2007 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	**Deadline to Submit Final Version of Part C:**	01/16/2008
Next Accreditation Visit:	F09	**Last Accreditation Visit:**	F04

Section 2 - Individual Contact Information

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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2006-2007 academic year?

163

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 2006-2007 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.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. A change in the name of the unit or institution.
2. The status of the institution (e.g., campuses merged, campuses separated, etc.).
3. Changes in key personnel, particularly the unit head, NCATE coordinator, or university/college president.
4. The addition and/or removal of programs.
5. The addition or removal of a level of preparation (e.g., addition of a master's degree or doctoral program).
6. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. (NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.)
7. Significant changes in physical facilities.
8. Significant changes resulting from unforeseen conditions such as natural disasters or health calamities.

A. Dean. Dr. Sandra Lemoine is the new Dean of the College of Education and Human Development. Dr. Luke Thomas stepped down from the dean position as of June 30, 2007, necessitating a nation-wide search for a new dean. Dr. Sandra Lemoine was employed as dean beginning July 1, 2007. There was no break in continuity of leadership.
B. Program Deleted. The M.Ed. in Special Education was deleted and replaced with the M.Ed. in Curriculum and Instruction with a major in Special Education.

Section 5. 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 17 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 2006-2007, and those updates are reflected in course syllabi and activities. Dispositions did not change, though we collected data from an instrument revised in 2005-06.

As a result of a meeting on August 22, 2007 with Arts and Sciences faculty and unit faculty, a decision was made to change the words on foundation part of the Conceptual Framework to differentiate the meaning on the CF from a program by the same name offered in Arts and Sciences. The term "General Studies" will change to either "General Education" or "Core Studies;" however, the meaning will remain the same.

Section 6. 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. During 2006-07, Quantity and PRAXIS examination passage rate data were collected and disseminated to the public in the 2006-07 Institutional Report for the Preparation of Teachers. While no score was given, 100% of the program completers in ULM's initial teacher preparation programs passed the state teachers' exam (appropriate parts of PRAXIS I and PRAXIS II) for the seventh consecutive year (see report card at http://asa.regents.state.la.us/TE/reports/2006). ULM recorded 168 program completers.

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. Initial Undergraduate and Alternative Certification Programs. Evidence of program completers' mastery of requisite knowledge, skills, and dispositions was gleaned from their performance on the PRAXIS, their performances on signature assessments, and their competent performance on parts of the Louisiana Components of Effective Teaching during field experiences leading up to student teaching/ internship, wherein they demonstrated LCET performances at a competent level.

D. Advanced Programs. Performance data for the 2006-2007 advanced graduate program completers shows that they performed at an acceptable level on signature assessments. Program completers in the LEC Ed.D. program demonstrated acceptable 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 Doctoral Program. The LEC programs were redesigned during 2005-07 and went through university program approval process during the spring 2007. The LEC programs are in the process of being set up in TaskStream and the first TaskStream data are being collected during Fall 07.

H. Redesigned Advanced Programs. During summer 2006 the M.Ed. in Special Education was redesigned as a M.Ed. in Curriculum and Instruction with a major in Special Education. That program was approved by Board of Regents external evaluation during 2006-07. The new redesigned programs were offered during Fall 2007.

I. Other Examples of Unit Progress. Faculty members report increasing their use of technology by integrating Moodle, Blackboard, and assistive technology into their teaching. The faculty have met on a regular basis during 2006-07 to examine program data and make changes to programs and assessments based data. The unit continued to increase involvement and service to the community with collaborative grants developed with local school systems, organization leadership, and participation in special community projects.

J. Programs Deleted. The M.Ed. in Special Education was deleted and replaced with the M.Ed. in Curriculum and Instruction with a major in Special Education.

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

1.	The reading specialist program has not been nationally recognized.	(ADV)

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

The M.Ed. in Reading program was deleted in 2004.

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. Unit policies and procedures for program change ensure systematic tracking, responding, and documenting of data-based program changes. The Assessment Review Committee, along with program committees, provides the vehicle for considering performance data and modifying curricula accordingly.

