroom teachers and take on leadership roles within schools across Louisiana.

Methodology:

The assessment process for this program includes:

[Updated; Do not change]

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 5624)	Candidates will demonstrate content and pedagogical knowledge related to secondary education. <i>100% of candidates will meet proficiency (minimum score of 157) on Praxis PLT</i>

Demonstrate discipline-specific content knowledge. (Praxis Content: Agriculture (5701), Biology (5236), Business (5101), English (5039), Mathematics (5165), Social Studies (5086))	Candidates will demonstrate content and pedagogical knowledge related to secondary education. <i>100% of candidates will meet proficiency.</i>
--	--

Course Map: Portal II: Prior to Residency or Internship

Measure 1.1. (Direct—Knowledge)

SLO 1 is assessed through PRAXIS Principles of Learning & Teaching (PLT) and PRAXIS Content exams for the respective subject area(s) 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 or 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:

- Agriculture: Content, Test #5701, Min. Score: 147
- Biology: Content, Test #5236, Min. Score: 154
- Business: Content, Test #5101, Min. Score: 154
- English: Content and Analysis, Test #5039; Min. score: 168
- Mathematics: Content Test #5165, Min. Score: 159
- Social Studies: Content, Test #5086, Min. Score: 153

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 – 2025, the target was met. 100% of candidates achieved a proficiency score of 157 or higher on Praxis PLT: Principles of Learning and Teaching (5624). They also achieved proficiency scores of at least 153 (Social Studies - 5086), 168 (English-5039), and 159 (Mathematics-5165) on the Praxis CONTENT.

Based on the analysis of AC 2024–2025 data, program faculty established new goals

for AC 2025–2026 that focus on strengthening teacher candidates' readiness for Praxis examinations and improving overall candidate success. Faculty expanded access to targeted study guides, instructional resources, practice assessments, and case-study-based learning experiences to better prepare candidates for Praxis Content and PLT exams. The program continued promoting individualized academic support through online tutoring programs, campus-based tutoring services, mentoring opportunities, and small-group study sessions designed to strengthen both content knowledge and pedagogical skills. Faculty further integrated Praxis preparation activities into coursework by emphasizing portfolio development, instructional planning, lesson analysis, presentations, and reflective remediation assignments within education courses. In addition, the program aligned instructional supports and assessment preparation activities with state licensure expectations and professional teaching standards to improve candidates' demonstration of elementary education competencies. Faculty also used Praxis performance data to guide evidence-based interventions and continuous program improvements while fostering a culture of academic achievement and professional growth through consistent engagement with institutional support services and professional learning resources.

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 a proficiency score of 157 or higher on Praxis PLT: Principles of Learning and Teaching (5624). They also achieved proficiency scores of at least 153 (Social Studies - 5086) and 168 (English-5039) on the Praxis CONTENT.

100% (n=4) of candidates achieved a proficiency score of 157 or higher on Praxis PLT: Principles of Learning and Teaching (5624). They also achieved proficiency scores of at least 153 (Social Studies-5086) and 168 (English-5039) on the Praxis CONTENT 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. Program faculty will improve Praxis scores by expanding review activities in EDUC 4010 through the use of Praxis practice questions, mock exams, targeted remediation sessions, and Praxis-aligned assignments that strengthen both content and pedagogical knowledge. Faculty will increase collaboration with The Center for Excellence in Teaching (CET) by encouraging greater participation in tutoring, mentoring, and small-group study sessions throughout the semester. Instructors will also provide individualized feedback and intervention plans based on student performance data to address areas of academic need early. Information on workshops focused on test-taking strategies, stress management, and time management, along with consistent communication about Praxis requirements and

available support resources, will be shared with students to help improve student confidence, preparation, and overall performance on Praxis assessments.

These changes will improve candidates' ability to demonstrate discipline-specific content knowledge thereby continuing to push the cycle of improvement forward.

