

NATIONAL RECOGNITION REPORT

Initial Preparation of English Language Arts Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council of Teachers of English (NCTE).

COVER PAGE

Name of Institution

Southeastern Louisiana University

Date of Review

MM DD YYYY

01 / 30 / 2008

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

English Education

Program Type

Initial licensure

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation [See Part G]
- Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

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

- jn Yes
- jn No
- jn Not applicable
- jn Not able to determine

Comment:

PRAXIS II test data, corrupted in the prior submission, needs to be updated and resubmitted to show that the NCATE 80% pass requirement has been met over the three year requirement..

Summary of Strengths:

See the original report.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Standard 2.1. Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others' cultures.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 2.3. Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

Met	Met with Conditions	Not Met
j _n	j _n	j _n

Comment:

Standard 2.4. Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

Met	Met with Conditions	Not Met
j _n	j _n	j _n

Comment:

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

Met	Met with Conditions	Not Met
j _n	j _n	j _n

Comment:

Standard 2.6. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

Met	Met with Conditions	Not Met
j _n	j _n	j _n

Comment:

Standard 3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

Standard 3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language.

Met	Met with Conditions	Not Met
j _n	j _n	j _n

Comment:

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Met	Met with Conditions	Not Met
j _n	j _n	j _n

Comment:

Standard 3.3. Candidates demonstrate their knowledge of reading processes.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 3.4. Candidates demonstrate knowledge of different composing processes.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

The program needs to show how Standard 3.5 indicators 3.5.2, 3.5.3, 3.5.4 are met. This revision does not provide sufficient evidence for these indicators in any of its revised assessments. See Conditions for data requirement.

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 3.7. Candidates demonstrate knowledge of research theory and findings in English language arts.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 4.2. Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 4.4. Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 4.5. Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 4.7. Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 4.8. Candidates engage students in making meaning of texts through personal response.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 4.9. Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 4.10. Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment 1 - Original submission data was corrupted. In order to determine compliance with the NCATE requirements, it is necessary to submit 3 years worth of data that show a pass rate of 80% or higher.

Assessment 2 - Unit Plans. The design of this assessment does not provide the breadth and depth required by Standards 3.1 and 3.5 unless incorporated with other assessments that focus on content. See conditions for more information.

Assessment 6 - Thematic Plans. See comments on Assessment 2.

Assessment 7 - Composition Unit Plan. This assessment meets Standard 3.4 and some indicators of 3.1. Because it is not taught, many of the 4.0 Standards which require classroom engagement are not met by this assessment.

Assessment 8 - Grades. This assessment provides some evidence for the standards cited, but does not have sufficient information in the description of the alignment to show how the course meets the cited standards, e.g. key assignments. There is no reference in course descriptions to the following 3.5 indicators: 3.5.2, 3.5.3, or 3.5.4. The program may wish to review NCATE's policy statement on the use of grades for assessment of content.

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

See previous report

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

See previous report

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)

See original report

PART E - AREAS FOR CONSIDERATION

Areas for consideration

See conditions at the end of the report.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

The program has attempted to revise and clarify most of the issues from the initial review, but the submission contained 24 attachments making it difficult to review. In the future, the program needs to follow the NCATE guidelines for submission and organize and reduce the attachments by assessment, combining all the appropriate documents into one assessment package. There should be one attachment for each of the assessments.

Also, the program should investigate the new guidelines for the use of grades as a determiner that content standards are met. These are available on the NCTE website or the program may contact the NCTE/NCATE Program Coordinator.

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

PART G - DECISIONS

Please select final decision:

- Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision 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 accreditation decision 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 decision, in its published materials. National recognition is dependent upon NCATE accreditation.
- Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.
- The program does not currently satisfy SPA requirements for national recognition. See below for details.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY
02 / 01 / 2010

Subsequent action by the institution:* To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below. The program has **up to two opportunities** to address conditions within an 18 month period. The range of possible deadlines for submitting reports are 4/15/08, 9/15/08, 2/1/09, 4/15/09, or 9/15/09. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 2/1/09 submission date.*

*Note: for this semester only, programs that have been cited as Recognized with Conditions for a second time have been given one more opportunity to submit another Response to Conditions report. The report may be submitted April 15, 2008; Sept. 15, 2008, or Feb. 1, 2009.

Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY
09 / 15 / 2009

The following conditions must be addressed within 18 months (see above for specific date):

The program needs to show how Standard 3.5 indicators 3.5.2, 3.5.3, 3.5.4 are met. This revision does not provide sufficient evidence for these indicators in any of its revised assessments. Also data for at least one year should accompany the explanation.

PRAXIS II test data, corrupted in the prior submission, needs to be updated and resubmitted to show that the NCATE 80% pass requirement has been met over the three year requirement.

Please click "Next"

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