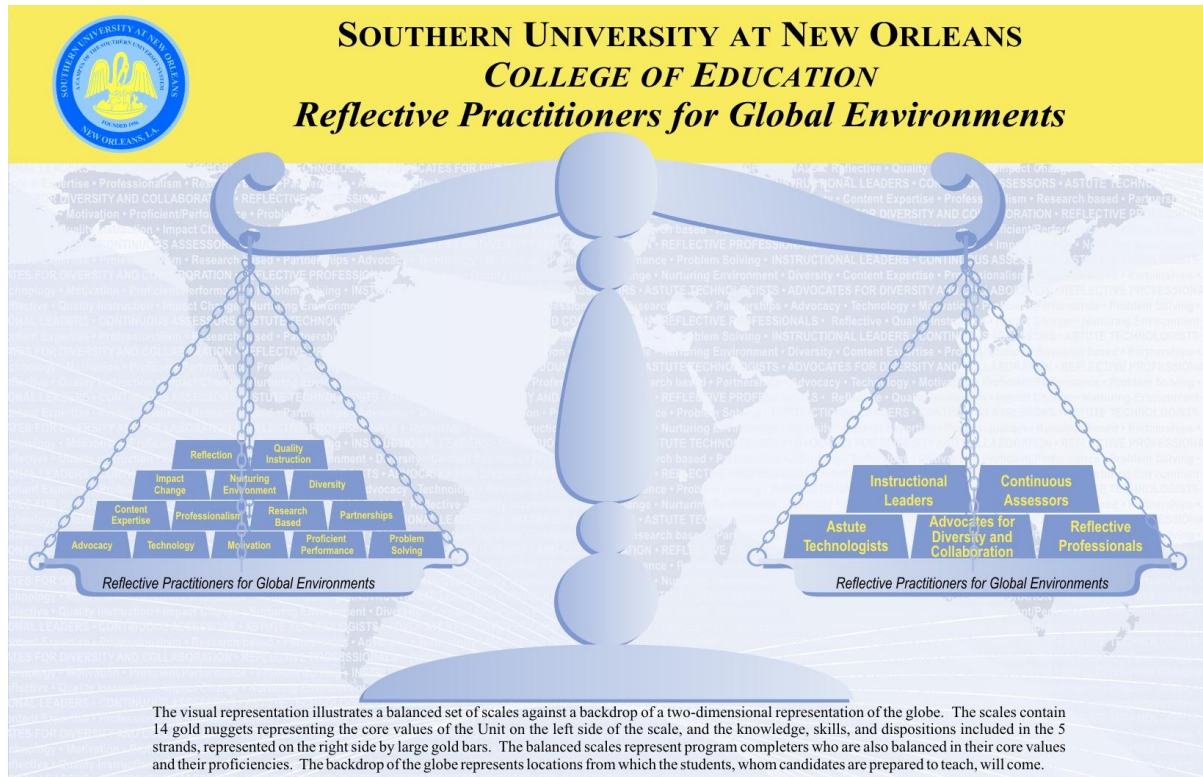


STATE SUPPLEMENTAL REPORT



NCATE Continuing Accreditation Visit
Saturday, October 25, 2008 through Wednesday, October 29, 2008

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STATE SUPPLEMENTAL REPORT OF THE COLLEGE OF
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Southern University at New Orleans Louisiana Supplement Standards Report

Introduction

Southern University at New Orleans is an open admissions university that offers a broad based liberal arts education customized to meet the needs of citizenry in a metropolitan and globalizing society. The University offers a liberal education directed towards the achievement of higher literacy and broadens intellectual development to provide foundational training, which meets the qualifications and requirements of many competitive professions.

Overview

Since the successful 2002 initial NCATE/State accreditation visit, the College of Education has reviewed its mission and revised its Conceptual Framework to embrace not only the urban setting as originally planned but has expanded its curriculum to include pedagogic training to help students thrive in new global environments. The intent of the teacher preparation program is to prepare candidates who exemplify models of Instructional Leaders; Continuous Assessors; Astute Technologists; Advocates for Diversity and Collaboration; and Reflective Professionals (see [Conceptual Framework](#)). It is anticipated that such a preparation will lead to efficient and successful teaching practices, policies, and procedures to enhance and support the academic achievement and social development of all PK-5th grade students.

Due to Hurricane Katrina, the College of Education has experienced a dramatic reduction in program offerings. All secondary education programs were eliminated and the emphasis for teacher certification was focused on early childhood education (PK-3) and elementary education (1-5). Currently, the College of Education has two certification programs at the undergraduate level – Elementary Education, grades 1-5 and Early Childhood, PK-3. Also offered are two certification programs at the non-masters, alternative certification level – Elementary Education grades 1-5 and Early Childhood – PK-3. (See [Approved Programs by the LA Board of Regents](#)) While the program offerings have been reduced, the College of Education continues to have a significant impact on preparing teachers to be reflective practitioners for global environments. Each program offering (undergraduate and alternative certification) has been rigorously evaluated by external reviewers and approved by the Louisiana State Department of Education. In addition, the programs have been reviewed by external reviewers (experts in their field) and approved regarding Louisiana’s reading and language competencies for teachers (see Letter from State Department regarding SUNO’s Reading Competencies in Documents Room (**LAS.OVER1**)).

