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LEARNING LOG

National Evaluation Series Exam-Identifying & Supporting Students Who Don't Pass

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

National Evaluation Series Exam-Identifying & Supporting Students Who Don't Pass


SOLUTION

Developmental Education Reform and Supports for Learning

CAPACITIES

Policy;Leadership & Culture

Owner

 [Melissa Welker \(/education/s/profile/005360000046IroAAA\)](/education/s/profile/005360000046IroAAA)



Record Type

Monthly-Current 2017



INSTITUTION

Northern Arizona University

REFLECTION

SITE INITIATIVE

Early identification of students who may struggle to pass the NES exam which is required prior to be student teaching. This initiative also includes supporting students who have not passed the exam.

PROGRESS TOWARD STUDENT SUCCESS

Each semester there are students who do not pass the NES exam and therefore are not allowed to student teach which is required to graduate with a teaching degree. This has left many students in the a holding pattern until they pass the test. Several strategies have been identified to reach out to these students, but the work has also focused on early identification of students who may struggle to pass the exam. There is a great deal of momentum around this in the College of Education and many strategies have been devised to both support the current group of students who haven't passed and to identify students early on.

Strategies include:

- the development of test prep courses with a focus on math, reading and writing. Offered in summer 2017 to students who haven't passed and who meet the early identification criteria
- advising outreach to students who fit the criteria
- modify curriculum to limit and suggest content courses
- move to require pre-test prior to acceptance into education program

IMPACT

Several outcomes are possible as a result of this initiative.

- Curriculum revision if narrowed list of courses proves to provide more students with the content knowledge required for the NES exam
- Intentional advising for students who earn a low grade in ENG105 (grade TBD), the foundational English requirement at the university
- Require the pre-test as part of the program application process to identify a group of students who may be required to participate in certain interventions or take additional coursework to enhance the knowledge base

All of these possibilities will result in less students failing the NES exam and will not impede the graduation of these students.

INTERNAL/EXTERNAL RESOURCES❶

Internal resources included many members of the College of Education administrative team including the Dean, Associate Dean, several department Chairs, AVP for the Professional Education Program, Advising and Undergraduate Retention Executive Directors and others.

This team met every three weeks to review analyses, devise strategies and put action plans into place.

NEXT CRITICAL STEPS❶

There is still work to be done on identifying which students who are Education majors will need additional attention. This will be determined by HS core GPA and a determined grade in ENG105. Also, because there are test prep courses offered this summer, it will be necessary to look at the success of those students on the NES exam. The timing of when students take the exam is also coming into focus and additional strategies will be developed to encourage and/or require students to take the test at a certain time.

OPPORTUNITIES/CHALLENGES❶

One of the main challenges of this issue is that the College of Education doesn't teach the content courses(History, Math, English, etc.) that students are being tested on in the NES. This requires the curriculum to be reviewed in order to narrow in on specific courses that students should take in order to be successful in their student teaching assignment, but also on the NES exam. Currently students are allowed to choose from a wide variety of courses and now there is a movement to narrow in on specific content courses that students will be required to take. This will take some time and discussion, but is the likely next move on the part of the College of Education.

QUESTIONS/REQUESTS❶

STATUS

Final

Completion Date❶

5/31/2017

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Melissa Welker (/education/s/profile/005360000046IroAAA) (Northern Arizona University) updated this record.

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