NCATE

The Standard of Excellence
in Teacher Preparation

(Part C of the AACTE Annual Report)

Section 1 - Institutional Information

NCATE ID:	**10144**
AACTE SID:	**3470**
Institution:	**University of Louisiana at Monroe**
Unit:	**College of Education and Human Development**
Next Accreditation Visit:	**F09**
Last Accreditation Visit	**F04**
Deadline to Submit Final Version of Part C:	**11/18/2005**

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Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

The updated conceptual framework --- The ULM Interactive Learning Model: Learning Facilitators Making a Better World --- has evolved over a period of 16 years. Interactive learning describes the teaching and learning process; Learning Facilitators who demonstrate identified performances in six areas constitute the product; and the assess/reflect/adjust/instruct cycle serves as the context. The conceptual framework vision is articulated as making a better world. The conceptual framework logo, illustrated and described at http://www.ulm.edu/cehd/accreditation.html, graphically depicts the process, product, and context as a world globe supported by books that symbolize the knowledge base. The knowledge base was updated during 2004-2005, and those updates are reflected in course syllabi and activities.

No conceptual framework weaknesses were cited as a result of the last NCATE review.

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A.   Title II Report Card Data. Based on 2003-2004 program completers, the ULM Teacher Preparation 2004-2005 Performance Score/Label was Exemplary Teacher Preparation Program (see report card at http://asa.regents.state.la.us/TE/reports/2004). ULM was the only public institution in Louisiana able to report that 100% of

the program completers in initial teacher preparation programs passed the state teachers? exam (appropriate parts of PRAXIS I and PRAXIS II) for the fifth consecutive year, with a grade of A+ on the teacher exam. In accordance with the state accountability system, the teacher exam was weighted 37.5% of the Teacher Preparation Performance Score, with a survey of graduates and a quantity index accounting for the balance of the score.

Results of the Graduate Satisfaction Survey administered by the Board of Regents accounted for 12.5% of the final institutional performance score. Ratings by teachers of their satisfaction with their teacher preparation programs at ULM earned a grade of A; the ULM total score mean rating was 119.12 out of a possible 128, compared to a state average rating of 115.72. The ULM highest ratings on individual survey items on a scale of 1 - 4 were opening, developing, and closing lessons effectively (3.69); content applications (3.66); positive learning environment (3.63); student participation (3.59); and performance monitoring (3.53). The lowest ratings for ULM were for identifying individual differences (3.09); planning for individual differences (3.16), an area that increased somewhat since last year; and responding to inappropriate behavior (3.16).

Counting 50% of the final institutional score was the Quantity Index, which compared the number of program completers in 2003-2004 with a baseline quantity index established using the number of program completers reported for 2000-2001, the second-year report card. Due primarily to the increase in M.A.T. program completers, the annual quantity score was 59.57% above the baseline, earning a quantity grade of A+.

B.   Louisiana Teacher Assistance and Assessment Program. Once again, all ULM program completers employed in their certification areas and eligible for the state assessment demonstrated competent performances, for a 100% pass rate.

C.   Undergraduate Program Data. Evidence of program completers? mastery of requisite knowledge, skills, and dispositions was gleaned from their performance on the PRAXIS, their performances at or above the target level of 80% on signature assessments, and their competent performance on parts of the Louisiana Components of Effective Teaching during field experiences leading up to student teaching, wherein they demonstrated all of the LCET performances at a competent level.

D.   Alternative Certification Program Data. Admitted into the alternate certification programs (initial) in July of 2004 were 93 candidates: 1 Early Childhood M.A.T.; 38 Elementary Education M.A.T.; 10 Secondary M.A.T.; and 30 Special Education M.A.T. An additional 14 were admitted into the Teacher Practitioner Programs, with 3 in Elementary, 9 in Secondary, and 2 in Special Education. Each one of those candidates met all of the program admission standards, including the baccalaureate degree from a regionally accredited institution; either GRE score of 750 and undergraduate GPA of 2.5 or a formula score of 1875 when the GRE Verbal plus Quantitative scores are multiplied by the undergraduate GPA; passing scores on the PRAXIS I; and passing scores on the appropriate PRAXIS II content test(s). In terms of programmatic performance assessments, 50 of the M.Ed. candidates and 12 of the Practitioner candidates completed the course requirements and also demonstrated mastery at or above the 80% target level of the first two phases of the required assessments. Twelve of the candidates did not complete Phase II requirements for a variety of reasons: another job not in education, unable to find a teaching position, relocation to another state, grades, acceptance into program but no matriculation. An additional 19 candidates should complete the program in the coming year.