The College of Education continues to monitor and update its program offerings and the assessment of its candidates. Since the 2002 accreditation visit, the College of Education has introduced six levels of development for its candidates and five transition points or decision points (See [Unit Assessment System Plan](#)). Each level and transition/decision point provides candidates and faculty opportunities to assess program progression and candidate performance. Below is a summary of the levels and transitional points. Please refer to the

Policies and Procedures Manual for Candidates Performance and Progression for complete details

Candidate Performance throughout Progression in the Teacher Preparation Program

Level I: Pre-candidacy

Level I is the period during which the pre-candidate builds a foundation for the Content Knowledge required for effective teaching at the Pre-kindergarten through grade 5 levels. This foundation is provided through General Education courses. At the undergraduate level, pre-candidates are required to complete a minimum of 44 hours of general education courses (see Approved Programs of Study by Board of Regents (**LAS.OVER2**), and Curriculum Changes approved by the University Curriculum Committee (**LAS.OVER3**). Additionally, candidates must take additional hours in English and Mathematics, as required by [Bulletin 746](#) for the respective program. These hours are provided through the General Education [Curriculum](#) and are made available through the College of Arts and Sciences, in collaboration with the College of Education. As of 2007-2008, as a result of a mandate from the Chancellor of the University, three liaisons from the College of Arts and Sciences are assigned to the College of Education, and are included in ALL of the faculty meetings of the College of Education (Gary Oaks, Guillarne Leary, and Cynthia Singleton). Additionally, the Dean of the College of Arts and Sciences (Henry Mokosso) also attends meetings of the College of Education Faculty. This arrangement facilitates communications across units and ensures that ALL faculty are familiar with the required content standards of NCATE, the specialty organizations, and the [Louisiana Components of Effective Teaching](#) (LCET).

The Louisiana State Department of Education mandates entry criteria for non-masters, alternative teacher certification Alternative Teacher Certification programs [Bulletin 746](#). The criteria are: (1) a four-year degree from a regionally accredited institution; (2) a minimum of 2.2 grade point average; (3) passing scores Praxis I, reading, writing, and mathematics; and (4) passing scores on Praxis II, Content Exam (#0014). A person is exempt from taking Praxis I if she/he has a master's degree or a score of 22 or higher on the ACT or a SAT Verbal/Math combined score of 1030.

Pre-candidates at the Alternative Teacher Certification level include those persons who hold a baccalaureate degree from a regionally accredited institution, who have earned a grade point average of 2.2 or better, but who are determined by the Unit (College of Education) to have deficiencies in the required content background (e.g., may lack social studies requirements or science requirements needed to prepare them for the content knowledge test , Praxis II, #0014,) and/ or those who have not met the testing requirements for admission to a teacher preparation program. Until these requirements are met, the individual cannot be admitted to an Alternative Teacher Certification program.

At the pre-candidacy level, the undergraduate is not required to have taken and passed Praxis I, but is encouraged to prepare for the exam at this level in order to be admitted to a teaching program prior to completing the General Education requirements. Pre-candidates at the Alternative Teacher Certification level, may be preparing to take Praxis I (reading, writing, and/or mathematics) and Praxis II, Content Knowledge (#0014). To facilitate this effort, the

College of Education implemented classes and professional support to assist students in preparing for Praxis. The following courses were approved and implemented in 2007-2008:

- EDUC 205 Teacher Preparedness: Reading and Writing (developed to facilitate success on Praxis I, Reading and Praxis I, Writing).
- EDUC 225: Teacher Preparedness, Mathematics (developed to facilitate success on Praxis I Mathematics).
- ECED/ELED 226: Teacher Preparedness: Elementary Content (developed to facilitate passing Praxis II (Content #0014).
- ECED/ELED 227: Teacher Preparedness: Principles of Learning and Teaching (PLT) (developed to facilitate passing Praxis II/PLT at the respective level (0020 for Early Childhood Education level and 0050 at the Elementary Education level).

Each of the Teacher Preparedness courses also includes computer laboratory experiences. (see course syllabi, **LAS.OVER4**). Pre-candidates are required to utilize a computer-assisted tutoring component (PLATO), which is funded by the University. The university provides a technologist who assists in training faculty and students to use the software and monitor usage, and in training and assisting the Praxis Coordinator to provide reports on program usage.

Field Experience requirements are set forth in Field Experiences and Clinical Practice by Program (**LAS.OVER5**) and in the [Field Experience Handbook](#). Alternative Teacher Certification pre-candidates begin field experience activities in Level II.

Candidate Dispositions are rated consistently each semester that a candidate is enrolled in a professional education course (see Disposition Survey in the Documents Room). For undergraduates, these courses begin with EDUC 110. For pre-candidates seeking admission to the Alternative Teacher Certification Alternative Teacher Certification Program, the dispositions are also rated in each professional education course taken, which begins with Level II, since Alternative Teacher Certification pre-candidates may not be required to take professional education courses while in Level I. The dispositions are based on the strands of the Conceptual Framework (*i.e., Instructional Leader, Continuous Assessor, Astute Technologist, Advocate for Diversity and Collaboration, and Reflective Professional*)

Pre-candidates, upon completing the general education, admission testing, and field experience requirements, choose the teacher preparation program to which they will apply. These data, along with their current disposition ratings and interview ratings are then reviewed for admission to candidacy.

Level II: Candidacy

The State of Louisiana requires Praxis I reading, writing, and mathematics as a content exam prior to entry into the teacher education program at the undergraduate level. The Unit's Pass rate in Praxis I for both 2006-2007 and 2007-2008 was 100%. At the ATC level, the State requires candidates to pass all parts of Praxis I and Praxis II, Content Knowledge (0014), prior to admission to the program. Alternative Teacher Certification candidates holding a Master's degree are exempt from Praxis I. ACT scores of 22 or higher are used in lieu of Praxis I. The pass rate was 100% on both Praxis I and II for the 2006-2007 candidates.

Undergraduate candidates are required to Pass Praxis II, Content Knowledge prior to program completion. The unit reported a 94.1% pass rate for 2006-2007 and a 100% pass rate for 2007-2008. The average score on Praxis I and Praxis II in 2006 on the Elementary Content Knowledge test was 158.06 and for 2007-2008 was 154.00 (see also pass rate data in **LAS.OVER6**).

At Level II, Candidacy Level, candidates at the undergraduate level complete the prescribed general courses and the introductory professional educational courses (100 – 200 level courses) in their respective program of study. Undergraduate candidates are introduced to required aspects of planning, classroom management, behavioral and developmental theory, and exceptionalities, and foundations of multicultural education. Level II provides the Alternative Teacher Certification candidate with an in-depth knowledge of the learner; assessment and diagnosis of student learning; and strategies for classroom management.

All candidates continue to be assessed for Dispositions at this level.

