

# 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)
<b>MA in Teaching: Elementary Education</b>  <b>Grade Level:</b> 1-5  <b>Licensure category:</b> Louisiana Level 1 Professional Certificate	Initial teacher license	Master's

### **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:

- Evidence clearly indicated which ACEI standards were being addressed.
- Alignment of ACEI, program, and state standards were clearly evident.
- A process to appeal decisions of the Selective Admission and Retention in Teacher Education is in place.

## PART B—STATUS OF MEETING SPA STANDARDS

ACEI Standard	Specific Program or Level: Initial Master's	Specific Program or Level
<b>DEVELOPMENT, LEARNING AND MOTIVATION</b>		
<p><b>Standard 1. Development, Learning and Motivation</b>—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.</p>	<b>Met</b>	
Comment:		
<b>CURRICULUM</b>		
<p><b>Standard 2.1 English language arts</b>—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.</p>	<b>Met</b>	
Comment:		
<p><b>Standard 2.2. Science</b>—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.</p>	<b>Met</b>	
Comment:		
<p><b>Standard 2.3. Mathematics</b>— 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.</p>	<b>Met</b>	
Comment:		
<p><b>Standard 2.4. Social studies</b>—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</p>	<b>Met</b>	

ACEI Standard	Specific Program or Level: Initial Master's	Specific Program or Level
students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.		
Comment:		
<b>Standard 2.5. The arts</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	Met	
Comment:		
<b>Standard 26. Health education</b> —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:		
<b>Standard 2.7. Physical education</b> —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:		
<b>Standard 2.8. Connections across the curriculum</b> —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:		
<b>INSTRUCTION</b>		
<b>Standard 3.1. Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Met	
Comment:		
<b>Standard 3.2. Adaptation to diverse students</b> —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:		
<b>Standard 3.3. Development of critical thinking, problem solving, performance skills</b> —Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	Met	
Comment:		
<b>Standard 3.4. Active engagement in learning</b> —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:		
<b>Standard 3.5. Communication to foster collaboration</b> —Candidates use their knowledge and understanding of effective	Met	

ACEI Standard	Specific Program or Level: Initial Master's	Specific Program or Level
verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.		
Comment:		
ASSESSMENT FOR INSTRUCTION		
<b>Standard 4. Assessment for Instruction</b> —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	
Comment:		
PROFESSIONALISM		
<b>Standard 5.1. Practices and behaviors of developing career teachers</b> —Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	Met	
Comment:		
<b>Standard 5.2. Reflection and evaluation</b> —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:		
<b>Standard 5.3. Collaboration with families</b> —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:		
<b>Standard 5.4. Collaboration with colleagues and the community</b> —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 indicated passing scores have declined in Mathematics, Social Studies and Science.
- An ACEI Addendum was added to the Final Report on Student Teaching instrument to assess language arts/reading, science, social studies, the arts, health and physical education.

### 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 Evaluation Report on Teaching, directly reflecting Louisiana Components of Effective Teaching (LCET), addresses planning, management, and instruction. Candidates successfully achieved passing scores, however, areas for improvement were higher order thinking questions and questioning techniques, management, and assessment.
- The Final Report on Student Teaching/Internship/Practicum 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.
- The Classroom Management Plan evaluated classroom procedures, individual and group motivations and rewards, preventive and supportive discipline, structure and writing, and parental involvement. Results of this assessment provided evidence that candidates have met ACEI standards. While candidates met expectations, areas in which candidates could improve included individual and group motivation and rewards, and structures and writing.
- 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 several times and measured impact on student achievement. 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)**

- Integrated unit plan is addressing areas of concern: higher order thinking questions; informal assessments, management plan, and accommodating individual differences.
- Faculty are examining Praxis II Content results in math, science and social studies to determine where they can improve the program.
- An addendum was added to the Student Teaching Evaluation based on the critical need to obtain specific information for program improvement regarding content knowledge.
- Higher order thinking questions, informal assessments, management, and planning for and accommodating individual differences will be integrated into lessons and unit plans.
- Opportunity to incorporate planning, teaching and technology in lessons will be provided.
- Faculty will continue to review and revise the Assessment Plan. Emphasis will be placed on all methods classes to complete an assessment plan.
- Faculty will continue to review the Classroom Management Plan to more specifically address key elements of the ACEI standards.
- The program will continue to make a consistent and conscientious effort to place candidates in a variety of settings.
- More instruction on writing in-depth reflections will be provided.

## PART E—AREAS FOR CONSIDERATION

- Impact on student learning needs to more fully incorporated into the program.
- Candidates need more opportunity to work with families and communities.

## PART F—ADDITIONAL COMMENTS

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

- This MA in Teaching program was evaluated as Elementary Education Grades 1-5. In the Program of Study, it states “Degree Plan of Course Sequence for the MAT with Dual Certification in Elementary Education Grades 1-5 and Special Education-Mild/Moderate Grades 1-5 (39-42 hours).” This was confusing to the evaluators.
- Chart with the number of candidates and completers was missing.

### 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.