

# NATIONAL RECOGNITION REPORT

## Preparation of Middle School Education Initial Teacher Preparation

NCATE recognition of this program is dependent on the review of the program by representatives of the National Middle Schools Association (NMSA).

### COVER PAGE

#### Name of Institution

Southeastern Louisiana University

#### Date of Review

MM DD YYYY

01 / 20 / 2008

#### This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

#### Program Covered by this Review

B.S. in Middle School Education, Grades 4-8

#### Program Type

First teaching license

#### Award or Degree Level

- Baccalaureate
- Post Baccalaureate
- Master's

### PART A - RECOGNITION DECISION

#### SPA Decision on NCATE Recognition of the Program:

- 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:

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

**Comment:**

**Summary of Strengths:**

The program has a clear focus on the importance of depth and breadth of knowledge in content disciplines. Teacher candidates have a variety of focused field experiences in middle level classrooms. Field experiences become increasingly intense and involved as teacher candidates progress through the program. While many courses and field experiences are listed as general or combined with elementary grades, it seems that great care has been taken to develop assessments for middle level teacher candidates specifically.

**PART B - STATUS OF MEETING SPA STANDARDS**

**Middle Level Courses and Experiences.** Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Two courses, EDUC 308 Teaching Reading in the Middle School and EDUC 484 Upper Elementary Curriculum and Instruction, are specifically for middle level teacher candidates. Other courses provide differentiated assignments, assessments, and field experiences for middle level teacher candidates. Recommendations for improvement in this programmatic standard are provided later in this report.

**Qualified Middle Level Faculty.** Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

This standard was met in the initial report.

**Standard 1. Young Adolescent Development.** Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Assessments 3, 4, 5, and 7 address this standard. These assessments provide a deliberate focus on the unique learning needs of young adolescents. While Assessments 1 and 2 were also listed as addressing this standard, they do not focus on young adolescent development or learners specifically.

**Standard 2. Middle Level Philosophy and School Organization.** Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

**Standard 3. Middle Level Curriculum and Assessment.** Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

Assessments 3, 4, and 5 meet Standard 3. It appears that program faculty members understand the importance of integrated and interdisciplinary curriculum connections.

**Standard 4. Middle Level Teaching Fields.** Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

This standard was met in the initial program review.

**Standard 5. Middle Level Instruction and Assessment.** Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

This standard was met in the initial program review.

**Standard 6. Family and Community Involvement.** Middle level teacher candidates understand the

major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

This standard was met in the initial program review.

**Standard 7. Middle Level Professional Roles.** Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

This standard was met in the initial program review.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content

Candidates' knowledge of content is clearly addressed in Assessments 1 and 2. The program has a strong focus on content knowledge, including the importance of depth of knowledge in two content disciplines and breadth of knowledge across a variety of disciplines (Standards 3 and 4). Assessments 3-5 also emphasize the importance of content knowledge, particularly the application of content knowledge in classroom practice. Evidence for Standard 2 seems to be the most limited in this program and its assessments. While Standard 2 is cited and minimally addressed in multiple assessments, no courses or assessments seem specifically focused on middle level philosophy and organization.

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

Assessments 3, 4, 5, and 7 address candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Standards 4-7 were met in the initial report.

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

Candidates in this program develop a comprehensive assessment plan for Assessment 5. While the assessment plan rubric seems to have been developed to assess teacher candidates at all levels, each row in the assessment plan rubric submitted in this report provides elaboration related to the application of competencies and expectations for teacher candidates at the middle level. Data from this report have been reported, analyzed, and interpreted, and this report provides examples of how assessment data will be used to guide future program revisions.

## 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)**

This institution was impacted by Hurricane Katrina in the second year of program implementation.

However, it seems that the program is making strides toward program development and improvement. It is reported that the number of candidates in the program is increasing. Therefore, the program will need to continue monitoring assessment data as they are reported each semester. So far, program faculty have been able to report trends on scores for the Praxis II and the Louisiana Components of Effective Teaching Summative Evaluation. They plan to analyze sub-scores on these two instruments to continue program improvement efforts. In addition, they have indicated a need to focus on the science content area specifically because the score requirement in the state is to change in 2009. Some of their candidates had lower scores in this area than in other content disciplines. Program faculty members have also analyzed other assessments to determine that accommodating individual learner differences during instruction is an area to examine for improvement. Faculty members recognize a need and have developed an action plan for increasing professional development opportunities that are focused specifically on the middle level learner and the experiences of young adolescents. They would also like to improve their candidates' ability to interpret and utilize test results consistently. Since the initial report was submitted, it is evident that the program has analyzed program data and made significant changes to its program and assessments.

## **PART E - AREAS FOR CONSIDERATION**

### **Areas for Consideration**

While substantial efforts have been made to align the program and its assessments to NMSA/NCATE Approved Middle Level Teacher Preparation Standards, many of the courses, assessments, and field experiences focus on elementary education. The program faculty should revise language related to courses and assessments so that it is clear to teacher candidates and outside reviewers and audiences that this program is focused on middle level education and that rubrics directly reflect the NMSA Standards. For example, EDUC 484 is a course that is cited as being specifically for middle level teacher candidates, yet its title reflects an emphasis on the upper elementary level. EDUC 320 and 328 have similar issues related to course titles and content. Since this program and the middle level licensure are fairly new in the state, this language is understandable. However, future reviews will cite these courses as problematic because they focus on only a subset of the middle level licensure. In addition, Standard 2 is minimally met in this program and its assessments. The assessments currently focus on curricular and philosophical components of Standard 2; however, few organizational components of middle level schooling (i.e., teaming, advisory programs) are mentioned or addressed in this report. This will be a major area for concern in future reviews.

## **PART F - ADDITIONAL COMMENTS**

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

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

## **PART G - DECISIONS**

### **Please select final decision:**

j<sup>n</sup>

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.

- j<sub>n</sub> 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.
- j<sub>n</sub> The program does not currently satisfy SPA requirements for national recognition. See below for details.

**Please click "Next"**

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