E.   Advanced Program Data. Performance data for the 2004-2005 advanced graduate program completers shows that they performed at or above the target level of 80% on every signature assessment. Program completers in the LEC Ed.D. program demonstrated target performances at each checkpoint in their programs as well.

F.   Evaluations of Instruction, Programs, and Graduates. Candidates? evaluations of their undergraduate and graduate courses averaged more than 4.5 on a five-point scale. Surveys completed by candidates as they prepared to exit yielded an average rating above 4 out of 5 for undergraduate completers and also for graduate completers.

G.   LEC Evaluation. The LEC Educational Leadership doctoral program underwent a Board of Regents mandated review by an outside evaluation team, April 25-27, 2005. The review was positive and offered additional recommendations for improvements. Institutional reaction to the review has been positive as the LEC Consortium collaboratively develops the written response.

H.   Redesigned Advanced Programs. Several M.Ed. programs were redesigned in February of 2005 and reviewed and approved by the University of Louisiana System, Board of Regents, Board of Elementary and Secondary Education, Certification Office of the Louisiana Department of Education, and the External Evaluator Panel during the spring and summer of 2005. Replacing the Elementary Education M.Ed, Reading M.Ed., Secondary Education M.Ed. and the M.Ed. in Administration and Supervision with specialization in Educational Technology is a single redesigned degree with multiple options for major: the Curriculum and Instruction M.Ed. with a choice of major in Early Child, Elementary Education, Middle School, Instructional Technology Facilitation, Reading, or Secondary Education. The redesigned secondary program offers content specialization in the candidate?s choice of Art, Biology, Chemistry, Computer Science, Earth Science, English, Family and Consumer Science, French, History, Mathematics, Music Education, Spanish, and Speech. Replacing the M.Ed.

in Administration and Supervision that offered specialization in Supervision, Elementary Principal, or Secondary Principal is the comprehensive M.Ed. in Educational Leadership, and replacing the specialization in General Media is the M.Ed. in Educational Technology Leadership, with a P-12 and a non-certificated track. A plan for endorsement as a Teacher Leader was also approved.

I.	Other Examples of Unit Progress. Throughout the unit faculty members report increasing their use of Blackboard as a teaching resource. Course content and strategies were continuously improved. Scoring rubrics continued to be fine-tuned and strengthened throughout programs, particularly for signature assessments. The number of graduate candidates who presented research at the Spring Research Symposium increased. The unit increased involvement and service to the community in several ways, such as several collaborative grants developed with local school systems, organization leadership, and participation in special community projects.

Program Deleted. The unit deleted the reading specialist program in question. At the time of the NCATE/State visit in October of 2004, unit plans for redesigning graduate teacher preparation included deleting the Master of Education in Reading for Reading Specialists. Those plans were realized May 26, 2005, upon approval of the redesigned Master of Education in Curriculum and Instruction, featuring specializations in one of six areas that include Reading. Accordingly, on August 4, 2005, The Louisiana Board of Regents deleted from ULM program offerings the Master of Education in Reading (CIP Code 13.1315). Hence, lack of national recognition is not an issue because the reading specialist program has been deleted.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

(Advanced Preparation) The reading specialist program has not been nationally recognized.

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Program Deleted. The unit deleted the reading specialist program in question. At the time of the NCATE/State visit in October of 2004, unit plans for redesigning graduate teacher preparation included deleting the Master of Education in Reading for Reading Specialists. Those plans were realized May 26, 2005, upon approval of the redesigned Master of Education in Curriculum and Instruction, featuring specializations in one of six areas that include Reading. Accordingly, on August 4, 2005, The Louisiana Board of Regents deleted from ULM program offerings the Master of Education in Reading (CIP Code 13.1315). Hence, lack of national recognition is not an issue because the reading specialist program has been deleted.

Standard 2. **Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard.

Assessment Plans and Progress. As documented by the Unit Accreditation Board decision in 2005, the unit meets the assessment standard. The unit assessment system reflects the conceptual framework and professional and state standards and continues to collect and analyze data about candidate qualifications and performances using the PassPort electronic assessment system adopted by Louisiana. Unit policies and procedures for program change ensure systematic tracking, responding, and documenting of data-based program changes. The Assessment Review Committee provides the vehicle for considering performance data and modifying curricula accordingly.