Level III: Methods

Depending on the program of study (Early Childhood or Elementary) candidate knowledge, skills, and dispositions are reinforced at this level in the areas of:

- planning and delivery of instruction,
- determining appropriate content,
- illustrating applications of content through examples,
- sequencing lessons/activities to promote student learning,
- demonstrating ability to communicate effectively with students,
- managing the classroom,
- varying modes for instruction with emphasis on reading and mathematics,
- identifying and planning for individual differences,
- identifying teaching materials and respective technology; and,
- assessing student learning.

During Level III, candidates must take and pass Praxis II, Principles of Learning and Teaching (PLT), which measures Pedagogical Content Knowledge for the specific teaching area. For both 2006-2007 and 2007-2008, candidates at both the undergraduate and Alternative Teacher Certification levels demonstrated a 100% pass rate on Praxis II, PLT (see Chart of Praxis Scores for Candidates for 2006-2007 and 2007-2008, **(LAS.OVER7)**).

Extensive field experiences are built into each methods course and include observation, teaching small groups, one-on-one tutoring and gaining information regarding hands-on classroom management and student behavior (see [Field Experience Handbook](#)).

Level IV: Student Teaching/Internship

During Level IV, candidates are assigned to schools and participate in a full semester of student teaching (undergraduate) or two semesters of internship Alternative Teacher Certification in assigned schools (see Sites used for Clinical Practice, **(LAS.OVER8)**). Student teachers are involved in the day-to-day activities of the respective school. They attend faculty meetings, attend functions/professional development activities, and participate

in the “life” of that school on an everyday basis. The cooperating teacher serves as the candidate’s initial PK-5 school-based mentor. The University supervisor, the cooperative teacher, and the student teacher candidate establish a professional collaboration to provide daily support. In particular, the University supervisor serves as a mentor in the EDUC 480: Student Teaching Seminar.

In order to complete Student Teaching, the candidate must achieve acceptable ratings on each of the required Student Teaching assessments, including the exit portfolio, which requires completion of all evaluations on PASS-PORT. The same data are used for Alternative Teacher Certification candidates completing internships. Candidates at this level are rated on the LCET Standards and on Candidate Dispositions (see **LAS.OVER9**, Candidates’ Data Derived from the Student Teaching Evaluation Assessments). These scores will be reported by Standard in later sections of this report.

The Unit continues to collect artifacts from student teachers/interns at this level (see **LAS.OVER10**, Artifacts Collected during Student Teaching/Internship, 2008-09)

Level V: Program Completion

Level V requires the candidate to present official transcripts; evidence of passing all of the degree requirements (undergraduates) program of study (Alternative Teacher Certification); required Praxis examinations; completing the application for certification, securing all required signatures (registrar and dean); and paying required license (certification) application fee. Where applicable, completers of the Alternative Teacher Certification program may also include evidence of successfully completing two years of the Louisiana Teacher Assistance and Assessment Program (La TAAP) training. Documentation of successful program completion of the program results in initial teacher certification.

Level VI: Induction

Level VI, Induction, includes the first and second years of teaching. During these two years, the program completer participates in the Louisiana Teacher Assistance and Assessment Program (LaTAAP). During this time, the University maintains contact with the program completer to ascertain progress and identify if there are any areas within the realm of teaching that may need further assistance (see **LAS.OVER11**, Graduate Follow-up Survey and Employer Survey). Data from both the Graduate Follow-up and the Employer surveys indicate that the candidates are very well prepared in all Content Knowledge, Professional and Pedagogical Knowledge and Skills, and possess appropriate professional dispositions.

The school assigns a mentor teacher to new teachers. The mentor teacher meets with the program completer to assist in the development of a professional portfolio. At the culmination of the second year, the program completer is assessed by an external LaTAAP assessment team who determine if all criteria are met. After all areas are met, the program completer (now a second year teacher) will receive a teaching certificate indicating that LaTAAP has been successfully completed. If the program completer is not successful, then the process begins over. The program completer is allowed a second two-year process to succeed and achieve a clear certificate. Data on these measures become a part of the State’s Value Added Assessment. Data for Southern University at New Orleans were not available

for the reporting period (see **LAS.OVER12**, October 5, 2007 Letter from the Louisiana Board of Regents' Associate Commissioner for Teacher Education Initiatives, Dr. Jeanne M. Burns).

Standard A: Candidates and/or Graduates of the Teacher Education Program Provide Effective Instruction and Assessment for All Students

A.1 Planning:

The teacher education program provides candidates and/or graduates with knowledge and skills in the following planning processes: specifying learner outcomes, developing appropriate activities which lead to the outcomes, planning for individual differences, identifying materials and media for instruction, specifying evaluation strategies for student achievement, and developing individualized Education Plans (IEPs) as needed.

Throughout the teacher education programs at both the undergraduate and alternative certification levels, planning lessons is an integral aspect of the course work. The experiences within the courses provide opportunities for the candidates to apply their knowledge and skills in specifying learner outcomes; identifying and developing appropriate activities which lead to desired outcomes; identifying and planning for individual differences; identifying and/or developing appropriate instructional materials, including technology; to enhance the teaching/learning environment, and after reflection, assess and specify evaluation strategies that provide for student achievement. Candidates learn to align content standards as identified in the Louisiana Content Curriculum (LCC), ACEI, and NAEYC, with learner outcomes, and use best instructional practices as identified in the Louisiana Components for Effective Teaching (LCET) standards, to ensure effective content delivery, to select multiple kinds of resources, including technology, to address learning styles of students, and to reflect on and use multiple forms of assessment to inform instructional decisions. The Louisiana Content Curriculum, a broad, standards based curriculum, provides the framework for benchmarks and grade level expectations per grade level. The Louisiana Components for Effective Teaching provide the framework for teacher expectations and for assessing teacher competencies for the Louisiana Assistance and Assessment Program (LaTAAP).

While in Student Teaching/Internship, candidates are assessed on a Thematic Unit, [Student Teaching Evaluation Form](#), and [Student Teaching Evaluation Form](#). These Assessments become a part of the candidate's professional portfolios, displayed in the Documents Room. Data from 2006-2007 and 2007-2008 are collected from these instruments show a minimum score of 3.50 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.76 for 2006-2007; a minimum score of 3.83 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.96 for 2007-2008, reflecting candidate performance in Planning at an accomplished level.

