Program Report for the Preparation of Elementary School Teachers Association for Childhood Education International (ACEI)

COVER SHEET

1. Institution Name

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM   DD   YYYY

[   ] / [   ] / [   ]

4. Report Preparer's Information:

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6. Name of institution's program

Bachelor of Science in Elementary Education, Grades 1-5

7. NCATE Category

Elementary or Childhood Education

8. Grade levels$^{(1)}$ for which candidates are being prepared

1-5

_____

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

◌ Advanced Teaching

◌ First teaching license

◌ Other School Personnel

◌ Unspecified

10. Degree or award level

◌ Baccalaureate

◌ Post Baccalaureate

◌ Master's

◌ Post Master's

◌ Specialist or C.A.S.

◌ Doctorate

◌ Endorsement only

11. Is this program offered at more than one site?

◌ Yes

◌ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Louisiana Teaching Certificate

14. Program report status:

- ⊙ Initial Review
- ⊙ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ⊙ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- ⊙ Yes
- ⊙ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards. (Response limited to 4,000 characters)

In 2004 the Bachelor of Science in Elementary Education was redesigned to align with institutional, state and national standards.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

See attachment "Field and Clinical Experiences Bachelor of Science in Elementary Education"

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Bachelor of Science in Elementary Education Program
Candidates seeking a degree in a teacher education program must meet the admission requirements of the College. Tentative admission to Teacher Education will be granted to applicants who meet general University entrance requirements. Students with a felony conviction will not be admitted to Teacher Education. Application for admission to a teacher education program should be made during the first semester following the completion of 30 semester hours and before completing 90 hours. Transfer students from other Colleges of the University and other colleges and universities who have completed thirty or more applicable semester hours should make formal application during their second semester of enrollment. Conditional admission may be granted transfer students by the Dean of the College of Education and Human Development during the first semester if requirements are obviously met.
Requirements for Admission and Retention to B.S. in Elementary Education Program
1. Completion of not more than 90 semester hours, with a cumulative grade point average of 2.5 on a 4.0

scale, last grade counted.

2. Presentation of passing scores on Academic Skills tests in Reading, Writing, and Math (PRAXIS I). Information concerning registration for the exams can be obtained through the ULM Testing Services.

3. Completion of all developmental courses as required.

4. Successful completion of English 101 and 102 or their equivalents with minimum grades of "C".

5. Successful completion of required six hour Math sequence appropriate to degree program with grades of "C" or better.

6. Completion of 20 clock hours of preliminary laboratory experiences as directed in Educational Foundations 201 or KINS 211.

7. Speech and Hearing Screening

8. Recommendation of advisor.

Applications for admission to a teacher education program are reviewed by the College's Admission Committee.

Requirements for Graduation from a Teacher Education Program

The candidate must meet all eligibility requirements for teacher certification in Louisiana, which include a 2.5 grade point average on all work toward the degree, grades of "C" or better in all courses counting toward the degree, and passing scores on all applicable portions of PRAXIS I and PRAXIS II. The candidate must also file an application for graduation with the Department Head at the beginning of the semester in which he/she plans to graduate.

Requirements for Louisiana Teaching Certification

The candidate must meet all eligibility requirements for Louisiana teacher certification before graduation. In order for a person to be granted a Louisiana Teaching Certificate upon graduation, there must be an overall grade point average of 2.5 on a 4.0 scale in all work to be credited toward a degree from an approved teacher education program. There must be no grade below C in any professional education course, psychology course, the teaching major or minor, or in specialized academic education, or general education courses. To be certified to teach in Louisiana, a person must present passing scores on all required parts of PRAXIS I and II as prescribed by the State Department of Education.

4. Description of the relationship [2]of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

The ULM Interactive Learning Model: Learning Facilitators Making a Better World structures unit programs and provides focus and continuity between degree levels within individual programs and across various programs. Both initial and advanced programs within the unit subscribe to the conceptual framework, which is knowledge-based, articulated, shared, coherent, mission-congruent, and continuously evaluated. The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework undergirding and defining the unit's professional education programs. The process, based upon standards, research findings, and sound professional practice, reflects the professional beliefs of unit members and addresses five program elements: 1) general studies; 2) content studies; 3) professional and pedagogical studies; 4) integrative studies; and 5) sequential, structured clinical and field experiences. Of the five elements, the clinical and field experiences provide the uniting link and offer the most authentic interaction, facilitate knowledge construction, provide a forum in which candidates apply that knowledge, and give concrete meaning to programs. At the graduate level, undergraduate programs serve as the General Studies element, and Content and Professional and Pedagogical Studies are Integrative.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[3]. (Response limited to 4,000 characters)

