Southeastern Louisiana University

2014 Institutional Report

***Continuing Accreditation Visit for Initial and Advanced Programs***



Submitted for review by the

National Council for Accreditation of Teacher Education

August 19, 2014

**Standard 1**

**Candidate Knowledge, Skills, and Professional Dispositions**

Teacher Candidates in the College of Education have opportunities to develop knowledge, skills, and dispositions at the initial and advanced levels. These areas are assessed using Portal Portfolios, including assessments on candidates' reflections, professional development, and dispositions.

Assessment data inform the Unit that candidates meet professional, state, and institutional standards in the following ways:

* The College of Education's undergraduate and graduate programs have been very successful in all twenty SPA reviews with 11 nationally recognized programs and nine programs nationally recognized with conditions. Of the nine programs recognized with conditions, all but two resubmitted in March 2014. Two are resubmitting in September 2014. Four additional programs are accredited by the appropriate accrediting body. (See [AIMS](http://aims.caepnet.org/AIMS_Login.asp) and [I.5.a](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html) [2](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html).)
* The Master of Education in Curriculum and Instruction (M. Ed. in C&I) is a state approved program ([1.4.a](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)). The M.Ed. in C&I is aligned with the core propositions of the National Board of Professional Teaching Standards (NBPTS). The propositions indicate that teachers are committed to students and learning; know the subjects they teach and how to teach those subjects; are responsible for managing and monitoring student learning; think systematically about their practice and from their experience; and are members of learning communities. This is evidenced by candidate key assessments (portfolio artifacts) using a rating scale based on these five propositions. In fact, all graduate programs in the Department of Teaching and Learning demonstrate alignment with Standards via portfolios. See Key Assessments/Data as they relate to Standards ([1.4c/d](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).
* The Educational Doctorate in Educational Leadership (EDD in EL) is a state approved program and is part of a consortium agreement with the University of Louisiana at Lafayette (ULL). As such, the program has adopted the six Carnegie Project for the Education Doctorate Principles, which have been aligned with the consortium goals. The goals and principles speak to the preparation of informed ethical leaders who cherish diversity, promote professional growth, and are able to identify and solve complex educational problems. The program is in the process of developing rubrics to measure program progress utilizing these goals and principles.
* The College of Education has created a crosswalk to correlate the NBPTS core propositions, InTASC standards, LASS, ELCC standards, the EdD's standards and the Unit’s Conceptual Framework. The crosswalk shows how the programs is meeting one set of standards relates to meeting all the others ([1.4c 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).
* All programs in the Unit prepare a detailed Outcomes Assessment Report to meet Southern Association of Colleges and Schools (SACS) accreditation requirements. All of the reports have been reviewed by Southeastern who has judged them to meet SACS criteria. See SACS ([1.4 d 6](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Candidates in all programs are immersed in the Conceptual Framework. This framework is embedded in course work, and student's experiences are documented in Portal Portfolios. This Conceptual Framework is correlated with all national, regional, and state standards used by each program ([1.4 c 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Candidates in all programs in the Unit demonstrate knowledge, skills and dispositions through completing comprehensive portfolios (i.e., introductory, developing, competency, emerging, proficient, and capstone) at different points in their programs. Artifacts in undergraduate portfolios are linked to at least one appropriate Interstate Teacher Assessment and Support Consortium (InTASC) standard. Artifacts in the M.Ed. in C&I and the M.Ed. in EL are linked to at least one NBPTS Standard or Educational Leadership Constitute Council (ELCC) standard as appropriate to the program ([1.4.c/d/e/f](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)). The faculty in the doctoral program have drafted standards that are hybrids of the Ed. D. Consortium goals and the Carnegie Project for the Education Doctorate principles. Adopted in April 2014, these standards will be used to evaluate the Ed. D. program. The faculty will develop indicators and rubrics in the Fall 2014 ([1.4.c 6/7](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

In their portfolios, all candidates demonstrate a commitment to having a positive impact on students and their learning (Element 1d, 1f) . Some examples are as follows:

* Candidates across programs in T&L assess student learning through an assessment plan ([1.4.g 1/2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)) included in the candidate’s portfolio as well as reflections of lesson components and student responses. A variety of assessments are included in each Unit of instruction.
* Candidates across programs participate in professional development hours that address timely topics about which they are able to apply professional and pedagogical knowledge (e.g., "Put Yourself in the Shoes of a Person with Dyslexia" simulation, "Stewards of Children: Darkness to Light" Child Abuse prevention professional development) to impact learning.
* Candidates across programs participate in multiple field experiences in diverse settings and understand student, family and community diversity.
* Candidates across programs in Teaching and Learning demonstrate an understanding of their own dispositions ([1.4.e/f](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)) as they relate to teaching through pre- and post-dispositions: Candidate Self-Assessment questionnaires. Candidates are also evaluated regarding dispositions such as classroom behaviors consistent with fairness and the belief that all children can learn (e.g., faculty evaluations of dispositions, disposition evaluation summaries).
* Candidates in the M.Ed. in Educational Leadership demonstrate an understanding of their own dispositions as they impact learning by the measurement of dispositions after twelve hours of coursework.
* Ed.D. students conduct research to identify, document, and resolve problems impacting learning. This research affects schools, students, families and communities.

Candidates across programs demonstrate competence in positively impacting students of different cultures, language abilities, community contexts, and other factors that identify diversity in the schools. See Portfolio Data ([1.4 h 1-6](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Examples include the following:

* All undergraduate candidates: Immersion in concepts of diversity in EDUC 212: Diversity in Education.
* Candidates in graduate programs in the Department of Teaching and Learning: Cultural Plunge Artifact.
* Candidates in M.Ed. in Leadership: Case study of the assigned school which includes a profile of their school, a statement of the problem, and the linkage of the problem to ELCC Standards 1 and 2.
* Ed.D. in Leadership: Memorandum of Understanding- between the University and the parish school in which the doctoral students work to insure diversity of cultural impacts as well as original dissertation research in diverse settings.