A.2 Management

The teacher education program provides candidates and graduates with knowledge and skills in the management component which includes maintaining an environment conducive to learning, maximizing instructional time, and managing learner behavior.

The teacher education program utilizes a comprehensive, holistic approach to provide candidates with knowledge and skills in the management component that addresses creating and maintaining an environment conducive to learning for all students, maximizing instructional time by implementing techniques that provide for smooth and efficient transitions and routines, and implementing monitoring strategies that address learner behavior.

In Level I, candidates begin to examine the components of the learning environment through coursework and early field experiences. Candidates observe a holistic picture of the range of classrooms – those that are well managed and those that are not – in schools. Dispositions continue to be addressed, examined and identified as candidates develop their philosophies for teaching (introduced in EDUC 110: Introduction to Teaching and refined in later courses) and explore teacher attributes and the dynamics of the classroom. In 2007-2008, following program reviews by Unit faculty, an additional course was added to the Early Childhood and the Elementary Education curricula: EDUC 440: Classroom Management and Organization (see **LAS.A2-1**, course syllabus).

In Levels II and III courses candidates engage in at least two (2) microteaching and/or whole group instruction exercises in which they have the responsibility for organizing space, materials, and equipment to facilitate the learning of PK-5 students. Dispositions of candidates are examined through observation and reflections as reported in their portfolios. Candidates are assigned to multiple PK-5 school settings where they observe and reflect on the learning climate in the classroom and respond to dispositions observed. Time management is a skill that is introduced in course work, responded to in field experiences and expanded upon and fully engaged in during student teaching as candidates manage routines, transitions, and learner behavior to provide productive learning opportunities.

Candidates acquire and improve upon these competencies throughout coursework and clinical practice with a variety of learners in diverse settings. Sites for field experiences occur in rural, suburban, and urban areas in charter, public, and parochial schools (see **LAS.A2-2**, Characteristics of Sites for Clinical Practice in Initial Programs located in the Documents Room). Additionally, IDEA requires the least restrictive environment so our candidates experience classrooms where inclusion of special education students is the norm. Clinical practice at these sites affords candidates the opportunity to work with different racial and ethnic populations as well as different socioeconomic levels (see **LAS.A2-3**, Demographics for Sites for Clinical Practice in Initial and Advanced Programs). Candidates are also afforded the opportunity to engage with cooperating teachers who are different from them in one or more ways.

At student teaching and internship levels, candidates become proficient in classroom management practices as they plan and deliver instruction. Throughout clinical practice candidates must demonstrate the ability to reinforce positive behavior and redirect disruptive behavior as they deliver instruction to a classroom of students. Classroom monitoring techniques are taught and reinforced to ensure optimal time on task by PK-5 students. Other site-based experiences provide the candidates with practice in classroom space utilization and

use placement of instructional resources for optimal learning. During the student teaching seminar, candidates receive intense instruction and review of classroom management strategies and procedures. They reflect on their clinical experiences in methods courses and project how they will handle full days of teaching that utilize sound classroom management practices. Reflections are more meaningful because they are shared with other candidates who have had similar experiences during clinical practice. As candidates engage in student teaching and/or internship experiences, the cooperating teacher and university supervisor provide feedback on a consistent basis as they engage candidates in reflection to promote best practices so candidates can refine and build on their practice.

Data from 2006-2007 and 2007-2008 are collected from the Student Teaching Evaluation Assessments. Instruments include the Thematic Unit , an [Impact on Student Learning Analysis](#) , the [Student Teaching Evaluation Form](#) , which is completed by the University Supervisor, and the [Student Teaching Observation Rating Form](#), which is completed by the cooperating teacher. Results from these instruments on Classroom Management reflect a minimum score of 3.63 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.79 for 2006-2007; a minimum score of 3.86 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.96 for 2007-2008, indicating the candidates are performing at an accomplished level.

Data from both the Graduate Follow-up and the Employer surveys indicate that the candidates are very well prepared in Classroom Management skills, and possess appropriate professional dispositions. The Graduate Follow-up Survey is organized around the five strands of the Unit's Conceptual Framework which include: *Instructional Leaders (curriculum development and content expertise, planning, management, and delivery of instruction)*; *Continuous Assessors (testing and accountability)*; *Astute Technologists (technology integration)*; *Advocates for Diversity and Collaboration (school improvement, learning environment; home, school, and community relations; partnerships)*; and *Reflective Professionals (professional development; continuous self and school improvement)*. Data from the two surveys are summarized in Table **LAS.A2-4**.

A.3 - Instruction

The teacher education program provides candidates and/or graduates with knowledge and skills specifying learner outcomes, developing appropriate activities which lead to the outcomes, planning for individual differences, identifying materials and media for instruction, specifying evaluation strategies for student achievement, and developing Individualized Education Plans (IEPs) as needed.

Teacher candidates are provided a broad review of selected literature and standards based curricula that examine variables associated with fostering achievement; address individual differences in planning, instruction, and assessment; and identify materials and media needed to ensure that all students have optimal opportunities for learning. Embedded in the readings, practices, reflections, and school- based experiences are multiple opportunities to focus on “what could be” rather than on maintaining or perpetuating the status quo. Individualized Education Plans (IEPs) are addressed in several courses (e.g., EDUC 110: Introduction to

Teaching, EDUC 275: Foundations of Multicultural Education; EDUC 312: Educational Technology and Media; EDUC 315 and EDUC 476: Diverse Learners; ECED 400 Introduction to PK-3 Early Childhood). At the student teaching level, candidates have the opportunity to observe teachers develop, implement, and evaluate IEP's and Interns have the opportunity to develop IEP's as the classroom teacher.