The program consists of four portals, and candidates must satisfy the requirements of each portal before progressing to the next level. Within each portal are unique program assessments that are aligned to program standards. Program assessments are also aligned to institutional KSDs and so may be used for unit assessment as well as program assessment. For example, the Final Assessment of Student Teaching is a unit assessment. Specific program standards are attached to create unique program assessments. In this way the Final Assessment of Student Teaching informs both the unit and individual. Key assessments are stored in TaskStream, which is the information technology system utilized to collect, aggregate, and/or disaggregate data at the candidate, course, program, and unit levels. Candidates must score at least 2 on a scale of 1-3 on key assessments to pass through the portals.

(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Bachelor of Science in Elementary Education 1-5

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Field and Clinical Experiences Bachelor of Science in Elementary Education

See **Attachments** panel below.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Bachelor of Science in Elementary Education 1-5		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2006-2007	384	36
2007-2008	383	31

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Campbell, Wilson
Highest Degree, Field, & University[5]	Ed.D in Physical Education and Administration, University of Southern Mississippi
Assignment: Indicate the role of the faculty member[6]	Faculty, Clinical Supervisor
Faculty Rank[7]	Professor
Tenure Track	⊝ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Collaborated with 3 school districts in northeast Louisiana to have 3 Carol M. White physical Education grants (PEP) funded for over $1.7 million. Made 3 national presentations during the past 3 years. Volunteer soccer coach for community league for the past 12 years.
Teaching or other professional experience in P-12 schools[11]	Clinical Supervisor K-12. Provide PEP grant professional development workshops to two school system physical education teachers K-12 throughout the academic year. Presently serve as Director of Monroe City School District PEP grant that includes professional development workshops K-12 and evaluation of district physical education teachers.

Faculty Member Name	Clark, Lynn V.
Highest Degree, Field, & University[5]	Ph.D., Curriculum and Instruction, Curriculum Studies, Indiana University Bloomington
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Assistant Professor
Tenure Track	⊌ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Recent Publications and Presentations Brown, C.A. & Clark, L.V. Eds. (2006). Learning from NAEP: Professional development materials for teachers of mathematics. Reston, VA: National Council of Teachers of Mathematics. Clark, Lynn (2007) I d like to teach the world to sing: A musical-analytical exploration of a multicultural teacher education course, with discussants James Banks and Geneva Gay at the American Educational Research Association Annual Conference. Chicago, IL, 2007 Clark, Lynn & Pereira, Maura (2007). An exploratory study in feedback in a blended-delivery virtual foreign language program, American Educational Research Association Annual Conference. Chicago, IL, 2007. Clark, Lynn & Mayer, Susan (2007). Curriculum in a ThirdSpace: Countering the Culture of Accountability. Curriculum and Pedagogy Annual Conference. Marble Falls, TX, 2007.
Teaching or other professional experience in P-12 schools[11]	PDS School Coordinator (2007-); PK-16 Coordinator (2007-); Gear Up Co-Coordinator (2007-); K-12 Teacher Inservice Charlotte, NC (2007); K-12 Teacher Inservice Ganado AZ (2007); 6-12 Teacher In-service Indianapolis Public Schools (2005-2007)

Faculty Member Name	Flowers-Gibson, Beverly
Highest Degree, Field, & University[5]	Ed.D. La Tech
Assignment: Indicate the role	Associate Dean for Undergraduate Programs & Certification

of the faculty member[6]	
Faculty Rank[7]	Associate Professor
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	TEACH Delta Region grant Co-PI Phi Delta Kappa ULM Chapter President & Foundation Rep A+PEL ULM student chapter faculty advisor Educators Showcase Co-Director
Teaching or other professional experience in P-12 schools[11]	18 years teaching experience in P-12 schools

Faculty Member Name	Mann, Rhonda
Highest Degree, Field, & University[5]	Masters Degree in Elementary Education 1-8, University of Louisiana at Monroe
Assignment: Indicate the role of the faculty member[6]	Coordinator of Field Experiences and Teacher Candidacy
Faculty Rank[7]	Instructor
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	2009 A+PEL Advisor Member of ULM Alumni Hawaii International Conference for Education Presenter
Teaching or other professional experience in P-12 schools[11]	-Elementary Education Classroom teacher for grades 1, 5, and 6 for 18 years -Field Experience Coordinator Clinical Supervisor -Instructor for Classroom Management Techniques (Graduate Level) -Inservice Training LaTAAP -Professional Development Workshop Facilitator for Pre-Service Teachers

