Program Report for the Preparation of Secondary Mathematics Teachers
National Council of Teachers of Mathematics (NCTM)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM DD YYYY

/ /

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

BS in Mathematics Education

7. NCATE Category

Mathematics Education

8. Grade levels[(1)] for which candidates are being prepared

6-12

(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 NCTM standards. (Response limited to 4,000 characters)

In 2004 the B.S. in Mathematics 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 BS Mathematics 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)

B.S. in Mathematics 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 Mathematics 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 the B.S. in Mathematics 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 programs consist 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/Internship is a unit assessment. Specific program standards are attached to create unique program assessments. In this way the Final Assessment of Student Teaching/Internship 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, 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. 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 BS Mathematics Education

See **Attachments** panel below.

7. 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.)

BS Mathematics Education Degree Plan, Grades 6-12

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: BS Mathematics Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers(4)
2006-2007	23	0
2007-2008	28	3

(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	Flowers-Gibson, Beverly
Highest Degree, Field, & University(5)	Ed.D. La Tech
Assignment: Indicate the role of the faculty member(6)	Associate Dean for Undergraduate Programs & Certification
Faculty Rank(7)	Associate Professor
Tenure Track	þ 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	e 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	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	þ 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	þ YES
Scholarship[8], Leadership in Professional Associations, and	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

Service[9]:List up to 3 major contributions in the past 3 years[10]	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	þ 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	Stringer, Gary L.
Highest Degree, Field, & University[5]	Ph.D. University of Southern Mississippi
Assignment: Indicate the role of the faculty member[6]	Professor and Head, Department of Curriculum and Instruction
Faculty Rank[7]	Professor
Tenure Track	þ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Scholarship-published in several major international and national science journals including the Journal of Vertebrate Paleontology and American Antiquity and have presented at 18 international and national meetings. Leadership-Executive Council for the Louisiana Academy of Sciences. Service-Served as a reviewer for ten different scientific journals in Europe.
Teaching or other professional experience in P-12 schools[11]	Have done over 40 presentations at elementary schools on science topics in last three years. Also worked with LA GEAR UP through ULM Museum of Natural History.

(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 NAEYC 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 Content Exam	State licensure test	Portal III (before admission into student teaching)
Assessment #2: Content knowledge in secondary mathematics education (required)	Grades from Math Content Courses	Course grades	Portal III (before admission into student teaching)
Assessment #3: Candidate ability to plan instruction (required)	Student Teaching Work Sample	Project	Portal IV (student teaching)
Assessment #4: Student teaching (required)	Student Teaching Final Assessment	Project	Portal IV (student teaching)
Assessment #5: Candidate effect on student leaning (required)	Impact on Student Learning	Project	Portal III (CURR 304)
Assessment #6: Additional assessment that addresses NCTM standards (required)	Classroom Management Portfolio	Portfolio	Portal III (CURR 375A)
Assessment #7: Additional assessment that addresses NCTM standards (optional)	Content Knowledge Portfolio	Portfolio	Portal III (CURR 303)
Assessment #8: Additional assessment that			

addresses NCTM standards (optional)			

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

	#1	#2	#3	#4	#5	#6	#7	#8
Mathematics Preparation for All Mathematics Teacher Candidates.	☐	☐	☐	☐	☐	☐	☐	☐
1. Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☑	☑	☐	☐	☐	☐	☑	☐
2. Knowledge of Reasoning and Proof, Candidates reason, construct, and evaluate mathematical arguments and develop as appreciation for mathematical rigor and inquiry. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☐	☑	☐	☐	☐	☐	☑	☐
3. Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☐	☑	☐	☐	☐	☐	☑	☐
4. Knowledge of Mathematical Connections. Candidates recoginze, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☑	☑	☐	☐	☐	☐	☑	☐
5. Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepend students' mathematical undertstanding. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☑	☑	☐	☐	☐	☐	☑	☐
6.Knowledge of Technology. Candidates embrace technolgy as an essential tool for teaching and learning mathematics. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☐	☑	☐	☐	☐	☐	☑	☐
7. Dispositions. Candidates support a postive disposition toward mathematical processes and mathematical learning. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☐	☑	☐	☐	☐	☑	☐	☐
8. Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☐	☑	☑	☑	☑	☐	☑	☐
9. Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships amoung number and number systems, and the meaning of operations.[Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	☑	☑	☐	☐	☐	☐	☑	☐