Since the 2002 accreditation process, there has been a redesign of Early Childhood and Elementary Education programs which resulted in the alignment of reading courses in both programs with the Reading Competencies required by the State. In 2007-2008, both the Early Childhood Education and the Elementary Education programs were found to be in alignment. In these courses, candidates used scientific based research findings to learn and teach reading strategies (see **LAS.A3-1**, Syllabi for Reading Courses, in the Documents Room). Prior to 2008-2009, data on planning and delivery of instruction was collected in the reading courses and included in candidate portfolios.

In reading and content methods courses, candidates continue to gain pedagogical knowledge and skills needed to plan for individual differences and identify materials and media for instruction. The Louisiana Comprehensive Curriculum is used as a basis for determining grade level expectations, learner outcomes, media and internet sources, and strategies for assessment. Candidates acquire further knowledge of the learner and the learning environment through clinical activities designed to immerse them in the practices of education such as – classroom observations, attendance at board meetings, interviews with principals, and interviews with practicing and retired teachers. Assessment of candidate learning and disposition occurs in variety of ways – qualitative data such as reflective writings and journal entries and quantitative data such as Praxis scores, GPA, and course assessment instruments.

Field experiences for candidates require each candidate to define and describe the contexts for learning. Candidates are expected to compare and/or contrast contextual factors such as the geographic location of the school site and the community it serves, the economic and social stability of the community, the community's disposition and commitment to education, etc. Each school setting and district must be described and compared/contrasted to the other school settings and districts in which the candidate has had field experience. Candidates focus on factors such as the physical appearance of the classroom, the availability of teaching materials and supplies, the nature of the student body (i.e. age, gender, etc.) the manner in which instruction is delivered, the constructs of learning, and the dispositions of students and teacher. As developing Advocates for Diversity and Collaboration and Reflective Professionals, candidates are required to provide detailed summaries of their experiences and observations. Candidates use those summaries as a means for discussing the implications of instructional planning and assessment as they relate to the teaching and learning environment.

In methods courses and complementary clinical practice, candidates build on the knowledge base and demonstrate their understanding of, and their ability to, deliver effective instruction to all learners. Candidates must demonstrate competency in using techniques which develop lesson activities, sequencing lessons to promote student learning and using available teaching

materials, including technology, to achieve lesson objective(s). Throughout courses of study and clinical practice, candidates integrate content, pedagogy, and classroom management skills in the delivery of instruction. In all courses of study, LCET are used as benchmarks for what our candidates should know and be able to do. Methods courses prepare candidates in planning that utilizes assessment (pretesting) and addresses different learning levels, to inform the instruction of P- 5 students. Through candidate reflection and feedback and field experiences, candidates become proficient in the delivery of instruction to all learners.

Student teaching requires proficiency in planning, delivery of instruction, alignment of standards leading to improved student outcomes, use of varied assessments, and IEPs as required based upon the teaching context. These proficiencies in knowledge, skills, and dispositions are documented and assessed through observations of candidates teaching, videotaped lessons, candidate reflection logs, assessments by the clinical faculty, and student teaching portfolios.

Data from 2006-2007 and 2007-2008 are collected from the Student Teaching Evaluation Assessments. Instruments include the Thematic Unit, an [Impact on Student Learning Analysis](#), the [Student Teaching Evaluation Form](#), which is completed by the University Supervisor, and the [Student Teaching Observation Rating Form](#), which is completed by the cooperating teacher. Results from these instruments on **Instruction** reflect a minimum score of 3.67 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.79 for 2006-2007; a minimum score of 3.89 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.96 for 2007-2008, indicating the candidates are performing at an accomplished level on this measure.

Results from these instruments on **Instructional Leader** reflect a minimum score of 3.63 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.86 for 2006-2007; scores for all candidates were 4.0 for 2007-2008. Data from both the Graduate Follow-up and the Employer surveys indicate that the candidates are very well prepared as Instructional Leaders, and possess appropriate professional dispositions.

A.4 Curriculum

The teacher education curricula provide candidates and graduates with knowledge and skills to effectively incorporate the Louisiana Content Standards in instructional delivery.

The Teacher Education curricula for candidates are found in the respective (see **LAS.A4-1**, Programs of Study, located in the Documents Room). Through the respective Programs of Study, the College of Education addresses the Louisiana Content Standards in its education courses and integrates the standards, benchmarks and grade level expectations beginning in Level I and Level II courses. Grade Level Expectations (GLE) as identified in the Louisiana Comprehensive Curriculum (LCC) are addressed in the in its methods courses (Level III) and mastery is demonstrated in Level IV (Student Teaching/Internship).

As candidates progress through their respective programs, they become familiar with the required curriculum at specific grade levels. Activities are designed to engage them in discussions with classroom teachers, content standards that are appropriate to the grade level are introduced and they are observed as they are taught to the PK-5 student. Candidates interact with classroom teachers and the University faculty members to gain a greater understanding of the LCC and are provided numerous opportunities to reflect upon the candidates' observations.

In EDUC 315: Diverse Learners at the undergraduate level and EDUC 476: Diverse Learners at the Alternative Teacher Certification level. Candidates must address the needs of individual learners of diverse backgrounds. Candidate Ratings on Advocacy are collected from the Student Teaching Evaluation Assessments. Instruments include the Thematic Unit, an [Impact on Student Learning Analysis](#) , the [Student Teaching Evaluation Form](#), which is completed by the University Supervisor, and the [Student Teaching Observation Rating Form](#), which is completed by the cooperating teacher. Results from these instruments on Advocacy reflect a minimum score of 3.33 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.76 for 2006-2007 and scores for all candidates was 4.0 for 2007-2008

Candidates must secure and maintain samples of PK-5 students' work that documents student learning and the effectiveness of the candidate's planning and implementation of instruction. Candidates complete portfolios that showcase lesson plans and unit plans all of which address developmentally appropriate practices. Cooperating teachers and university faculty assess candidates' knowledge, skills, and dispositions using the Louisiana Components of Effective Teaching and reflection. Candidates utilize the Louisiana Content Standards in the planning and delivery of instruction through the Components of Effective Teaching. Candidates include the benchmarks and content standards in unit plans and lesson plans. Samples of PK-5 student work must also be included in the portfolio as documentation of student learning. Alternative certification candidates enrolled in Internship work closely with a school-based mentor as well as the University supervisor who assess the interns' utilization and implementation of planning and delivery of instruction.