Faculty Member Name	Powell, Sherlyn Ezell
Highest Degree, Field, & University[5]	Ed.D in Special Education , University of Alabama
Assignment: Indicate the role of the faculty member[6]	Faculty, clinical supervisor
Faculty Rank[7]	Associate Professor
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Powell, S. (2007). Positive Behavioral Supports, S & S Powell Publishing Co. Powell, S. (2006). Passing Praxis: PLT A Comprehensive Study Guide Complete with Explicit Strategies. S & S Powell Publishing Co. Powell, S. (2006). Continuous Improvement and Focused Monitoring Process (CIFMP) Manual for Division of Educational Improvement and Assistance (DEIA) Louisiana Department of Education (LDE). Stanley, S., Powell, S., Ezell, D., Klein, C. (2004). Improving Self Esteem of Students with Cognitive Disabilities. Research presented at the Council for Exceptional Children (CEC) 11th International Conference of Division on Developmental Disabilities (DDD), Las Vegas, Nevada. Louisiana Department of Education Team Leader for Division of Special Populations Continuous Monitoring (1999-present). Louisiana Board of Examiners (LBOE) for the Louisiana Standards partnership with National Council for the

	Accreditation of Teacher Education (NCATE) (2000-present). Louisiana Department
Teaching or other professional experience in P-12 schools[11]	Two years Elementary Education (Grades 1-8) Eight years Special Education (Kindergarten through grade 12) Mild/Moderate Generic: Learning Disabilities, Mental Retardation, Behavior Disorders Three years Educational Diagnostician (Pre-School through grade 12)

Faculty Member Name	Pugh, Ava
Highest Degree, Field, & University[5]	Doctor of Education, Education, Mississippi State University
Assignment: Indicate the role of the faculty member[6]	Professional Coursework, Clinical Supervision
Faculty Rank[7]	Professor
Tenure Track	b YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented numerous workshops at the annual conferences of the Louisiana Association of Teachers of Mathematics. Louisiana Council for the Social Studies, National Science Teachers Association, Published several papers in the conference proceedings of the Mid-South Educational Research Association. Two proposals accepted for the International Convention on Education. Invited last year to present papers at the University of Oxford Round Table in Oxford, England.
Teaching or other professional experience in P-12 schools[11]	4 years as an elementary teacher, 1 year as acting assistant principal, 30 years as a college professor (21 years as Coordinator of Elementary Education and 12 years as Coordinator of Professional Block, as well as a clinical supervisor of student teachers, interns, and pre service teachers.

Faculty Member Name	Ricks, Beth
Highest Degree, Field, & University[5]	PhD in Curriculum and Instruction, Specialization in Reading and Children s /Young Adult Literature, Arizona State University
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Assistant professor
Tenure Track	b YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	1. Louisiana Senator ALAN (NCTE Affiliate) 2. Co-Chair (Elementary) and Chair (Secondary) Writing and submitting of Reading Competencies Alignment Report for BESE 3. Evaluator of Reading program for Madison Parish School District
Teaching or other professional experience in P-12 schools[11]	1. Coordinator for Elementary Professional Reading Block II (grades 3-6) and Secondary Professional Reading Block (grades 6-12) 2. Supervisor for student teachers and interns (grades 1-12)

Faculty Member Name	Schween, Dorothy C.
Highest Degree, Field, & University[5]	Ed.D. Curriculum and Instruction Louisiana Education Consortium
Assignment: Indicate the role of the faculty member[6]	PK-16+ Coordinator
Faculty Rank[7]	Associate Professor

Tenure Track	b YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	1. Development of Assessment, a three-part online interactive training module posted on the TeachLousiana website as an opportunity for Louisiana teachers to earn professional development credit. 2. Serving as ULM Faculty Senate President 2006-2007. 3. Three presentations accepted for AACTE 2007, one of which was: Schween, D., Sivakumaran, T., (2007): Digital Dilemma: Faculty Roles in Data Collection. Paper presented at the American Association for Colleges of Teacher Education (AACTE) New York, NY.
Teaching or other professional experience in P-12 schools[11]	18 Years in schools in Dallas, TX and Monroe, LA working with students with disabilities ages 3-16. One year as IEP Monitor for Monroe City Schools Office of Special Education Services

