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

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# STANDARD 3

The Directors of Student Teaching and Field Experience (FX) work directly with school districts in the recommendation and selection of qualified teachers and administrators who provide the most diverse settings. Those identified serve as cooperating teachers for FXs, supervising teachers for student teachers, mentors for advanced candidates, and principals of cooperating schools. The Director of Student Teaching consults with school principals and supervising teachers to determine placement of student teachers and interns ([3.4C4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). The Director of FX consults to determine placement opportunities for FXs throughout coursework ensuring candidates have experiences from diverse environments. The directors often participate in principal meetings, informal meetings, or direct telephone conversations with partners.

Unit faculty and school partners contribute to the design, implementation, and evaluation of programs through the Council for Teacher Education ([3.4A4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). This council formulates policies for teacher education that deal with philosophy, objectives, organization and administration, evaluation, and curricula ([3.4A5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). School partners complete end-of-year questionnaires and results are analyzed to determine the effectiveness of the Unit's program design ([3.4A8/9](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

Field assignment lists noting districts, sites, and contact information are provided to Unit faculty for candidate distribution ([3.4A1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Candidates communicate via email with school partners. The email request form contains contact information, professor/instructor name, course name(s), FX purpose, candidate availability, and specific course requirements allowing partners to better understand candidates' needs and learning outcomes for FXs ([3.4E9](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Specific instructions on visitation protocol are established with each site and presented to candidates at the Field Experience Orientation ([3.4E10](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Faculty members work with local school personnel to integrate resources and expertise in order to support candidates' learning in field experiences and clinical practice. The Unit serves as a consultant to local schools and collaborates with teachers and administrators to design FXs based on course content.

The CF influences field experiences in all programs. The Unit and school partners recognize the importance of establishing course requirements that focus on activities and time candidates spend in the field. Field time varies according to program, level of field experiences, and course requirements ([3.4B1,2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Initial and advanced FXs provide for one or more of the following: 1)Competency in demonstration of Compass/The Louisiana Components of Effective Teaching ([3.4F1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)), 2)Intensive study in the advanced candidates' selected area of concentration, 3)Foundations for school administrators to assume the role of instructional leaders for effective school improvement in diverse settings, 4)Preparation of optimal leadership for the education of all learners, both young and adult, and/or 5)Portfolio assessment of candidate's FXs in relation to the Unit's CF and program outcomes.

FXs include observation and participation of pedagogical practices in a variety of settings with different age groups, learning needs, rural to suburban schools, and diverse ethnic backgrounds ([3.4B3-10](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Candidates conduct interviews, attend school board meetings, and complete service learning projects that involve interaction with PK-12 students. As candidates advance through the program, they become more involved in the teaching process. Candidates progress from small group to whole group teaching under the guidance of a cooperating teacher. The initial program culminates with the student teaching experience where candidates plan and implement lessons as well as participate in school meetings and daily classroom routines.

In advanced programs, candidates complete activities involving interviews, observations, action research projects, schools comparison studies, case studies, diverse classroom teaching, linguistic/collaborative projects, assessment and instruction for diverse populations, and school improvement. A minimum of fifty hours of FX is required in degree programs with activities ranging from one hour of observation to as many as 125 hours in school improvement. FXs are documented in an electronic portfolio and are guided by the CF, state and national standards enhancing the candidates' potential for serving students, parents, colleagues, and others in the educational community. For examples, the Master of Education in SPED includes an assessment case study and a behavior change project. Observations, participation in team interactions and simulations, and the implementation of an integrated Unit are required for FXs with individuals with disabilities. Additionally, candidates must link instruction to assessment by completing a Teacher Work Sample.

In the Educational Leadership Program, site mentors plan and supervise activities. Technology is used to research existing school data. Leading teams, developing a school crisis plan, developing a marketing plan, creating a shared vision, and developing a budget are examples of FXs. The internship allows candidates to demonstrate competence in an administrative position and to be actively involved in practice ([3.4E5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

The Doctor of Education in Educational Leadership enhances the knowledge and competencies of leaders so they are able to address complex educational problems in their school, district, or agency. They are given opportunities to connect theory and research to practice in the field. The primary FX is the original research conducted for their dissertation where candidates identify a problem, collect/analyze data, and describe findings.