A. 4(a) - Curriculum – Reading (Specifically but not exclusively for PK-3 teachers).

Candidates are required to demonstrate their own proficiency in reading prior to admission to candidacy. Results for both 2006-2007 and 2007-2008 indicate that candidates had a 100% pass rate on Praxis I (reading and writing). Further, candidates are required to demonstrate proficiency in Content Knowledge, which includes Reading. Results indicate an overall pass rate of 94.1% for 2006 – 2007 and a 100% pass rate for 2007-2008 (see **LAS.OVER6**). Results of the Pedagogical Content Knowledge, or Praxis II, Principles of Teaching and Learning, which include reading, reflect a 100% pass rate for both 2006-2007 and 2007-2008.

In the undergraduate and alternative certification levels, teacher preparation program in Level I, candidates gain a thorough knowledge of the learner and diverse learners. Learning styles and individual differences are examined as they relate to reading comprehension, literature, and language and understanding number concepts. In addition to the knowledge gained in

introductory coursework, candidates observe, shadow, interview, and tutor a student or small group of students experiencing a reading problem. In this environment it is important for the young learner to perceive the teacher as caring and responsive to the learner's needs for optimum learning to occur. Candidate dispositions will be evident in portfolios, reflection logs, assignments, and videotapes of the classroom activities.

Candidates are prepared to teach young children through extensive field experiences and course work. Candidates acquire a thorough knowledge base of the balanced reading approach through coursework and field/clinical experiences that include:

- Phonemic Awareness;
- Phonics;
- Vocabulary;
- Comprehension; and
- Fluency.

Through the extensive field experiences, coursework, and clinical practice, candidates acquire strategies and techniques to reach the reluctant learner or the student experiencing difficulty learning, especially to read. The Scientifically Based Reading Research is the vehicle for reaching these students. Phonological awareness is a key strategy utilized in the Scientifically Based Reading Research. Candidates must embrace this approach to acquire the proficiencies that help young learners experience measurable learning gains in their early school experience. In addition, print awareness, reading practices or shared, guided and independent reading and on-going assessment experiences are addressed in Level II. This is evident in Reading syllabi, P-3 student work, candidates' work samples, and candidate lesson plans.

In Level III candidates must demonstrate proficiency in using the Scientifically Based Reading Research for reading instruction and assessment. Assessments, including standardized tests, must inform instruction. Student learning outcomes must be documented and reflected upon to keep students motivated without experiencing failure. This is evident in portfolios, which contain PK-3 student work, candidates work samples, lesson plans, and reflections on impact on student learning, to name a few examples (see **LAS.A4a-1**, Sample Candidate Impact on Student Learning Analysis Reflection Paper).

A.4 (b) Curriculum – Mathematics (Specifically, but not exclusively for PK-3 teachers)

At the initial level of preparing to become a teacher, it is critical that candidates gain a substantial knowledge base in mathematics content that includes the application of mathematics content to real life situations and emphasizes the development of mathematical understandings and relationships. In addition to the six (6) hours of mathematics required to meet General Education requirements, candidates in both Early Childhood and Elementary Education are required to take additional hours in mathematics. In Early Childhood Education, an additional nine (9) hours are required from the Mathematics Department and six (6) hours of mathematics from the Unit. A course, ECED 316: Current Issues in Early Childhood Education Mathematics was added by the Unit faculty in collaboration with the

College of Arts and Sciences during 2007-2008. This course will be offered for the first time in spring 2009).

In Elementary Education, candidates are required to take additional twelve (12) hours of mathematics via the Mathematics Department, including MATH 210: Mathematics for Teachers, which is specifically designed to address math anxiety and other pertinent issues. Mathematics instructors teaching Mathematics for Teachers at the University level are versed in the PK-5 curriculum and address the specific content in their instruction. They also take three (3) hours of mathematics methods in the Unit. The additional courses in mathematics result from the State-wide redesign of Early Childhood and Elementary Programs throughout the State of Louisiana, following the 2002 Accreditation Visit.

Candidates demonstrate, through passing scores on Praxis I, mathematics; and Praxis II, content knowledge, mathematics; through grades of C or better in mathematics courses, as specified in their respective programs of study; and portfolio artifacts that they have sufficient knowledge in mathematics content to teach children. Mathematics syllabi by the University faculty align content standards with LCET to ensure that candidates are provided the necessary content to address to embrace the reform of teaching mathematics.

Results for both 2007-2007 and 2007-2008 indicate that candidates had a 94.1% pass rate on Praxis, mathematics. Further, candidates are required to demonstrate proficiency in Content Knowledge, which includes mathematics. Results indicate an overall pass rate of 94.1% for 2006 – 2007 and a 100% pass rate for 2007-2008 (See **LAS.OVER6**). Results of the Pedagogical Content Knowledge, or Praxis II, Principles of Teaching and Learning, which include mathematics, reflect a 100% pass rate for both 2006-2007 and 2007-2008.

As the candidates progress through their selected program of study, they learn a variety of strategies and activities to motivate and pique the interest of children who need mathematics' content and skills in today's technological world. The use of math manipulatives to advance mathematical skills among PK- 5 students is a strategy that is successful and enhances children's experiences with math. Candidates develop competencies in mathematics methods that emphasize self-assessment, observation based assessment, and the application of mathematics, which are aligned with the Louisiana Mathematics Content Standards and the National Council for the Teaching of Mathematics standards. In methods courses, candidates learn to assist students in applying mathematical concepts and theory to practical situations. Emphasis is placed on the understanding/application of content in the broader perspective to develop PK-3 student's mathematical thinking and reasoning abilities.

As candidates have more experiences in lesson design/planning and delivery, they become more proficient in utilizing specific strategies to increase student learning and relieve math anxiety in PK- 5students. Candidates must become skilled in incorporating the standards and benchmarks in their daily lessons and in collecting concrete performance data on PK-5 student learning outcomes and on on-going assessment strategies to inform teaching practices and content. Evidence of candidates' skill in collecting performance data can be found in their portfolios. Interns utilize student reflections as well as their own reflections to inform

assessment and practice. Evidence of proficiency is evident in their student teaching portfolios.