Faculty Member Name	Sivakumaran, Thillainatarajan
Highest Degree, Field, & University[5]	Ph.D, Instructional Technology, University of Tennessee
Assignment: Indicate the role of the faculty member[6]	Assistant Dean, NCTM Coordinator, Secondary Ed. Professor
Faculty Rank[7]	Assistant Professor
Tenure Track	b YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Sivakumaran, T., Holland, G. (Awarded October 2006). E-Portfolios: Teaching with Emerging Technology (E-Portfolios: Teach Etech). ($81,110.20) Wilhelm, L., Puckett, K., Beisser, S., Merideth, E., Sivakumaran, T., Wishart, W., Lessons Learned from the Implementation of Electronic Portfolios at Three Universities. TechTrends, July/August, 2006. Sivakumaran, T., Holland, G., Schween, D., Boyd, M., Miles, D., (2007): Pre-Service Teachers Understanding of Standards-Based Assessment. MAKING AN IMPACT: Best Practices to Enhance Achievement, Assessment, and Accountability for P-12 Learning, Atlanta, GA.
Teaching or other professional experience in P-12 schools[11]	2000-2001 Fulton High School Knoxville, TN, Taught chemistry and physical science grades 9-12

Faculty Member Name	Stanley, Shalanda Powell
Highest Degree, Field, & University[5]	M.Ed in Special Education, University of Louisiana at Monroe
Assignment: Indicate the role of the faculty member[6]	Faculty, clinical supervisor
Faculty Rank[7]	Instructor
Tenure Track	e YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	1. Co-Presented: Ezell, D., Ezell, C., Powell, S., & Stanley,S. (2008) Improving Self Esteem of Students with Disabilities through Balloon Art. Research presented at the Council for Exceptional Children (CEC) International Conference, Boston, MA. 2. Stanley, S., Powell, S., Ezell, D., Klein, C. (2004). Improving Self Esteem of Students with Cognitive Disabilities. Research presented at the Council for Exceptional Children (CEC) 11th International Conference of Division on Developmental Disabilities (DDD), Las Vegas, Nevada. 3. Powell, S., Stanley, S. Ezell, D., & Klein, C. (2003). Interactions of the Family Systems Theory and the Grief and Coping Cycles. Sponsored by the Hawaii International Conference on Education.
	Licensure, certifications, and teaching experiences in: 1. Elementary Education (Grades 1-5) 2. Special Education (1st through 12th grade) 3. Secondary English

Teaching or other professional experience in P-12 schools[11]	4. Educational Diagnostician (Pre-School through 12th grade) University supervisory responsibilities include supervising field experiences of: clinical supervision of student teachers. Teaching Experience: 10 years experience in an elementary school setting in Louisiana, working with children with disabilities grades 3rd-5th.

Faculty Member Name	Troxclair, Debra A.
Highest Degree, Field, & University[5]	Ph.D., Special Education, Emphasis Gifted Education, University of Southern Mississippi
Assignment: Indicate the role of the faculty member[6]	faculty
Faculty Rank[7]	Assistant Professor
Tenure Track	▷ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Scholarship: Author of column in Louisiana Reading Association Journal (2004-2006) Leadership in Professional Associations and Service: Co-Chair of World Council for Gifted & Talented s Biennial Conference New Orleans, LA - August 2005 Service: Invited speaker for Texas Association for Gifted & Talented s Parent Conference February 2007
Teaching or other professional experience in P-12 schools[11]	21 years elementary school classroom teaching experience in New Orleans, LA metropolitan public, parochial and private schools and in Houston Metropolitan public schools/ Louisiana Teaching Certificate Grades 1 8; Academically Gifted K-12; School Library Science/ Texas Certification Grades K-4, Gifted, ESL 3 years experience as supervisor of summer programs for gifted

Faculty Member Name	Washington, Jerrilene
Highest Degree, Field, & University[5]	Doctor of Education, Education, Johns Hopkins University
Assignment: Indicate the role of the faculty member[6]	Professional Coursework, Clinical Supervision
Faculty Rank[7]	Associate Professor
Tenure Track	▷ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented numerous workshops at the annual conferences of the Louisiana Association of Teachers of Mathematics. Published several papers in the conference proceedings of the Mid-South Educational Research Association. For two years, invited to present papers at the University of Oxford Round Table in Oxford, England.
Teaching or other professional experience in P-12 schools[11]	15 years as an elementary/junior high school teacher, 8 years as a supervisor of instruction for a school system, and 10 years as a clinical supervisor of student teachers and teachers.

