Certification-Only Program Alternative Path, Elementary Grades 1-5 AY 2011/12

Student Learning Outcomes	Assessment Methods & Criteria	Student Learning Evidence	Utilization of Evidence
Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety of formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Capstone Work Sample. Eighty-five percent of program completers will receive an average rating of acceptable or above on Use of Formative Data (Part IV) of the related rubric as scored by the EDCI 4900 instructor.	One hundred percent or four of four program completers received a rating of acceptable or above on Part IV (Use of Formative Data) of the Capstone Work Sample as assessed by the instructor of EDCI 4900.	Criterion met. No action required.
Program completers know the subject matter they are to teach. (CONTENT)	PRAXIS II Content Knowledge Exam 0014 or 50014. One hundred percent of program completers will receive a score of 150 or above.	One hundred percent or four of four program completers earned at least a score of 150 on the PRAXIS Content Knowledge Exam (0014 or 5014).	Criterion met. No action required.
Program completers know the subject matter they are to teach. (CONTENT)	College Basic Academic Subjects Exam. Eighty-five percent of program completers will receive an overall composite score of 235 or above.	One hundred percent or four of four program completers earned a score of at least 235 on the College Basic Academic Subjects Exam.	Criterion met. No action required.

Program completers know the subject matter they are to teach. (CONTENT)	[The assessments above are summative in nature. They measure one of 12 outcomes designed to measure the degree of attainment of selected knowledge, skills, and dispositions inherent in the conceptual framework for teacher education programs. The content knowledge measured by these assessments is addressed with education majors through all English, mathematics, science, and social studies courses which are a part of their enrollment in general education courses. The performances of the education majors in these content courses serve a formative assessment function and are used by advisors and instructors to assist education majors with content needs that surface as they progress through their programs. The assessments for the following 12 outcomes provide the summative status of selected content and pedagogical knowledge, pedagogical skills, and professional dispositions. These summative assessment data are		

Program completers demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students'' inquiry, higher-order thinking, and collaborative problem-solving skills. (COMMUNICATION AND CRITICAL ANALYSIS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Domain IIIC.1-5, as assessed by the university supervisor.	One hundred percent or four of four program completers received an average rating of at least acceptable on Domain IIIC.1-5 on the LSUA Student Teacher/Intern as assessed by the university supervisor.	Criterion met. No action required.
Program completers demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students'' inquiry, higher-order thinking, and collaborative problem-solving skills. (COMMUNICATION AND CRITICAL ANALYSIS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Domain IIIC.1-5, as assessed by the supervising teacher.	One hundred percent or four of four program completers received a rating of at least average on Domain IIIC.1-5 of the LSUA Student Teacher/Intern Final Evaluation as assessed by the supervising teacher.	Criterion met. No action required.

Program completers develop lessons that address the needs of diverse learners, include lesson components appropriate for the implementation of the selected instructional design, and reflect learning theory-based research-based, standards-based, and experience-based best practices. (PLANNING)	Content Literacy Work Sample--Part II. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Part II of the Content Literacy Work Sample.	One completer did not take EDCI 4200, so there are data only for three of the program completers. Two of three or sixty-six percent of program completers received an average competency rating of acceptable or above in all categories in Part II of the Literacy Work Sample.	Criterion not met. The one program completer who did not meet the criterion did not discuss the actual impact on student learning. Instructor will emphasize the importance of clearly explaining how data support instructional decisions.
Program completers develop lessons that address the needs of diverse learners, include lesson components appropriate for the implementation of the selected instructional design, and reflect learning theory-based research-based, standards-based, and experience-based best practices. (PLANNING)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Domain IA.1-7, as assessed by the university supervisor.	Four of four program completers received an average competency rating of excellent on Domain IA.1-7 as assessed by the university supervisor.	Criterion met. No action needed.