Data from 2006-2007 and 2007-2008 are collected from the Student Teaching Evaluation Assessments. Instruments include the Thematic Unit , an [Impact on Student Learning Analysis](#), the [Student Teaching Evaluation Form](#), which is completed by the University Supervisor, and the [Student Teaching Observation Rating Form](#), which is completed by the cooperating teacher. Results from these instruments on Curriculum (Instruction) reflect a minimum score of 3.67 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.79 for 2006-2007; a minimum score of 3.89 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.96 for 2007-2008. Results of the Pedagogical Content Knowledge, or Praxis II, Principles of Teaching and Learning, reflect a 100% pass rate for both 2006-2007 and 2007–2008, indicating the candidates are performing at an accomplished level on this measure.

A.5 Technology

The teacher education program provides candidates with skills to plan and deliver instruction that integrates a variety of software, applications, and related technologies appropriate to the learning needs of each student.

The Unit’s Conceptual Framework has as one of its strands *Astute Technologists*. As a result, this skill requirement is woven throughout the program as candidates engage in coursework, assessments, and clinical experiences that require technology. Early Childhood Education candidates are required to enroll in MGIS 164: Management Information Systems for Early Childhood Education and Elementary Education candidates enroll in EDUC 312, Educational Technology and Media, in which technology skills are acquired. Professional education courses offer the opportunity for candidates and PK-5 teachers to identify best practices, benefits, resources, learning activities, and lessons to maximize student learning through the integration of technology. Appropriate uses of technology, hardware and software resources, managing electronic instructional resources, and identifying technology applications to address learner needs and affirms diversity are also addressed.

In Level II and III courses, candidates plan and deliver classroom instruction in which they include the use of technology. They demonstrate competencies in the use of technology for classroom use through lesson and unit plans, portfolio projects, and application of various kinds of software. Candidates also demonstrate that they can use Blackboard, PASS-PORT, and other software applications in assessment, planning, and delivery of instruction. All candidates utilize PASS-PORT by placing required assignments and assessments in their PASS-PORT account.

Level II and III candidates demonstrate the integration of technology into the curriculum through coursework and clinical practice in settings applicable to technology beyond the use of email and word processing. Technology applications must demonstrate that candidates are competent in web-based research, video presentations, the use of compressed video technology, and application/integration of Internet accessible applications. Technology

proficiencies are assessed through performance in developing appropriate technology infused lessons and applications, portfolio artifacts, and reflective writings.

Candidates at the student teaching or internship level are required to demonstrate proficiency with understanding and applying appropriate technology throughout their student teaching experience or internship experience. Assessments include evaluation by cooperating teacher's and university faculty's performance observations, candidates' lesson plans, artifacts depicting candidate performance, PK-5 student work, and candidate self-reflections. The Louisiana Comprehensive Curriculum integrates technology by providing web sites for further knowledge for the student learner and additional technology suggestions for the teacher for developing effective lessons that utilize technology.

Data from the Graduate Follow-up and the Employer surveys (**LAS.A4-1**) reveal that graduates strongly agreed that they are adequately prepared to integrate technology in their teaching.

Data from 2006-2007 and 2007-2008 are collected from the Student Teaching Evaluation Assessments. Instruments include the Thematic Unit, an [Impact on Student Learning Analysis](#), the [Student Teaching Evaluation Form](#), which is completed by the University Supervisor, and the [Student Teaching Observation Rating Form](#), which is completed by the cooperating teacher. Results from these instruments on Technology reflect a minimum score of 3.67 and a maximum score of 3.93 (based on a 4-point scale) and a mean score was 3.80 for 2006-2007; scores of 4.0 were reported for all candidates in 2007-2008, indicating the candidates are proficient in the use of technology as an instructional tool.

A.6 Professional Development

The teacher education program provides candidates and/or graduates with information and skills for planning professional self-development.

College of Education faculty model professional development as it relates to involvement in professional associations, professional responsiveness to PK-5 schools, and collaboration among institutions that advance educational practices. College of Education faculty serve on various committees for PK-5 schools, serve on national accrediting boards and state accrediting boards such as SACS and NCATE/State BOE, attend and present at national conferences, serve as consultants, conduct seminars and workshops for PK-12 school faculty, have training as LEAP Coordinators, DIBELS Assessors, LaTAAP assessors, and provide leadership at the state and local level. Because of the vast PK-5 involvement, the College of Education faculty members serve as role models for candidates and graduates and provide them with up-to-date information and skills for planning professional self-development.

In Level I, candidates are required to interview principals, interview teachers of record, and attend at least one workshop or seminar. Praxis workshops are hosted by the Unit to provide candidates with additional assistance in passing Praxis examinations. Candidates are also encouraged to join state and national teacher organizations and/or subscribe to professional journals. Field experiences at all levels are designed to provide candidates with opportunities

to become familiar with the context of the profession. Documentation includes course syllabi, candidate reflections, and completed research assignments by the candidates, which are included in the portfolios located in the Documents Room.

In Levels IV, candidates are required to participate in College of Education functions and PK- 5 school functions. Workshops on reading, classroom management, teaching practices, integration of technology, learning styles, etc. are open to our candidates during field placement, student teaching, and internship. Candidates who serve as day-by-day substitutes or as paraprofessionals in the classroom are also expected to participate in professional self-development. Candidates are encouraged to become student members of professional organizations at state and national levels. Opportunities are provided to subscribe to magazines and journals of learned organizations so that they become aware of current issues and events impacting the teaching profession.

Data from 2006-2007 and 2007-2008 are collected from the Student Teaching Evaluation Assessments. Instruments include the Thematic Unit, an [Impact on Student Learning Analysis](#), the [Student Teaching Evaluation Form](#), which is completed by the University Supervisor, and the [Student Teaching Observation Rating Form](#), which is completed by the cooperating teacher. Results from these instruments on Professional Development reflect a minimum score of 3.58 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.89 was reported for 2006-2007; and scores of 4.0 were reported for each of the four candidates in 2007-08. Similar favorable results were reported on the Graduate Follow-up and Employer surveys.