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II	State licensure test	First Semester Senior Year
Assessment #2: Assessment of content knowledge in elementary education (required)	Content Knowledge Examination	Content exam	First Semester Senior Year
Assessment #3: Assessment of candidate ability to plan instruction (required)	Unit Plan	Project	First and Second Semesters Junior Year, and First Semester Senior Year
Assessment #4: Assessment of student teaching (required)	Final Assessment of Student Teaching	Portfolio	Second Semester Senior Year
Assessment #5: Assessment of candidate effect on student learning (required)	Teacher Work Sample	Project	First and Second Semesters Senior Year
Assessment #6: Additional assessment that addresses ACEI standards (required)	Health and Physical Education Assessment	Project	Second Semester Junior Year
Assessment #7: Additional assessment that addresses ACEI standards (optional)	Student Referral	Case Study	First Semester Junior Year
Assessment #8: Additional assessment that addresses ACEI			

standards (optional)			

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

1. DEVELOPMENT, LEARNING AND MOTIVATION

	#1	#2	#3	#4	#5	#6	#7	#8
1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	☑	☑	☑	☑	☑	☑	☑	☑

2. CURRICULUM STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;	☑	☑	☑	☑	☑	☑	☑	☑
2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;	☑	☑	☑	☑	☑	☑	☑	☑
2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;	☑	☑	☑	☑	☑	☑	☑	☑
2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;	☑	☑	☑	☑	☑	☑	☑	☑
2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among	☑	☑	☑	☑	☑	☑	☑	☑

	#1	#2	#3	#4	#5	#6	#7	#8
elementary students;								
2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;	e	b	e	b	e	b	e	e
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	e	b	e	b	e	b	e	e

3. INSTRUCTION STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;	e	e	b	b	b	b	b	e
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;	e	e	b	b	b	b	b	e
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;	e	e	b	b	b	b	b	e
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	e	e	b	b	b	b	b	e
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	e	e	b	b	b	b	b	e

4. ASSESSMENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	e	e	b	b	b	b	b	e

5. PROFESSIONALISM STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community	e	e	b	b	b	b	b	e

and actively seek out opportunities to grow professionally.							
5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	∈ ∈ ƀ ƀ ƀ ƀ ƀ ∈						
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SECTION IV - EVIDENCE FOR MEETING STANDARDS

   DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure

1. ACEI standards addressed in this entry could include but are not limited to 2.1-2.8. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 1

See **Attachments** panel below.

2. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.8. **Assessments that address Standards 2.1-2.4 are required.** (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations, course grades from content fields, and portfolio tasks. [15]. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2

See **Attachments** panel below.

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(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. **Assessments that address Standards 2.1-2.4 are required.** (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.) Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3

See **Attachments** panel below.

4. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. The assessment instrument used in student teaching and the internship should be submitted. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4 (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4

See **Attachments** panel below.

5. ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.8, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5

See **Attachments** panel below.

6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6

See **Attachments** panel below.

7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7

See **Attachments** panel below.

8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This

description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION V

USE OF ASSESSMENT RESULTS TO IMPROVE
CANDIDATE AND PROGRAM PERFORMANCE

To evaluate program performance, data generated for the ACEI SPA were analyzed and evaluated in three areas: content knowledge of the teacher candidates; their professional and pedagogical knowledge, skills and dispositions for teaching in the elementary schools; and their impact on K-12 student learning in various elementary studies.

(1) CONTENT KNOWLEDGE

ASSESSMENT 1: PRAXIS II

Principal Findings Summary
57 teacher candidates were administered this examination during the 2005-2006, the most recent academic year in which data were available.
100% pass rate prior to undergraduate student teaching, this meeting ACEI Standards 2.1-2.4.

ASSESSMENT 2: Content Knowledge Examination

Principal Findings Summary
100% success rate of meeting or exceeding expectations on this assessment, which measures content knowledge in English language arts, science, mathematics, social studies, arts, and health and physical education.

Faculty Interpretations of Findings for Assessments 1 and 2
The principal findings from the assessment data confirm faculty hypotheses in constructing this new program that our teacher candidates develop a good fundamental grasp of subject matter in seven content areas of English language arts, science, mathematics, social studies, arts, health and physical education, thus meeting ACEI Standards 2.1-2.7. Faculty members are satisfied that these measures reflect general content knowledge in the seven disciplines which elementary school teachers must teach in the state of Louisiana. However, for those faculty members who administered the Content Knowledge Examination (Assessment 2), there is some concern that the teacher candidatesâ€™ knowledge is at a very basic level.