Data Analysis and Evaluation. After reviewing assessment results and noting that the signature assessment results as presently reported do not sufficiently distinguish between varying degrees of performance across candidates, the Assessment Review Committee recommended that we report candidate ratings as mixed numbers rounded to the nearest hundredth. This policy was scheduled for implementation during the fall of 2005.

Data-Based Program Improvements. The basis for the redesign of programs (see descriptions in response to Standard 1) was fourfold: 1) unit data regarding candidate performances; 2) specific state guidelines; 3) professional literature and research findings; and 4) professional standards. Among the recurring themes that emerged as essential elements across programs were diversity issues, accommodating individual learning needs, managing behaviors, research-based methodology, assessing P-12 impact, strengthening content knowledge, collaboration, meeting professional standards, and effective use of instructional technology. Congruent with the knowledge, skills, and dispositions of our conceptual framework, these themes were systematically incorporated throughout the development and the initial implementation of our redesigned programs.

State Recommendation. The Unit is committed to continued refinement of the processes for data-based program improvements. As recommended by the Louisiana Unit Accreditation Board, the unit added a Results column to the Use of Data to Improve Programs tables to document results of collected data for 2005-2006.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).
No areas of improvement related to Standard 2 were cited in the last NCATE review.

Section C. Unit capacity

Standard 3. Field Experiences and Clinical Practice.

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

A.　Clinical & Field Supervisors and Mentors. The Director of Field Experiences provided a copy of the 2004-2005 ULM Handbook for Clinical & Field Experiences: Undergraduate Teacher Candidates & Supervisors or the 2004-2005 ULM Handbook for Alternative Certification Teacher Candidates and Mentors/Supervisors to each university and school site supervisor and mentor and also met with them each semester to discuss the requirements of student teaching, internship and practica. Roles and responsibilities of supervisors were discussed, mentoring strategies were examined, and time provided for questions and comments.

B.　LaTAAP Training. The unit requires all supervisors of student teachers and interns to document earned teacher certification and also appropriate and successful teaching experiences for their supervisory assignments. In addition, although not required by the state, the unit requires that supervisors participate in state training for the Louisiana Assistance and Assessment Program (LaTAAP). Hence, in June of 2004, every unit supervisor was registered for the intensive two- to three-day revised LaTAAP training sessions sponsored by the state and scheduled to begin in August of 2005.

C.　Diversity. Candidates continue to work with diverse P-12 students throughout their programs. Regional schools continue to offer an instructive range of diverse students.

D.　Professional Development Seminars. During the 2004-2005 academic year eight professional development seminars were held for alternative certification interns and new teachers (1st ? 3rd year program completers). Content and topics of seminars were guided by feedback from program completer surveys, reflective comments of seminar participants, and current research in education and teacher preparation. The topics selected for interns and new teachers included Instructional Planning, Professionalism, Louisiana Components of Effective Teaching, LaTAAP Training, Technology Resources, Classroom Management, Classroom Assessment, and Portfolio Preparation. During the same year, twelve seminars with similar topics were held for student teachers; additional topics included Legal Issues, Interviews, and Resumé Writing. The seminars were again well received by participants whose overall ratings of the activities averaged 1.61 on a 5-point scale, with 1 being the highest.

E.　Online Professional Development. Funded by our Louisiana Transition to Teaching grant (LaT2T), online professional development modules were developed for the alternative certification programs. Topics selected include three areas rated relatively low by completers from the unit and also throughout the state on the Teacher Satisfaction Survey: inclusion, management, and assessment and accountability. The fourth topic selected provides updates in the continuously evolving area of instructional technology. Entitled LEARNing Modules, each is divided into three sections and follows a somewhat consistent interactive format. The four modules were piloted by participants in the TeachNortheast program on April 16th and May 9, 2005. Participants evaluated each module and offered suggestions for improvement. Two particular areas identified as strengths were: candidates? comfort levels using the technology required (1.41 on a scale of 1-5, with 1 being highest) and the benefit of the modules as a learning activity for a beginning teacher (1.5 on a scale of 1-5, with 1 being highest). The two suggestions for improvement of the modules were to ensure that all links work properly and to clarify some directions. Recommended changes were incorporated into modifications and updates, and the modules were posted on the ULM website at www.ulm.edu/cehd/resources/learn/index.html. In addition to our alternative certification interns, student teachers, undergraduate candidates, graduate candidates, and supervising classroom teachers report using the modules to supplement their professional development.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

No areas of improvement related to Standard 3 were cited in the last NCATE review.