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 content and pedagogical knowledge related to secondary education. <i>85% of candidates will meet proficiency (minimum of 3.0)</i>

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 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. AC 2025– 2026 the target was not met.

Analysis.

In AC 2024 – 2025, the target was met. 100% (n=7) of candidates achieved proficiency (mean score of 3.0) on 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. Based on their latest performance, candidates scored lowest on Questioning (2.91), Motivating Students (3.31), Presenting Instructional Content (3.31), Activities and Materials (3.31), Teacher Knowledge of Students (3.31), Engaging Students and Managing Behavior (3.31). Program faculty implemented modeling effective questioning, real-world connections, exemplary analysis of presenting instructional content, activity vetting protocols, field experience reflection, and classroom management frameworks. Program faculty enhanced instruction by modeling effective questioning techniques, emphasizing higher-order thinking and thoughtful wait time. They incorporated real-world connections into coursework to help teacher candidates design lessons that are relevant and meaningful to students' lives. Through exemplary analysis, faculty guided candidates in evaluating strong instructional content delivery by dissecting model lessons and teaching videos. Activity vetting protocols were introduced to ensure that candidates develop engaging, standard-aligned, and developmentally appropriate learning tasks. Field experience reflections were used to deepen candidates' understanding of student needs, encouraging critical thinking about classroom dynamics. Finally, classroom management frameworks were integrated into the program to equip candidates with proactive, research-based strategies for fostering positive learning environments.

In AC 2025 – 2026 the target was not met. There were four candidates in 2025-2026. One of the four candidates did not achieve proficiency. Due to only having four candidates, since one did not achieve proficiency (mean score of 3.0) on Teacher Candidate Observation Form (LAER) only 75% of candidates achieved the goal, rather than the desired 85%.

Decision.

In AC 2025 – 2026, the target was not 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, candidates scored lowest on Assessment (2.938) and Engaging Students and Managing Behavior (2.938). Program faculty will increase student scores in the areas of assessment, engaging students, and managing behavior on the LAER by embedding more practical and hands-on teaching experiences throughout coursework and clinical practice. Faculty will provide candidates with opportunities to create formative and summative

assessments, analyze student data, and develop differentiated instructional plans that strengthen assessment literacy and instructional decision-making. Instructors will model and incorporate active learning strategies, technology integration, culturally responsive teaching practices, and student-centered instructional methods to improve candidates' ability to engage diverse learners effectively. Faculty will also provide explicit instruction and practice in classroom management techniques, positive behavior supports, conflict resolution, and relationship-building strategies through role-playing activities, classroom simulations, case studies, and supervised field experiences. Additionally, faculty will use observation feedback, mentor teacher input, and LAER performance data to identify areas of need, provide targeted remediation and support, and make continuous improvements to the instructional practices and candidate preparation.

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

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>85% of candidates will meet proficiency (minimum of 3.0)</i>

Course Map: Portal III: Residency I or Internship I

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 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=7) of candidates achieved proficiency (a minimum score of a 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 in AC 2025-2026 to drive the cycle of continuous improvement. Candidates scored lowest on *the student using correct spelling, grammar, and punctuation* (3.83 out of 4) and *the student completes assignments and other course responsibilities* (3.75 out of 4). Program faculty implemented the encouragement of use of writing tools and provided clear communication and calendars. Program faculty actively encouraged candidates to utilize writing support tools such as Grammarly, Hemingway App, and built-in grammar checkers to enhance their spelling, grammar, and punctuation in all written assignments. Additionally, faculty provided clear, consistent communication and detailed course calendars, including assignment deadlines, milestone reminders, and expectations, to help candidates manage their responsibilities and stay on track throughout the semester.