The state-supported electronic data system (Pass-Port) changed to a privately owned system during 2006. The Assessment Review Committee determined that Pass-Port had not been meeting the needs of the unit, and made a decision to review other electronic data systems. During summer 2006 the Committee, with leadership from Dr. Thilla Sivakumaran, researched other data management systems. Companies were invited to hold demo sessions for the Assessment Review Committee and for faculty from LEC sister institutions. The Committee determined that TaskStream most closely fit our needs. A final decision was not made during the summer because the unit did not have Board of Regents permission to make the change. During Fall 2006 ULM was given permission to make changes in the electronic data system, and TaskStream was selected for the unit. The Committee especially liked the user friendliness of the visual representation of an individual candidate's program portals.

Data Analysis and Evaluation. During 2006-07 a number of changes were made to program assessments as we worked through the process of reporting to SPAs. Candidate scores are now based on a three point scale, with 1 = Unacceptable, 2 = Acceptable, and 3 = Target. Program data are aggregated in TaskStream. The reports, faculty comments, and changes to programs and/or assessments, are documented in minutes of meetings which are also kept in TaskStream. Thus TaskStream provides a data management and program management function for the unit. The change to Task Stream in the Fall of 2006 assures two years of data for SPA reports and three years of data for the site visit, except for the inevitable program changes based on data the assessment system provides.

State Recommendation. The Unit is committed to continued refinement of the processes for data-based program improvements. Our assessment system has evolved to the point that data-based improvements are a continuous part of the cycle and are documented in the TaskStream system.

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).

Section 7. 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 2006-2007 ULM Handbook

for Clinical & Field Experiences: Undergraduate Teacher Candidates & Supervisors or the 2006-2007 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. The handbooks for student teachers, interns, practicum students, and their supervisors document our use of standards to guide our curriculum and assess our candidates and programs.

The clinical and field experiences forms and rubrics have been moved to TaskStream. In the future all field experience data and scoring by candidates, their university supervisors, and their school site supervisors will occur on TaskStream.

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).

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 2006-2007 academic year 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 PLT-Test Preparation Tips, Instructional Planning, Special Education Focus Groups, TaskStream Portfolio Development, What New Teachers Need to Know about Mandated Testing, Assistive Technology, and What Every Teacher Should Know about Teaching the Emotional Child. During the same year, 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, as documented in their reflections of seminar participation.

E. Online Professional Development. Online modules funded by Transition to Teaching grants have been developed to provide additional support for our alternative certification interns and completers. 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).
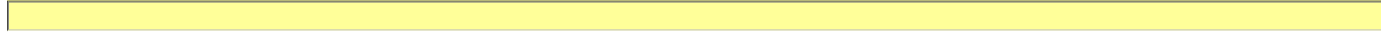
Standard 4. Diversity

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. Regional schools that provide the settings for candidates' clinical and field experiences offer an instructive range of diverse students.

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

| 1. | Candidates have limited opportunities to interact in classroom settings on campus with professional education faculty from diverse ethnic and racial groups. | (ITP) | (ADV) |

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

The Unit is committed to the recruitment and retention of a diverse faculty. We are concerned that we lost two minority faculty members last year; however, one minority faculty member retired, and another minority faculty member got married and joined her spouse in another state. Two positions are open at this time, and the unit will continue efforts to recruit a diverse applicant pool.

In addition to the extraordinary and successful efforts cited in the NCATE Rejoinder, recent retention efforts have included naming a minority faculty member as Unit Assessment Coordinator for the College of Education and Human Development and awarding an endowed professorship to a minority faculty member. 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, unit faculty members who were awarded endowed professorships in June, 2005 were continued in July, 2007 These included Dr. Bob Cage (Education), Dr. Ava Pugh (Elementary Education), Dr. Wilson Campbell (Kinesiology), and Dr. Mark Doherty (Instructional Technology), Dr. Thilla Sivakumaran (Outstanding New Faculty), and Dr. Gary Stringer (Science Education). Dr. George Rice received the endowed professorship in Educational Leadership in summer 2007. The endowed professorship in Early Childhood is unfilled.