Standard 4. **Diversity**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

Unit Diversity Commitment. The unit continues to meet and exceed NCATE standards related to diversity. This commitment is evident in these quotes from the Board of Examiners? report from October of 2004:

The unit clearly articulates the proficiencies that candidates are expected to develop and demonstrate during their professional program. Diversity is a primary focus for required courses in each program of study and integrated as a theme throughout the curriculum. Candidates demonstrate proficiency in developing and implementing lessons that incorporate diversity for all students. Candidates demonstrate by their instructional strategies, classroom interactions and speech proficiencies that show respect and appreciation for human diversity, and for all involved in the teaching and learning process, and for the education profession itself. The unit?s assessments of candidates? knowledge, skills, and dispositions relating to diversity are evident in the assessments of candidates in field and clinical experiences and student teaching. Assessment of candidate proficiencies provides data on candidate?s ability to help all students learn.

Diverse Clinical and Field Experiences. As noted earlier, the regional schools that provide the settings for candidates? clinical and field experiences continue to offer an instructive range of diverse students.

Faculty Diversity. Two changes directly address unit commitment to faculty diversity:
1)   In June of 2005, a minority faculty member was named as Coordinator of Instructional Technology for the College of Education and Human Development; and
    2) Two minority faculty members were awarded endowed professorships to become effective July of 2005.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

Candidates have limited opportunities to interact in classroom settings on campus with professional education faculty from diverse ethnic and racial groups.

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Evidence of Unit commitment to recruitment and retention of a diverse faculty is apparent in the full-time faculty racial minority representation for 2004-2005: 14.63% for the Unit, with 33% minority faculty in the major teacher preparation department (Curriculum and Instruction). In addition to the extraordinary and successful efforts cited in the NCATE Rejoinder, recent retention efforts have included naming a minority faculty member as Coordinator of Instructional Technology for the College of Education and Human Development and awarding endowed professorships to two minority faculty members, both effective July 2005. These actions reconfirm commitment to diversity as a central element of unit dispositions.

Standard 5. **Faculty Qualifications, Performance, and Development.**

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Endowed Professorships. Based on their positive performances and sustained contributions to unit progress, seven unit faculty members were awarded endowed professorships in June of 2005. These included Dr. Peggie Jelks (Early Childhood), Dr. Bob Cage (Education), Dr. Otis LoVette (Educational Administration), Dr. Ava Pugh (Elementary Education), Dr. Wilson Campbell (Kinesiology), and Dr. Mark Doherty (Instructional Technology). In addition, the eighth professorship, designated for attracting and retaining outstanding new faculty, was awarded to Dr. Thilla Sivakumaran. Dr. Gary Stringer?s professorship (Science Education) was continued.

Faculty Scholarship and Productivity. A large portion of unit faculty?s scholarship efforts focused on the massive redesign of graduate programs and the K-12 programs as well. Of special note is the consolidation of several M.Ed.

degrees as a single redesigned Curriculum and Instruction M.Ed. degree with multiple options for major: Early Child, Elementary Education, Middle School, Instructional Technology Facilitation, Reading, and Secondary Education with specialization options in 13 content areas. The consolidated M.Ed. is designed to prepare candidates for the National Board Certificate. The redesigned and comprehensive M.Ed. in Educational Leadership expands the knowledge, skills, and dispositions that candidates develop as well as the employment opportunities available to them.

   ULM was the only university during the state?s third review period to earn unconditional approval from the University of Louisiana System, Board of Regents, Board of Elementary and Secondary Education, Certification Office of the Louisiana Department of Education, and the External Evaluator Panel for all redesigned graduate programs submitted. The national reviewers for the Educational Leadership program recommended a special commendation, and the Dr. Clausen, President of the University of Louisiana System, issued a letter of commendation to ULM for dedication to high quality programs.

   Concurrent with their intensive involvement in graduate redesign, unit faculty collaborated with Arts and Science faculty to redesign K-12 programs at the initial level. Led by the PK-16 Coordinator, those efforts resulted in the redesign of programs for French and Spanish Education, Music Education in three areas, and Health and Physical Education.