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 (a minimum score of a 3.0) on the Dispositional Evaluation. 100% (n=4) of candidates achieved proficiency (a minimum score of a 3.0) on the Dispositional Evaluation 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 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored lowest on *collaboration* (3.429 out of 4). Program faculty will increase student scores in the area of collaboration on the professional disposition form by providing candidates with more opportunities to

participate in collaborative learning experiences throughout coursework and clinical practice. Faculty will incorporate group projects, co-teaching activities, peer feedback sessions, professional learning community discussions, and team-based lesson planning assignments that require candidates to communicate effectively, share responsibilities, and work productively with others. Instructors will model professional collaboration skills by emphasizing respectful communication, active listening, problem-solving, and professionalism in interactions with peers, faculty, mentor teachers, and school personnel. Faculty will also provide structured reflection activities, mentorship opportunities, and feedback on candidates' collaborative behaviors to help students recognize strengths and areas for growth. Additionally, faculty will strengthen partnerships with mentor teachers and clinical supervisors to ensure candidates engage in meaningful collaboration during field experiences and receive consistent feedback related to teamwork, professionalism, and communication skills.

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

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 Implementation)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Secondary Education. <i>85% of candidates will meet proficiency (minimum of 3.0).</i>

Course Map: Portal IV: Residency II: EDUC 4982:

Measure 4.1. (Direct—Knowledge and Skills)

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 residents 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 residents score a 3.0 on the Standards and Objectives Domain of the NIET Evaluation Rubric.

Finding. Target was not met.

Analysis: In AC 2024 – 2025 the target was met. These changes had a direct impact on the student's ability to achieve proficiency (minimum score of 3.0) on the Lesson Plan. 100% (n=7) of candidates achieved proficiency (minimum score of 3.0) on the Lesson Plan in 2024-2025.

Based on the information gathered from the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty increased instruction in the areas of Performance-based Lesson Planning. Candidates/Residents were scored on lesson planning with 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. These changes improved candidates' ability to exhibit creative thinking that yielded engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

Due to only have four candidates, in AC 2025 – 2026 the target was not met. Unfortunately, one student was not as strong as the others and achieved a score of 2.5. This had a direct impact on 85% of the candidates achieving proficiency (minimum score of 3.0). 75% of candidates achieved proficiency (minimum score of 3.0) on the Lesson Plan in 2025-2026.

Decision.

In AC 2025 – 2026, the target was not 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. Secondary education faculty will improve candidate scores on the standards and objectives section of the LAER by providing explicit instruction and guided practice in writing standards-based lesson objectives that are clear, measurable, and aligned with state content standards and learning outcomes. Faculty will incorporate lesson planning activities that require candidates to identify appropriate standards, develop aligned instructional objectives, and connect assessments and instructional strategies to intended learning goals. Instructors will model effective lesson design practices and provide examples of well-developed standards and objectives across content areas. Faculty will also use peer reviews, lesson plan evaluations, classroom simulations, and targeted feedback to help candidates refine their ability to write rigorous and student-centered objectives.

SLO 5: Make Responsible Decisions and Problem-Solve, using Data to Inform Actions when Appropriate

Course Map: Portal IV: Residency II: EDUC 4982

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 not met.

Analysis.

In AC 2024 – 2025 the target was met. These changes had a direct impact on the student's ability to achieve proficiency (minimum of 3.0) on Student Learning Impact. 100% (n=7) of candidates achieved proficiency on Student Learning Impact in 2024-2025.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored lowest on *Setting Assessment Criteria-Format, Analysis of Formative Data-Learning Gaps, and Student Learning Targets-Intervention* (3.857). Program faculty implemented strengthening candidates' ability to set clear assessment criteria by modeling and teaching alignment between learning objectives and appropriate assessment formats, including the use of

rubrics and checklists. To improve analysis of formative data, faculty implemented data analysis activities using student work samples to help candidates identify learning gaps and plan instruction accordingly. Additionally, faculty guided candidates in designing targeted interventions by teaching response-to-intervention strategies and providing structured templates for creating tiered instructional plans based on student performance data.

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.