10.Knowledge of Different Perspectives on Algebra.Candidates emphasize relationships among quantites including functions, ways of representing mathematical relationships, and the analysis of change. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	þ	þ	e	e	e	e	þ	e
11. Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explor and analyze geometric shapes, structures, and their properties. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	þ	þ	e	e	e	e	þ	e
12. Knowledge of Calculus, Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough bakground in techniques and application of the calculus. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	þ	þ	e	e	e	e	þ	e
13. Knowledge of Discrete Mathematics. Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	þ	þ	e	e	e	e	þ	e
14. Knowledge of Data Analysis, Statistics and Proability. Candidates demonstrate an understanding of concpets and practices related to data analysis, statistics, and probablity. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	þ	þ	e	e	e	e	þ	e
15. Knowledge of Measurement. Candidates apply and use measurement concepts and tools. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]	þ	þ	e	e	e	e	þ	e

2. 16. 1 Field-based Experience. Engage in a sequence of planned opportunities prior to student teaching that inculdes observing and participating in secondary mathematics classrooms under the supervision of experienced and highly qualified teachers

Information should be provided in Section I (Context) to address this standard.

3. 16.2 Field-based Expericence. Experienced full-time student teaching secondary-level mathematics that is supervised by experienced and highly qualified teacher and a university or college supervisor with mathematics teaching experience.

Information should be provided in Section I (Context) to address this standard.

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

	#1	#2	#3	#4	#5	#6	#7	#8
16.3 Field-Based Experience. Demonstrate the ability to increase students' knowledge of mathematics.	e	e	þ	þ	þ	e	e	e

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 data, and (b) for some assessments, data may not yet be available.

1. State licensure tests or professional examinations of content knowledge. NCTM standards addressed in this entry could include all of the standards 1-7 and 9-15. 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. (Assessment Required)

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

Assessment 1

See **Attachments** panel below.

2. Assessment of content knowledge[15] in mathematics. NCTM standards addressed in this entry could include but are not limited toStandards 1-7 and 9-15. Examples of assessments include comprehensive examinations, GPAs or grades[16], and portfolio tasks[17]. (Assessment Required)

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

Assessment 2

See **Attachments** panel below.

(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(17) 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. Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCTM standards that could be addressed in this assessment include but are not limited to Standard 8. Examples of assessments inculde the evaluation of candidates' abilities to develop leasson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

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

Assessment 3

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCTM standards that could be addressed in this assessment include but are not limited to standard 8. An assessment instrument used in student teaching or an internship should be submitted. (Assessment Required)

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

Assessment 4

See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning. NCTM standards that could be addressed in this assessment include but are not limited to Standard 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment 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 NCTM standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks,licensure tests not reported in #1, and follow-up studies. (Assessment 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 NCTM standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks,licensure tests not reported in #1, and follow-up studies. (Optional)

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 NCTM standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks,licensure tests not reported in #1, and follow-up studies. (Optional)

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)

Based on the analysis of Assessments 1-7, the following areas are being considered for future improvements to the program.

Content Knowledge
Preliminary analysis of data from 2005-2006 academic school year resulted in refinements in both the scoring rubrics and focus of several assessments and courses. A collaborative partnership was setup with Mathematics faculty to further strengthen the program even though data shows that candidates are meeting the standards at either an acceptable or target level. This collaboration hopefully will yield higher PRAXIS content scores as well as higher scores on the content knowledge portfolio (key assessment 2). With key assessments 1, 2, & 7 we do feel that our candidates are prepared thoroughly in knowing and demonstrating their content knowledge.

Professional and Pedagogical Knowledge, Skill, and Dispositions
Throughout the process of data collection and analysis, the Education faculty has been careful to note the interaction between professional and pedagogical knowledge, skill, and dispositions. In key assessment 3,4,5 & 6 we measure Professional and pedagogical knowledge, skills and disposition. The key assessment 5 & 6 are administered before student teaching, which allows education faculty to refine the candidates' pedagogical knowledge, skills, and dispositions to prepare them for student teaching. While in student teaching faculty to help build upon the experience of the candidates and continue to guide and refine their pedagogical knowledge, skills and dispositions. As the program progresses, care will be taken to periodically review placement of all assessments to ensure the best opportunity for candidates to demonstrate professional and pedagogical knowledge, as well as masterly level skill and positive dispositions.

Student Learning
An initial meeting with the Mathematics faculty in the College of Arts and Sciences enabled Education faculty to clarify and leverage existing resources relating to the content area, while opening up several avenues for collaboration. These conversations resulted in teacher candidates being able to use classroom artifacts from their content area classes as evidence of learning in their Content Knowledge Portfolio (Assessment 7). While this is an ongoing process, future meetings could address concerns over content area literacy, impact on student learning and field experience.

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.