   Faculty Development. Faculty participated in a variety of development activities. For example, they continued in PassPort training to facilitate candidates? electronic entry and faculty?s electronic scoring of performance artifacts. During University Week in August of 2004 and January 2005, professional development opportunities included assessment, faculty evaluation, instructional technology, and research-based teaching. Unit faculty actively participated in training for using the smart classrooms as well. As noted earlier in response to Standard 3, every clinical supervisor was registered in May of 2005 for the intensive two- to three-day revised LaTAAP training sessions sponsored by the state and scheduled to begin in August of 2005. In addition, faculty participated in unit mini-workshops that addressed NCATE standards in terms of both the redesign and the development of the NCATE exhibits and rejoinder.

Priorities for professional development for 2005-2006 will focus on standards-based education and will include documentation of program integrity, use of PassPort assessment results to improve programs, measurement of P-12 impact, opportunities for candidates to interact with minority faculty. Hence, NCATE and program development mini-workshops will continue during 2005-2006 on a monthly basis.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).
No areas of improvement related to Standard 5 were cited in the last NCATE review.

Standard 6. **Unit Governance and Resources.**
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.
Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year:
   Governance and Organization. The ULM central administration, with input from faculty and administrators, redesigned the organization of academic units across the university in an effort to improve efficiency and services, with changes scheduled for implementation in June of 2005. Specifically, the terms of appointment for 12-month individuals below the level of dean changed to 9 months, and some departments external to the unit were consolidated. In addition, most department secretaries were reassigned to a dean?s office. Planned changes across the unit departments and special offices varied as indicated here:
      Curriculum & Instruction Department - Department head changed to 9 months, two secretaries remain in department office due to the number and variety of teacher preparation programs housed in the department;
      Educational Leadership and Counseling Department - Department head changed to 9 months, secretary moved to dean?s office;
      Kinesiology Department - Department head changed to 9 months, secretary remains in department because of remote location;
      Psychology Department - Department head changed to 9 months, secretary considered surplus and transferred to position outside college; and

Director of Clinical and Field Experiences ? Director changed to 10 months, 1/2 time secretary remains in office to support experiences and certification activities.

Resources, External Funding. In October of 2004, ULM was awarded a federal Transition to Teaching (LaT2T) grant of $2.4 million. The LaT2T grant, headed by Dr. Glenda Holland, grant author and principal investigator, involves collaboration with three other Louisiana universities (McNeese State University, Nichols State University, Northwestern State University) and 21 school systems. The purpose of this project is to expand the number of teachers in critical shortage areas through an intensive recruitment, selection, placement and retention campaign. During 2004-2005, 85 alternative certification candidates (32 MAT in Special Education, 27 MAT in Elementary Education, 24 MAT in Secondary Education, and 2 Practitioner Teachers) were recruited into the ULM program. Of these, 25 were classified as Mid-Career Professionals who were eligible for the LaT2T grant stipend, and 22 were Recent College Graduates who were eligible for the LaT2T grant stipend. ULM exceeded its goal of recruiting 40 teacher candidates to teach in high-needs content areas in high-needs schools. Since 2004 was the first year of the grant, activities focused mainly on designing a new website for the alternative certification program, hiring and training personnel, developing and purchasing recruitment materials, developing and using tracking databases, collaborating with school systems and universities, providing professional development for personnel who will support the new teachers, and developing and implementing the online professional development modules previously described.

An additional $1,675,883 in other grants and external funds provided support for such activities as Louisiana Gear Up for health education services and research, Microsoft educational software, professional development for math and science teachers, professional development for reading and also educational leadership faculty, and the Southwest Educational Development Laboratory training and materials.

Technology. Reflecting the unit?s instructional technology priority, additional technology was obtained and made available for the use of faculty and candidates. In July of 2004, smart classrooms were set up in eight unit classrooms: seven in Strauss Hall and one in Fant-Ewing Coliseum. Professional development was provided to faculty in preparation for the use and care of the smart classroom accessories.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).
No areas of improvement related to Standard 6 were cited in the last NCATE review.

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2004-2005 academic year?

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Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2004-2005 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Name of the Person Filling Out the Report: Joyce S. Choate

○ *Draft*   ○ *Deferred*
● *Final*

☐ Exempt