In 2025-2026, the target was not met. The goal was not met because only two students submitted data, and one of those students worked with a low-performing group. As a result, the target of 70% was not achieved.

62% of P-12 students assessed during formal candidate evaluations mastered the daily objective indicating there needs to be growth in the area of Student Learning Impact.

Decision.

In AC 2025 – 2026, the target was not 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 support student teachers by modeling effective lesson planning, instructional strategies, and classroom management techniques that promote P–12 student mastery of daily objectives. Faculty will provide clear and constructive feedback following observations, guide student teachers in using formative assessments and student data to adjust instruction and encourage differentiation to meet diverse learning needs. Additionally, faculty will promote reflective practices and collaborate with mentor teachers to ensure student teachers receive consistent support and guidance throughout their clinical experiences.

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 – Faculty expanded access to targeted study guides, instructional resources, practice assessments, and case-study-based learning experiences to better prepare

candidates for Praxis Content and PLT exams. The program continued promoting individualized academic support through online tutoring programs, campus-based tutoring services, mentoring opportunities, and small-group study sessions designed to strengthen both content knowledge and pedagogical skills. Faculty further integrated Praxis preparation activities into coursework by emphasizing portfolio development, instructional planning, lesson analysis, presentations, and reflective remediation assignments within education courses. In addition, the program aligned instructional supports and assessment preparation activities with state licensure expectations and professional teaching standards to improve candidates' demonstration of elementary education competencies. Faculty also used Praxis performance data to guide evidence-based interventions and continuous program improvements while fostering a culture of academic achievement and professional growth through consistent engagement with institutional support services and professional learning resources.

SLO 2 – Based on their latest performance, candidates scored lowest on Questioning (2.91), Motivating Students (3.31), Presenting Instructional Content (3.31), Activities and Materials (3.31), Teacher Knowledge of Students (3.31), Engaging Students and Managing Behavior (3.31). Program faculty implemented modeling effective questioning, real-world connections, exemplary analysis of presenting instructional content, activity vetting protocols, field experience reflection, and classroom management frameworks. Program faculty enhanced instruction by modeling effective questioning techniques, emphasizing higher-order thinking and thoughtful wait time. They incorporated real-world connections into coursework to help teacher candidates design lessons that are relevant and meaningful to students' lives. Through exemplary analysis, faculty guided candidates in evaluating strong instructional content delivery by dissecting model lessons and teaching videos. Activity vetting protocols were introduced to ensure that candidates develop engaging, standard-aligned, and developmentally appropriate learning tasks. Field experience reflections were used to deepen candidates' understanding of student needs, encouraging critical thinking about classroom dynamics. Finally, classroom management frameworks were integrated into the program to equip candidates with proactive, research-based strategies for fostering positive learning environments.

SLO 3 – Candidates scored lowest on *the student uses correct spelling, grammar, and punctuation* (3.83 out of 4) and *the student completes assignments and other course responsibilities* (3.75 out of 4). Program faculty implemented the encouragement of use of writing tools and provided clear communication and calendars. Program faculty actively encouraged candidates to utilize writing support tools such as Grammarly, Hemingway App, and built-in grammar checkers to enhance their spelling, grammar, and punctuation in all written assignments. Additionally, faculty provided clear, consistent communication and detailed course calendars, including assignment deadlines, milestone reminders, and expectations, to help candidates manage their responsibilities and stay on track throughout the semester.

SLO 4 – Faculty increased instruction in the areas of Performance-based Lesson Planning. Candidates/Residents were scored on lesson planning with 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. These changes improved candidates' ability to exhibit creative thinking that yielded engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

SLO 5 – Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored lowest on *Setting Assessment Criteria-Format, Analysis of Formative Data-Learning Gaps, and Student Learning Targets-Intervention* (3.857). Program faculty implemented strengthening candidates' ability to set clear assessment criteria by modeling and teaching alignment between learning objectives and appropriate assessment formats, including the use of rubrics and checklists. To improve analysis of formative data, faculty implemented data analysis activities using student work samples to help candidates identify learning gaps and plan instruction accordingly. Additionally, faculty guided candidates in designing targeted interventions by teaching response-to-intervention strategies and providing structured templates for creating tiered instructional plans based on student performance data. 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.

