

NATIONAL RECOGNITION REPORT

Preparation of Elementary Education Teachers

Southeastern Louisiana University

June 14, 2007

NCATE recognition of this program is dependent on the review of the program by representatives of the **Association for Childhood Education International (ACEI)**.

This report is in response to a(n):

- Initial Review
 Revised Report
 Response to Conditions

Program(s) Covered by this Review	Program Type	Award or Degree Level(s)
Elementary Education Grade Level: 1-5 Licensure category: Louisiana Level 1 Professional Certificate	Initial teacher license	Baccalaureate

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
 Nationally recognized with conditions
 Not nationally recognized

A.2—Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
 No
 Not applicable
 Not able to determine

Comment: Praxis II Content Knowledge and Praxis II Principles of Learning and Teaching Grades K-6: Candidates had a higher percentage of correct answers than the statewide average on every test but one and that one test was equal to the statewide average.

A.3—Summary of Strengths:

- Well-organized report: assessments, scoring criteria and data were easy to evaluate.
- Evidence clearly indicated which ACEI standards were being addressed.
- Alignment of ACEI, program and state standards was clearly evident.
- A process to appeal decisions of the Selective Admission and Retention in Teacher Education Committee is in place.

PART B—STATUS OF MEETING SPA STANDARDS

ACEI Standard	Specific Program or Level: Baccalaureate	Specific Program or Level
DEVELOPMENT, LEARNING AND MOTIVATION		
Standard 1. 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.	Met	
Comment:		
CURRICULUM		
Standard 2.1 English language arts —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.	Met	
Comment:		
Standard 2.2. Science —Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.	Met	
Comment:		
Standard 2.3. Mathematics — Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	Met	
Comment:		
Standard 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.	Met	
Comment:		
Standard 2.5. The arts —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions,	Met	

ACEI Standard	Specific Program or Level: Baccalaureate	Specific Program or Level
and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.		
Comment:		
Standard 26. 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.	Met	
Comment:		
Standard 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.	Met	
Comment:		
Standard 2.8. Connections across the curriculum —Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.	Met	
Comment:		
INSTRUCTION		
Standard 3.1. Integrating and applying knowledge for instruction —Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Met	
Comment:		
Standard 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.	Met	
Comment:		
Standard 3.3. Development of critical thinking, problem solving, performance skills —Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.	Met	
Comment:		
Standard 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.	Met	
Comment:		
Standard 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.	Met	
Comment:		
ASSESSMENT FOR INSTRUCTION		
Standard 4. 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.	Met	

ACEI Standard	Specific Program or Level: Baccalaureate	Specific Program or Level
Comment:		
PROFESSIONALISM		
Standard 5.1. Practices and behaviors of developing career teachers— Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	Met	
Comment:		
Standard 5.2. Reflection and evaluation— Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	Met	
Comment:		
Standard 5.3. Collaboration with families— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	Met	
Comment:		
Standard 5.4. Collaboration with colleagues and the community— Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	Met	
Comment:		

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates' knowledge of content

- PRAXIS II: Content Knowledge (Language Arts/Reading, Mathematics, Science and Social Studies) provided evidence of candidates' knowledge of content. However, later results indicate passing scores have declined in Mathematics, Social Studies and Science.
- An ACEI Addendum was added to the Final Report on the Student Teaching instrument to assess language arts/reading, science, social studies, the arts, health and physical education. The data provided evidence that candidates met content standards.

C.2—Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

- Results of PRAXIS II – Principles of Learning and Teaching Grades K-6 indicated candidates have knowledge of the principles of teaching and learning necessary to meet the ACEI standards.
- The Louisiana Components of Effective Teaching (LCET) addresses planning, management, instruction and assessment. Candidates successfully achieved passing scores – areas for improvement were higher order thinking questions, questioning techniques, management and assessment.
- The Final Report on Student Teaching provided evidence that candidates have the ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Dispositions were evaluated using the Professional Attributes and Characteristics Scale.

- Results of the Lesson Plan evaluation indicated candidates successfully completed the assessment at 80 percent or better, however areas needing improvement included assessment, integration of technology and accommodating learner needs.
- Components of the Classroom Management Plan included classroom procedures, individual and group motivations and rewards, preventive and supportive discipline and parental involvement. Results of this assessment provided evidence that candidates met ACEI standards, however, the parental involvement measure had the lowest rating.
- The Competency Portfolio addressed most of the ACEI Standards. Candidates met expectations.

C.3—Candidate effects on P-12 student learning

- Evidence from the Assessment Plan was collected three times and measured student learning. Results indicated candidates were beginning to successfully develop and incorporate assessment into their teaching and were positively impacting student learning.

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

- Faculty are examining Praxis II Content results in math, science and social studies to determine where they can improve the program. A new 5-hour mathematics course has been added to the curriculum.
- An addendum was added to the Student Teaching Evaluation based on the critical need to obtain specific information for program improvement regarding content knowledge.
- The program is considering a comprehensive Fine Arts course.
- Higher order thinking questions, informal assessments, management, and learner accommodations have been integrated into the unit plan.
- Ways of providing more opportunities to incorporate planning, teaching, and technology will be reviewed.
- An effort will be made to place candidates in a variety of field experiences throughout their program.
- More instruction on writing in-depth reflections will be provided.
- The importance of families on student learning will be addressed. Faculty members plan to work on requiring Service Learning projects related to families in various courses and giving specific requirements for interactions with families during student teaching.

PART E—AREAS FOR CONSIDERATION

- Impact on student learning needs to more fully incorporated into methods classes and field experiences.
- Reviewers encourage the program to continue evaluating consistency among sections of methods courses.

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in Parts B-E:

F.2—Concerns for possible follow-up by the Board of Examiners:

PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation visit in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE review on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation review, in its published materials. **National recognition is dependent upon NCATE accreditation.**

Subsequent action by the institution: None. Nationally recognized programs may not file revised reports addressing any unmet standards or other concerns noted in this report.