Faculty Scholarship and Productivity. In spite of the demands of graduate redesign of programs, state-mandated reading competencies review, nine-month department heads, and the financial burdens precipitated by the hurricanes, the unit continued to produce scholarly endeavors in research, publications, and presentations. Faculty belong to nearly 100 different professional organizations and are active members and officers. They have reviewed manuscripts and serve as editors for international and national journals.

Faculty Development. Faculty participated in a variety of development activities. For example, they learned a new electronic system, TaskStream, to facilitate candidates' electronic entry and faculty's electronic scoring of performance artifacts. During University Week in August of 2006 and January 2007, professional development opportunities included rubric development, syllabus development, assessment, faculty evaluation, instructional technology, Moodle, and research-based teaching. In addition, faculty participated in unit mini-workshops that addressed NCATE standards in terms of redesign, reading competency mandates, and SPA assessment changes.

Priorities for professional development for 2006-2007 focused on the use of the new electronic data management system (TaskStream), use of TaskStream assessment results to improve programs, documentation of program integrity, and opportunities for candidates to interact with minority faculty. Hence, NCATE and program development mini-workshops will continue during 2007-2008 on at least 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).
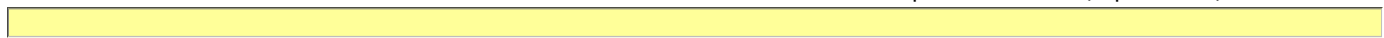
Standard 6. Unit Governance and Resources.

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.

Programs Deleted. The M.Ed. in Special Education was deleted, and concentrations were added to the M.Ed. in Curriculum and Instruction to address special education areas.

Governance and Organization. Dr. Luke Thomas, Dean of the College stepped down as of July 2007, necessitating a nation-wide

search for a new dean. Dr. Sandra Lemoine was employed as Dean.

In 2005 all department heads were moved to nine month positions and Psychology and Educational Leadership and Counseling gave up their departmental secretaries. The 2006-07 year continued with the same governance structure. The Budget and Facilities Manager relieved some of the departmental and dean's office operational duties.

Resources, External Funding. Acquisition of resources was complicated by budget constraints brought on by the after effects of hurricanes Katrina and Rita; however, the unit has several funded projects.
A. Transition to Teaching Grants serve high need school districts and are based on socio economic status and schools that are low performing.
A.1. LAT2T Transition to Teaching grant provides training for alternative certification candidates in 4 separate areas of the state. $2.3 million grant for 5 years (began in 2004).
A.2. Transition to Teaching Grant — Teach Delta Region – ULM and Jackson State University partner with 26 high need school districts across Louisiana and central Mississippi to provide highly qualified certified teachers identified high needs schools. Funded at $5.3 million for 5 years, beginning in Fall 2007.
B. Physical Education Program Grants (PEP). The goal is to promote K-12 physical education that teaches fitness and health concepts without sacrificing movement or activity.
B.1. A PEP grant with Monroe City Schools began in 2006 for $1.3 million. Through the grant a physical education teacher is placed in every Monroe City school.
B.2. A PEP grant with Tensas Parish for $370,000 began 2007. It is a three year grant that will be used for acquiring PE equipment and training for teachers in the areas of fitness and nutrition.
B.3. A 2007 PEP grant with Caldwell Parish for $490,000 is for training teachers and purchasing physical education equipment.
C. A Service Learning Grant 2007 for $9,000 will provide for 10 groups of at risk K-12 students to come to ULM to work on technology skills with education candidates.

Technology. Reflecting the unit's instructional technology priority, additional technology was obtained and made available for the use of faculty and candidates. Computer labs in Strauss Hall and in the Coliseum received equipment upgrades. The Digital Media Studio provides candidates and faculty with technology support. Assistive technology software is loaded on lab computers and on the mobile cart computers. A new Transition to Teaching grant will provide alternative certification interns and their supervisors with 125 new Mac laptops over the next two years.

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).

If you have another comments, use the space below: