

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Elementary Education Teachers

### 2007 Standards

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

#### COVER PAGE

**Name of Institution**

University of Louisiana at Monroe

**Date of Review**

MM DD YYYY

02 / 01 / 2009

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

- ☐ Initial Review
- ☐ Revised Report
- ☐ Response to Conditions Report

**Program(s) Covered by this Review**

Bachelor of Science in Elementary Education

**Program Type**

First Teaching License

**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:

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

**Comment:**

Only one year of PRAXIS II data were reported (2005-2006).

Since candidates must pass PRAXIS II before student teaching, it is guaranteed that the program will have a 100% pass rate.

**Summary of Strengths:**

## PART B - STATUS OF MEETING SPA STANDARDS

### DEVELOPMENT, LEARNING AND MOTIVATION

**Standard 1.0. Development, Learning and Motivation.** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

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

**Comment:**

Assessment 1 does not measure this standard.

Assessment 3 - First Semester, Junior Level (C2, not aligned with this standard) could be used as evidence for this standard. Data are provided to support this.

Assessment 4 rubrics include criteria to meet this standard, but since the data are reported in the aggregate for the 40 indicators, data are not focused enough to provided evidence for this standard.

Assessment 5 rubrics include criteria to meet components of this standard, but since the data are not disaggregated by components of the assessment, the data are not focused enough to assess this standard.

Assessment 6 - according to the narrative this assessment is not aligned with ACEI standards. There are some components on the rubric that could be used, but they are not aligned with ACEI standards. Also, assessment data would have to be disaggregated for the specific components that match this standard.

Assessment 7 rubric needs to be aligned with ACEI standards. E8 and E9 address this standard and data are provided to support candidates' abilities in meeting this standard. With the exception of E9, two candidates achieved a score of 1 (unacceptable), and all others were in the range of acceptable or target. Even though Assessment 7 is strong, it is specifically designed for special needs students, and thus could only supply supporting evidence for this standard.

## CURRICULUM

**Standard 2.1. Reading, Writing, and Oral Language.** Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Met

Met with Conditions

Not Met

jn

jn

jn

### Comment:

Assessment 1 provides insufficient evidence for this standard, since subtest scores are not reported.

For Assessment 2, the narrative states that each discipline area is assessed separately with scores reported for each discipline. Although the narrative states a three-point scale is used for scoring, there is no explanation given for each scoring level. Data are reported as an overall score (in points) for the test, without specific disciplines being reported separately; therefore, this assessment does not provide sufficient evidence for this standard.

Assessment 3 does address this standard.

For Assessment 4, even though the description of ACEI Standard 2.1 appears on the rubric, there are no supporting data provided.

Assessment 5 is not aligned with Standard 2.1, since it focuses on science, math and social studies.

**Standard 2.2. Science.** Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Met

Met with Conditions

Not Met

jn

jn

jn

### Comment:

See comments under Standard 2.1 on Assessments 1 and 2.

For Assessment 3 - Rubric for First Semester, Senior Level, Science and Mathematics (E37-E4) is not specific to requirements for this standard. Since the data are presented collectively and not specific to the standard, the data are insufficient.

In Assessment 4, even though the description of ACEI Std. 2.2 appears on the rubric, there are no supporting data.

Assessment 5 - First Semester: Senior Level rubric does include components of this standard, since it focuses on science, math and social studies. Although the descriptor for Standard 2.2 does appear on the rubric, reviewers are not sure how all of the science concepts included in the standard could be covered in a five-day unit. Data are reported as an overall score for the unit (TWS); therefore, this assessment does not provide sufficient evidence for this standard. If data are disaggregated for specific assessments and provide clear evidence to support knowing, planning for and implementing fundamental science

concepts, this standard would be fully met.

**Standard 2.3. Mathematics.** Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

**Comment:**

Comments under Standards 2.1 and 2.2 also apply to this standard.

**Standard 2.4. Social studies.** Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

**Comment:**

Comments under Standards 2.1 and 2.2 also apply to this standard.

**Standard 2.5. The arts.** Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

**Comment:**

See comments under Standard 2.1 on Assessment 2.

Assessments 3, 4 and 5 do not contain components or a focus that is specific to the arts.

**Standard 2.6. Health education.** Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

**Comment:**

See comments under Standard 2.1 on Assessment 2.

In Assessment 4, even though the description of Standard 2.6 appears on the rubric, there are no

supporting data. The Assessment 6 rubric needs to be aligned with the standard. Since all components of the assignment are grouped together (both for health and physical education) in the assessment scores, the assessment does not provide sufficient evidence for this standard. If disaggregated data are provided for this standard it could be met.

**Standard 2.7. Physical education.** Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

**Comment:**

See comments under Standard 2.1 on Assessment 2.

Assessment 4 - Even though the description of ACEI Standard 2.7 appears on the rubric, there are no supporting data.

Assessment 6 - Rubric needs to be aligned with ACEI Standards. Since all components of assignments are grouped together (both for health and physical education) in the assessment score, this assessment does not provide sufficient evidence for this standard. If disaggregated data are provided for this standard it could be met.

**INSTRUCTION**

**Standard 3.1. Integrating and applying knowledge for instruction.** Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

**Comment:**

Most of the rubric indicators for the assessments include enough information to meet this standard as a whole. Even though assessment data are reported collectively, the wide range of the indicators used, grouped together, provide sufficient evidence that this standard is met.