Program completers develop lessons that address the needs of diverse learners, include lesson components appropriate for the implementation of the selected instructional design, and reflect learning theory-based research-based, standards-based, and experience-based best practices. (PLANNING)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Domain IA.1-7, as assessed by the supervising teacher.	Four of four program completers received an average competency rating of acceptable or above on Domain IA.1-7 as assessed by the supervising teacher.	Criterion met. No action required.
Program completers implement research-and/or best practice-based management strategies that establish routines and procedures, effectively use time, space, and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning. (MANAGEMENT)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Domain II, as assessed by the university supervisor.	One hundred percent or four of four program completers received a rating of at least average on the LSUA Student Teacher/Intern Final Evaluation as assessed by the university supervisor.	Criterion met. No action required.

Program completers implement research-and/or best practice-based management strategies that establish routines and procedures, effectively use time, space, and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning. (MANAGEMENT)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average rating of acceptable or above on Domain II, as assessed by the supervising teacher.	One hundred percent or four of four program completers received a rating of at least acceptable on the LSUA Student Teacher/Intern Evaluation as assessed by the supervising teacher.	Criterion met. No action required.
Program completers implement research-based, standards-based, assessment-based, and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Domain III, as assessed by the university supervisor.	One hundred percent or four of four program completers received a rating of at least acceptable on Domain III of the LSUA Student Teacher/Intern Final Evaluation as assessed by the university supervisor.	Criterion met. No action required.

Program completers implement research-based, standards-based, assessment-based, and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Domain III, as assessed by the supervising teacher.	One hundred percent or four of four program completers received a rating of at least acceptable on Domain III of the LSUA Student Teacher/Intern Final Evaluation as assessed by the supervising teacher.	Criterion met. No action required.
Program completers implement research-based, standards-based, assessment-based, and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	Cumulative Field-Based Placement Summary Chart. One hundred percent of program completers will engage in teaching experiences in diverse settings as verified each semester by the methods chair and the director of student teaching.	One hundred percent or four of four program completers engaged in teaching experiences in diverse settings.	Criterion met. No action required.

Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety of formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Content Literacy Work Sample Part I. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on the Content Literacy Work Sample rubric as scored by the EDCI 4200 instructor.	One hundred percent or three of three program completers for whom data are available received a rating of acceptable or above on the Content Literacy Work Sample rubric Part I as assessed by the EDCI 4200 instructor.	Criterion met. No action required.
Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety of formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Capstone Work Sample. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on the Rationale for Instructional Design section of the related rubric as scored by the EDCI 4900 instructor.	One hundred percent or four of four program completers received a rating of acceptable or above on the Rationale for Instructional Design (Part II) of the Capstone Work Sample.	Criterion met. No action required.
Program completers use a variety of resources when planning and implementing learning experiences, including technology, manipulatives, models, experts, and community offerings. (RESOURCES)	Resources Rubric. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on the Resources rubric as assessed by the university supervisor.	Although all three program completers received an overall rating of acceptable on the Resources Rubric, one completer did score below acceptable on one section of the rubric and therefore did not meet the outcome. Seventy-five percent or three of four program completers met the criterion.	Criterion not met. The university supervisor will carefully review the rubric with future candidates and discuss what resources are available for use.

Program completers use a variety of resources when planning and implementing learning experiences, including technology, manipulatives, models, experts, and community offerings. (RESOURCES)	Technology-Integrated Lesson Implementation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on the presentation sections of the Technology-Integrated Lesson rubric as scored by the university supervisor or the supervising teacher.	One hundred percent or four of four program completers received a rating of excellent on the Technology-Integrated Lesson Plan.	Criterion met. No action required.
Program completers positively impact the learning of students in grades 1-5. (GRADES 1-5 LEARNING/VALUE ADDED)	Pre-Post Score Analysis: Math Comprehensive Unit Plan. Seventy-five percent of grades 1-5 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by the EDCI 3400 instructor.	One hundred percent or three of three program completers for whom data are available positively impacted seventy-five percent or more of the grades one through five students under their instructional guidance. One candidate did not complete the Comprehensive Unit Plan and did not have complete data.	Criterion met. No action required.