A.7 School Improvement

The teacher education program provides candidates and/or graduates with preparatory experiences in school improvement that includes taking an active role in school decision-making and creating relevant partnerships.

Throughout all coursework, field, and clinical practice, candidates are engaged in activities related school improvement efforts. Schools are encouraged by university faculty to allow students to participate in the school improvement process. Candidates who are student teaching in schools full time often have the opportunity to participate at some level in school improvement efforts. They attend school faculty meetings, grade (content) level meetings, and PTA/PTO meetings. These initial activities provide the candidates with opportunities for involvement in school decision-making and partnering. Upon graduation, new teachers are prepared through coursework, school-based and university-based activities and clinical practice to serve on committees and to assist in increasing student learning and community participation. The School Plan and the Parent Involvement Plan expose candidates to the stakeholders and involve them in the school improvement process.

Data from 2006-2007 and 2007-2008 are collected from the Student Teaching Evaluation Assessments. Instruments include the Thematic Unit, an [Impact on Student Learning Analysis](#), the [Student Teaching Evaluation Form](#), which is completed by the University Supervisor, and the [Student Teaching Observation Rating Form](#), which is completed by the

cooperating teacher. Results from these instruments on School Development reflect a minimum score of 3.51 and a maximum score of 3.99 (based on a 4-point scale) and a mean score was 3.77 for 2006-2007; scores of 4.0 were reflected for all candidates in 2007-08. Similar favorable results were reported on the Graduate Follow-up and the Employer surveys.

Standard B – Candidates and/or Graduates of Teacher Education Programs Participate in the Accountability and Testing Process.

B.1 School and District Accountability System--The Teacher Education Program provides candidates and/or graduates with knowledge and skills regarding the utilization of the Louisiana School and District Accountability System (LSDAS).

Throughout all levels - coursework, field experiences, and clinical practice, candidates are exposed to procedures utilized in the Louisiana School and District Accountability System. In addition, they are required to have information from the State Accountability report on their particular school or schools. In Level I courses, candidates begin to acquire the knowledge, skills, and dispositions that allow them to take an active role in the school improvement process. Through collaborative partnerships with schools and particularly with faculty, candidates are treated as part of the school based learning community. Candidates are informed of the school improvement process and encouraged to discuss with PK-5 faculty and each other the level of participation that deems them knowledgeable to the State K-12 Accountability System. Faculty School Plans, syllabi, SDE documents, and candidate assignments confirm this process.

In Levels II and III courses, the candidates continue the efforts began in Level I. Based on the faculty's School Plan, candidates are made aware of the school's areas for improvement, such as to improve reading scores and/or mathematics scores, increase parental involvement, decrease suspensions and/or expulsions, increase staff development etc. The school-site experiences and specific performance and outcome objectives are directly tied to the conceptual framework of the Unit and to the outcome objectives of the cooperating school. Monitoring of the candidates activities and evaluation of candidates' efforts are determined by both the school personnel and Unit faculty.

Level IV provides the candidate optimal exposure regarding the utilization of the Louisiana School and District Accountability System (LSDAS). As student teachers, they are required to be involved in the school's accountability plan to the extent that their cooperating teacher is involved. The school's accountability plan may be reflected in the candidate's lesson plans, the incorporation of materials and resources, assessment techniques, or other aspects such as ways to involve parents in the teaching/learning environment.

Data on these measures become a part of the State's Value Added Assessment. Data for Southern University at New Orleans were not available for the reporting period (see **LAS.OVER12**).

B.2 Testing

The teacher education program provides candidates and/or graduates with information on the Louisiana Educational Assessment Program (LEAP 21) to enhance their testing and measurement practices related to learning and instruction.

In early coursework (Introduction to Education, Educational Psychology, and Assessment) candidates explore standards based education and are exposed to high-stakes tests such as LEAP 21 and IOWA. As part of their professional growth, they must address test accountability issues through additional readings. Many of our candidates have children experiencing various kinds of high-stakes testing as well as they themselves (Praxis I and II). Thus, many of our candidates address high-stake testing from both a personal as well as a professional posture. Throughout all Level I and II coursework, field and clinical experiences, candidates are exposed to testing such as LEAP 21. Several State Documents on hand assist candidates in understanding the basic components of LEAP 21 and how the results impact student achievement in a positive fashion. Those documents include:

- The LEAP High Stakes Testing Policy
- The LEAP 21 Interpretive Guide; and
- The Reaching for Results booklet.

During the student teaching seminar, a segment deals with assessment and how alignment occurs with the taught and tested curriculum. Higher order skills are also addressed in the seminar. During student teaching, candidates must demonstrate their ability to interpret standardized tests and non-standardized tests and plan for, develop, and implement teaching lessons based on the assessment of the testing results. Candidates who do student teaching in the spring semester often assist and/or monitor (with the guidance of the classroom teacher) the administration of the state mandated standardized tests. Candidate portfolios and School Work Plans provide evidence of their exposure to testing and especially LEAP 21.

Data from 2006-2007 and 2007-2008 are collected from the Student Teaching Evaluation Assessments. Instruments include the Thematic Unit, an [Impact on Student Learning Analysis](#), the [Student Teaching Evaluation Form](#), which is completed by the University Supervisor, and the [Student Teaching Observation Rating Form](#), which is completed by the cooperating teacher. Results from these instruments on Assessment reflect a minimum score of 3.38 and a maximum score of 3.88 (based on a 4-point scale) and a mean score was 3.61 for 2006-2007; scores of 4.0 were reflected for all candidates in 2007-2008.

Results from these instruments for Continuous Assessor reflect a minimum score of 3.20 and a maximum score of 4.0 (based on a 4-point scale) and a mean score was 3.80 for 2006-2007; scores of 4.0 were reflected for all candidates in 2007-2008. Data on these school measures become a part of the State's Value Added Assessment. Data for Southern University at New Orleans were not available for reporting for 2006-2007 or 2007-2008 (see **LAS.OVER12**).