Candidates across programs demonstrate competence in planning assessments and using data to impact learning through the following:

* Candidates in undergraduate programs: Student learning is assessed using Assessment Plans completed in multiple methods sections and Student Teaching.
* Candidates in graduate programs in T&L: Demonstrate their knowledge of major concepts and theories of student learning using Action Research Projects.
* Candidates in the M.Ed. in EDL programs: Demonstrate competency in collection and analysis of data throughout their program to drive course projects such as School Improvement Plans and Faculty Development Plans.
* Students in the Ed.D. in EDL programs demonstrate competency in data collection and analysis, while making data-driven decisions about learning through original dissertation research.
* In addition, candidates across all programs demonstrate their impact upon student learning in additional ways. See examples of candidates' assessment and analysis of P-12 Learning; examples of candidates' work (e.g., portfolios at different proficiency levels) from across programs in Unit ([1.4g, 1.4h, 1.4K](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Employer Feedback Surveys indicate that employers hiring graduates from our programs are satisfied, or very satisfied, with the quality of our instruction in all areas across all programs. ([1.4j](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html))

Exit surveys of graduates indicate that they are satisfied or very satisfied with our quality of instruction regarding standards and ethics in their major fields ([1.4.i 1-4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

In order to student teach, all candidates must pass the content and other licensure exams required in their disciplines; therefore, at the time of graduation, the passing rate on PRAXIS exams is 100% ([1.4 d 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Southeastern's teacher education programs have maintained the acceptable and/or target level by continuing to address the Louisiana Supplemental Standards (LASS). We have continued to collect LASS data at both the Initial and Advanced Levels, using that data to plan improvements in our programs ([LASS](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/louisianasupplementstandards.html)). Ongoing feedback and planning with school districts has taken place this academic year. Subsequent revision of the LASS Survey as a portal assessment (pre-post) at both the Initial and Advanced Levels, is on-going to meet the Compass Standards. Data documented in our Assessment System provides evidence of these ratings as well as data from the Exit Surveys generated by the University Office of Institutional Research.

The three programs that are considered to be "other professionals" are the Masters in School Counseling, accredited by the Council for Accreditation of Counseling and Related Education Programs; the Masters in Communication, Science, and Disorders, accredited by the American Speech-Language-Hearing Association; and the Ed.D. in Educational Leadership as described in the above narrative. ([I.4.d](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html)).

**Continuous Improvement**

Significant changes have been made in relation to Standard I to provide for continuous improvement including:

Each graduate and undergraduate program developed a Degree Program Review for 2010-11, 2011-12, 2012-13 as well as detailed changes as a result of data in the SACS report. In these documents, programs detailed specific changes and justifications ([2.4 g](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)).

Some examples are listed below:

* M.Ed. in C&I– Due to data from the Cultural Plunge in the Emerging portfolio and faculty input showing candidates needed more experience with diversity, the book Black Like Me for reading and reflection in EDUC 660 was added.
* M.Ed. in Sped M/M–Added an analytic rubric to SPED 770 and increased focus on writing/APA style due to Capstone Artifact data.
* M.Ed. in Sped EI and MAT in EI–As a result of data from the Student Teaching Addendum, a behavior management component was added to SPED 688.
* M.Ed. in Leadership–Modified EDL 612 to provide more emphasis on educational mission and vision after data indicated that these concepts were confusing to students.
* Ed.D. in EDL As a result of a program audit conducted one year ago, courses have been added (EDL 824 –Special Education Law; EDL 899 –Prospectus Proposal Seminar), an improved admissions process and criteria have been implemented, and selection of goals and principles by which to measure the Ed.D. program for continual improvement have been developed. The goals and principles have been cross-walked with the courses, indicators/outcomes have been developed, and rubrics are being crafted.
* B.S. in Elementary Education - Revised the Compass/LCET assessment instrument to reflect the COMPASS wording and support candidates as they are assessed on their performance on the components of effective teaching. This was due to change in the state teacher evaluation instrument.
* B.S. in Early Childhood Education -As a result of data relating to understanding of child development, added a mentoring service learning project at local elementary schools to EPSY 304 to provide candidates with an opportunity to see child development and growth over time.
* B.S. in Middle School Education -As a result of data from the Student Teaching Addendum and recommendation by the National Middle School Association SPA review, established a separate section for EDUC 328 (Methods for 4-8 Middle School)
* B.S. in SPED with a concentration in 1-5 - As a result of data indicating additional exposure to assistive technology was needed, added course content to SPED 366 to enhance knowledge and performance of assistive technology.
* B.S. in SPED with a concentration in 4-8 - SPED 441 - As a result of data that show instruction was needed in assessment, enhanced instruction in assessment principles and opportunities in the Assessment Practicum has been implemented in the course.
* B. A. in English Education - Original "Implementation of English/ELA Pedagogy" outcomes concerning Diversity, Technology and Media, Assessment, and Standards and Benchmarks were reformulated as "General Pedagogy" outcomes, as distinguished from the "Content Area Pedagogy" outcomes (Teaching Literature and Teaching Composition), which we teach specifically within the English Department. From observations in EDUC 490, 100% of ENGE students met target for Standards in "Gen: Pedagogy."
* B. S. in Health and Physical Education – Program completers continue to meet or exceed expectations for HPETE professionals in the areas of instructional feedback for skill acquisition, student learning, and motivation.