Plan of Action for Moving Forward:

The 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 improve Praxis scores by expanding review activities in EDUC 4010 through the use of Praxis practice questions, mock exams, targeted remediation sessions, and Praxis-aligned assignments that strengthen both content and pedagogical knowledge. Faculty will increase collaboration with The Center for Excellence in Teaching (CET) by encouraging greater participation in tutoring, mentoring, and small-group study sessions throughout the semester. Instructors will also provide individualized feedback and intervention plans based on student performance data to address areas of academic need early. Information on workshops focused on test-taking strategies, stress management, and time management, along with consistent communication about Praxis requirements and available support resources, will be shared with students to help improve student

confidence, preparation, and overall performance on Praxis assessments.

SLO 2: Program faculty will increase student scores in the areas of assessment, engaging students, and managing behavior on the LAER by embedding more practical and hands-on teaching experiences throughout coursework and clinical practice. Faculty will provide candidates with opportunities to create formative and summative assessments, analyze student data, and develop differentiated instructional plans that strengthen assessment literacy and instructional decision-making. Instructors will model and incorporate active learning strategies, technology integration, culturally responsive teaching practices, and student-centered instructional methods to improve candidates' ability to engage diverse learners effectively. Faculty will also provide explicit instruction and practice in classroom management techniques, positive behavior supports, conflict resolution, and relationship-building strategies through role-playing activities, classroom simulations, case studies, and supervised field experiences. Additionally, faculty will use observation feedback, mentor teacher input, and LAER performance data to identify areas of need, provide targeted remediation and support, and make continuous improvements to the instructional practices and candidate preparation.

SLO 3: Program faculty will increase student scores in the area of collaboration on the professional disposition form by providing candidates with more opportunities to participate in collaborative learning experiences throughout coursework and clinical practice. Faculty will incorporate group projects, co-teaching activities, peer feedback sessions, professional learning community discussions, and team-based lesson planning assignments that require candidates to communicate effectively, share responsibilities, and work productively with others. Instructors will model professional collaboration skills by emphasizing respectful communication, active listening, problem-solving, and professionalism in interactions with peers, faculty, mentor teachers, and school personnel. Faculty will also provide structured reflection activities, mentorship opportunities, and feedback on candidates' collaborative behaviors to help students recognize strengths and areas for growth. Additionally, faculty will strengthen partnerships with mentor teachers and clinical supervisors to ensure candidates engage in meaningful collaboration during field experiences and receive consistent feedback related to teamwork, professionalism, and communication skills.

SLO 4: Secondary education faculty will improve candidate scores on the standards and objectives section of the LAER by providing explicit instruction and guided practice in writing standards-based lesson objectives that are clear, measurable, and aligned with state content standards and learning outcomes. Faculty will incorporate lesson planning activities that require candidates to identify appropriate standards, develop aligned instructional objectives, and connect assessments and instructional strategies to intended learning goals. Instructors will model effective lesson design practices and provide examples of well-developed standards and objectives across content areas. Faculty will also use peer reviews,

lesson plan evaluations, classroom simulations, and targeted feedback to help candidates refine their ability to write rigorous and student-centered objectives.

SLO 5: Program faculty will support student teachers by modeling effective lesson planning, instructional strategies, and classroom management techniques that promote P–12 student mastery of daily objectives. Faculty will provide clear and constructive feedback following observations, guide student teachers in using formative assessments and student data to adjust instruction and encourage differentiation to meet diverse learning needs. Additionally, faculty will promote reflective practices and collaborate with mentor teachers to ensure student teachers receive consistent support and guidance throughout their clinical experiences.