Changes Being Made for Assessments 1 and 2
The content exam no longer covers only four areas (English language arts, science, mathematics, social studies) but now includes the areas of health, physical education, and the arts. The addition of these three areas has provided a more comprehensive examination for all areas of content knowledge.
Also, data for the years are no longer viewed in separate years but as consolidated research findings. The grading component is now being scored more as twos instead of threes where explanations were that

acceptable scores met designated standards.

(2) PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE,
SKILLS, AND DISPOSITIONS

ASSESSMENT 3: Unit Plan

Principal Findings Summary
An overwhelming majority of the teacher candidates successfully completed this assignment in the two
academic years.

ASSESSMENT 4: Assessment of Student Teaching

Principal Findings Summary
All candidates (100%) over the two full academic years met or exceeded expectations on the final
assessment for student teaching.

ASSESSMENT 6: Health and Physical Education Assessment

Principal Findings Summary
The majority of the teacher candidates during the two full academic years met or exceeded expectations.

ASSESSMENT 7: Student Referral

Principal Findings Summary
83 completed the assessment.
81 of the teacher candidates met expectations on this assessment.

Faculty Interpretation of the Findings for Assessments 3, 4, 6, and 7
The principal findings from these assessments present two different snapshots of our candidates. One is a
view at the beginning of their specialization studies with only limited field experience (Assessments 3, 6,
and 7). The other is a view at the end of their program (Assessment 4), with data collected while they are
completing their full-time field /clinical practice.
Faculty members believe the findings clearly reflect candidatesâ€™ ability to plan interdisciplinary
inquiry-oriented instruction that is developmentally appropriate in English language arts, science,
mathematics, and social studies (ACEI 1, 2.1, 2.2, 2.3, and 2.4). Faculty members also feel the
assessment findings reflect that candidates can connect content instruction to the arts, health, and
physical education (ACEI 2.5, 2.6, and 2.7), differentiate and modify instruction as needed (ACEI 1 and
3), and plan appropriate and varied assessments (ACEI 4). Again, the data suggest to program faculty
that teacher candidates are doing well with pedagogical knowledge, skills, and dispositions at this stage
in the program.
For the clinical/field portion of the program, particularly Assessment 4, principal findings suggest to our
program faculty that our teacher candidates are able to develop and implement both formal and informal
assessments.

Changes Being Made for Assessments 3, 4, 6, and 7
Candidates are now presented the assignment of writing two complete units, lower mathematics/social
studies and upper mathematics/science. The combined subject matter units provided the experience of
lesson development across the curriculum.

Candidates are now assigned to use TaskStream where a schedule is required for submission of all project entries. In the future, candidates' grades will be computed with a formula of using one-third for TaskStream submission and two-thirds of actual field experiences.

There is no longer an early childhood program; instead, this is an option as an addition for elementary education. This addition necessitates 12 semester hours.

(3) STUDENT LEARNING

ASSESSMENT 5: TEACHER WORK SAMPLE

Principal Findings Summary
A total of 95 (100% of the teacher candidates) successfully completed their final assessments with a majority exceeding expectations and a mean score of 2.997 the first year and 2.937 the second year, on a 1-3 scale.

Faculty Interpretation of Findings for Assessment 5
Faculty members interpret these findings to suggest that teacher candidates are learning and mastering a variety of assessment tasks (ACEI 4), are able to show through those tasks that they are having an impact on student learning, and are able to reflect on and analyze that impact and make appropriate instructional modifications accordingly (ACEI 5.2).

Changes Being Made for Assessment 5
One change implemented for the teacher work samples is that candidates now have to complete two units from the methods classes instead of one. The first unit is designed to incorporate lower mathematics and social studies where candidates teach this material to students in local schools in lower grades, K-2. The second unit incorporates upper mathematics and science and is also taught in local schools in upper grades, 3-5. Candidates include the following criteria for teacher work samples: 1) ULM lesson plan format, 2) pre and post tests, 3) work samples indicating an array of grades, 4) data collection sheet with analysis, and 5) weekly logs.

A second change for teacher work samples is that candidates are required to submit a copy of the units on a CD, on Taskstream, and a hard copy. The CD will accompany the hard copy as the Taskstream submission acts as the electronic portfolio for the candidate's future reference.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.