Program completers positively impact the learning of students in grades 1-5. (GRADES 1-5 LEARNING/VALUE ADDED)	Content Literacy Work Sample Part III (last row). Eighty-five percent of grades 1-5 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by the EDCI 4200 instructor.	One of three program completers, or thirty-three percent, for whom data are available positively impacted eighty-five percent or more of the grades one through five students under her instructional guidance when comparing pre-test to post-test scores.	Criterion not met. One candidate had an eighty-five percent gain. She was absent for one day of instruction due to illness. Ten out of twelve of that candidate's students gained and one remained the same. Another candidate had an increased gain for each objective but six of fourteen students demonstrated no gain. Twenty-one percent of the students regressed and twenty-one percent remained the same. The candidate did not complete an adequate reteaching plan. The instructor will try to leave time for reteaching in the future. Reteaching time should increase the opportunities for candidates to have a greater positive impact on the students they are teaching.

Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Content Literacy Work Sample Part IV. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Part IV of the Content Literacy Work Sample as scored by the EDCI 4200 instructor.	One hundred percent or three of three program completers for whom data were available received an excellent rating on Part IV of the Content Literacy Works Sample.	Criterion met. No action required.
Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Professional Growth Plan. Eighty-five percent of program completers will receive an average competency rating of acceptable or above as scored by the university supervisor.	One hundred percent or four of four program completers received a rating of excellent on the Professional Growth Plan Development Scoring Guide as assessed by the university supervisor.	Criterion met. No action required.

Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Professional Growth Plan Presentation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above as scored by selected faculty and/or professional staff in the LSUA Department of Education.	One hundred percent or four of four program completers received a rating of excellent on the Professional Growth Plan scoring guide as assessed by the faculty and professional staff.	Criterion met. No action required.
Program completers collaborate and connect with colleagues, administrators, primary care givers, and community resources to enhance the learning environments and opportunities of students in grades 1-5 and to display professional and leadership behaviors. (COLLABORATION AND CONNECTIONS)	Family Involvement Plan. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on the Family Involvement Plan as scored by the EDCI 4900 instructor.	One hundred percent or four of four program completers received an excellent rating on the Family Involvement Plan.	Criterion met. No action required.
Program completers collaborate and connect with colleagues, administrators, primary care givers, and community resources to enhance the learning environments and opportunities of students in grades 1-5 and to display professional and leadership behaviors. (COLLABORATION AND CONNECTIONS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of acceptable or above on Domains IVB.3-5, VA.1-3, and VB.1-3 as scored collaboratively by the supervising teacher and the university supervisor.	One hundred percent or four of four program completers received a rating of at least acceptable on Domains IVB.3-5, VA.1-3, and VB.1-3 on the LSUA Student Teacher/Intern Final Evaluation as assessed by the university supervisor and the supervising teacher.	Criterion met. No action required.

Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	Ten-Week Dispositional Report. Eighty-five percent of program completers will rate at "Excellent" or "Acceptable" or three (3) or four (4) on each item of the Ten-Week Dispositional Report as completed by supervising teachers.	One hundred percent or four of four program completers received a rating of a three or a four on each item of the Ten-Week Dispositional Report as completed by the supervising teacher.	Criterion met. No action required.
Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive a competency rating of acceptable or above on Domain IVA.1-8 as scored collaboratively by the supervising teacher and the university supervisor.	One hundred percent or four of four program completers received a rating of at least acceptable on Domain IVA.1-8 on the LSUA Student Teacher/Intern Final Evaluation as scored by the supervising teacher and the university supervisor.	Criterion met. No action required.
Collect, organize, analyze, and document use of data on the eight key assessments which provide documentation that LSUA''s Bachelor of Science in Elementary Education, Grades 1-5 program meets the professional standards identified by the Association of Childhood Education International (ACEI).	Chart that displays collected data.	Chart not completed.	Criterion not met. This outcome should be removed. The best time to complete the requirement is in the fall after the academic year in which the data are collected.

Collect, organize, analyze, and document use of data on the eight key assessments which provide documentation that LSUA''s Bachelor of Science in Elementary Education, Grades 1-5 program meets the professional standards identified by the Association of Childhood Education International (ACEI).	Summary of analysis of data with recommendations for use of data if needed.	Summary not completed.	Criterion not met. This outcome should be removed. The best time to complete the requirement is in the fall after the academic year in which the data are collected.