**Standard 3.2. Adaptation to diverse students.** Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

**Comment:**

See comment for Standard 3.1.

**Standard 3.3. Development of critical thinking and problem solving.** Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

All assessments cited do not provide evidence for this standard.

Assessment 3 provides aggregated data to support Standard 3.3.

**Standard 3.4. Active engagement in learning.** Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

All assessments cited do not provide evidence for this standard.

Assessment 3 provides aggregated data to support Standard 3.4.

**Standard 3.5. Communication to foster collaboration.** Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Assessment 3 does not provide evidence for this standard.

Assessment 4 Clinical Practice Standard and Indicator needs to be aligned with the Final Assessment Scoring Guide. The Scoring Guide is not definitive in scoring criteria or in specific criteria (the same scoring criteria is listed for all listed criteria). Because data are not disaggregated by criterion, data are insufficient to assess this standard.

Assessment 5 does not provide data to support this standard.

Assessment 6 is not aligned with this standard.

Assessment 7 Student Referral TaskStream Rubric does not specifically address this standard.

## ASSESSMENT

**Standard 4.0. Assessment for instruction.** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Assessment 3 - Limited information provided in C3, self-reflection; E42 does not provide specific data.
Assessment 4 - E32-E37 on the rubric addresses all components of this standard, but because assessment data are reported collectively, the data are insufficient to assess mastery of this standard.
Assessment 5 - Multiple indicators on the rubric address this standard, but because assessment data are reported collectively, data are insufficient to assess compliance with this standard.
Assessment 6 - Some criteria addressing assessment are listed on the rubric, but since the data are not specific to these components, they are insufficient as evidence for this standard.
Assessment 7 - E7 on the rubric addresses assessment with special needs students. Data do provide limited evidence for the standard.

**PROFESSIONALISM**

**Standard 5.1. Professional growth, reflection, and evaluation.** Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Assessment 3 - Limited information provided in C3, self-reflection.
Assessment 4 - E38-E40 does not sufficiently address this standard. The Clinical Practice Standard and Indicator Chart are aligned with ACEI standards, but this is not aligned with the rubric for this standard.
Assessment 5 - Sufficient data are not provided for assessment.
Assessment 6 - Not aligned with this standard.
Assessment 7 - Not aligned with this standard.

**Standard 5.2. Collaboration with families, colleagues, and community agencies.** Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Assessment 3 - Limited information provided in C3, self-reflection.

Assessment 4 - E38 does not sufficiently address this standard. The Clinical Practice Standard and Indicator Chart are aligned with ACEI standards, but this is not aligned with the rubric for this standard.

Assessment 5 - Sufficient data are not provided for assessment.

Assessment 6 - Not aligned with this standard.

Assessment 7 - Narrative states all components of this standard are addressed in this assessment, but this is not evident on the rubric. Insufficient evidence to evaluate.

## **PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

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

Assessment 1 provides PRAXIS II data that show a 100 percent passing rate. However, scores for each sub-test were not provided, which makes the data presented of no use in providing evidence for the curriculum standards.

Assessment 2 could provide useful data to support knowledge of content if the scores were actually reported by content area and if the questions were correlated with specific standard indicators.

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

Assessment 3 provides the opportunity for candidates to plan lessons and units which are inquiry-oriented, content-rich, and inter-disciplinary.

Assessment 6 provides multiple ways for candidates to apply pedagogical knowledge.

Assessment 7 requires candidates to address students' developmental levels and utilize this knowledge in making recommendations for ways to enhance student learning.

Strong components of self-reflection included in multiple assessments.

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

The teacher work sample, Assessment 5, has been modified so that candidates now have to complete two units from the methods class instead of one.

## **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)**

A detailed section addressing each assessment and a findings summary were provided. Findings reflect consideration and collaboration among the faculty pertaining to assessment interpretations. Some adjustments have been made. More careful reflections regarding assessment alignment with data summaries should have been noted.

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



## Areas for consideration

Rubrics for assessments must be carefully aligned with ACEI Standards.

Data summaries of assessments must be disaggregated according to the indicators within the standards.

In Section III of the program report - Relationship of Assessment to Standards - careful attention needs to be paid to which assessments truly provide evidence for each standard. Information provided in this section should correlate to the information on standards alignment that is provided in the documentation of each assessment.

## PART F - ADDITIONAL COMMENTS

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

The faculty are to be commended for their efforts to collaborate and develop key assessments, collect and analyze data for program improvement.

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

## PART G -DECISIONS

### Decision:

jn 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.

## NATIONAL RECOGNITION WITH CONDITIONS

### The program is recognized through:

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02 / 01 / 2011

**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.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 4/15/09, 9/15/09, or 2/1/10. *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 4/15/09 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the range of possible deadlines for submitting that report are those listed in the

previous recognition report.

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

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09 / 15 / 2010

**The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.**

Data must be disaggregated for specific components to address indicators within ACEI standards.

Standards 2.1-2.7 must have sufficient evidence that criteria for each discipline are generally met.

If charts are provided to show ACEI alignment with assessments, the alignment must also must be reflected by rubrics and assessment data.

**Please click "Next"**

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