It is imperative that school partners provide candidates with a technology rich environment where teachers and administrators model the use of technology. Initial and advanced courses provide candidates with skills and knowledge necessary to effectively and ethically infuse technology into the classroom and facilitate the application of technology in leadership skills and techniques in a school setting. In collaboration with school partners, professional development for the integration of technology into the classroom is offered to teacher candidates. The use of technology by candidates in the field is observed and evaluated by Unit faculty on the Compass/LCET.

Partner teachers complete documentation of their qualifications and performance and provide information by which clinical faculty are selected. Criteria for cooperating field experience teachers include 1) three years of teaching experience, 2) Louisiana certification, and 3) recommendation by the school principal. In order for a classroom teacher to serve as supervisor of student teaching he/she must satisfy the conditions set forth by the LDOE. To qualify, a teacher must meet one of the following eligibility criteria: 1)valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment; 2)valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching; 3)valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program; or 4)valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment. Supervising teachers, cooperating teachers, and mentors attend a two hour workshop during each academic year addressing the conceptual framework, assessment instruments, and forms ([3.4D1,2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). First time supervising teachers review the Student Teaching Handbook and cooperating teachers review the FX Handbook. An orientation session is required for first time University supervisors and addresses assignments, responsibilities, portfolio requirements, and the Student Teaching Handbook ([3.4D3/4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Each semester, two additional sessions are held for University supervisors to review assessment instruments and student teaching requirements. Workshops for school partners are held and ongoing dialogue with methods instructors and cooperating teachers addresses candidate expectations. The Teacher Development Center provides support for all candidates through professional development activities and resources needed to be successful in individual courses, as well as program completion ([3.4E12](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Evidence of support specific to student teachers is found in the Supervising Teacher's Journal and evaluation form ([3.4E8, D1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). In addition, the Teacher Development Center provides additional support for student teachers who are referred for another opportunity ([3.4E3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Advanced level examples of support can be found in professional development opportunities and resources that are provided to area classroom teachers such as Library of Congress: Teaching with Primary Sources.

Candidate assessments determine knowledge of the discipline and the dispositions that reflect diverse issues aligned with the Unit's CF. Candidates are assessed on lesson planning, teaching performance, and student assessment plans during field experiences and clinical practice ([3.4F1-11](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Plans are evaluated by the appropriate Unit faculty and school partners. Three Unit level portfolios are submitted by candidates exemplifying their best work indicating program outcomes have been met. Candidates' dispositions are assessed upon admission to the program, prior to student teaching, and upon completion of student teaching ([3.4F2, 6,10/11](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

Advanced level candidates in all degree programs are required to submit three Unit level portfolios: 1)Emerging, 2)Proficiency, and 3)Capstone. Each folio requires documentation of FXs in diverse environments and are assessed using the advanced folio rubric. Advanced candidates in T&L are required to plan and implement an Action Research Project evaluated as a course- based assignment and placed in the Capstone Portfolio for summative evaluation of knowledge and skills in a field setting ([3.4F3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). The action research project is presented as a culminating activity and assessed by a diverse team of professors.

The Master in Educational Leadership requires both course-based FXs and an internship where assessments are used in the field ([3.4E5/7](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). FXs that are part of individual courses and the culminating internship, serve as vehicles through which candidates' learning and performances are evaluated jointly by school and Unit faculty. The Capstone Portfolio is presented a culminating activity and assessed by Unit faculty.

In initial programs, assessment criteria, evaluation forms, and FX reflections constitute ways that candidates reflect and give feedback on experiences ([3.4A8/9, 3.4D1-3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Written reflections of FXs are documented and entered into PASS-PORT. Student teachers are required to complete a self-evaluation after each lesson taught and enter comments in the Supervising Teacher’s Journal ([3.4E10](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Student teachers respond to the Reflection of Learning questionnaire and discuss response in a final seminar with the University supervisor. A reflective summary is required in each of the three portfolios submitted by all initial certification candidates.

All advanced candidates include Reflections of Learning that address the CF, national standards, and program specific standards in relation to FXs in each of the three portfolios submitted. In each portfolio, candidates are required to describe an effective professional in reference to the CF, critically analyze lessons learned, reflect on performance strengths and weaknesses, and describe the impact on learning environments and future performance.

# CONTINUOUS IMPROVEMENT

Data based decisions and/or changes have been made in relation to Standard 3 which have led to continuous improvement including the following:

* Based on results from the end of year questionnaire completed by the candidates, data revealed the need for additional sites as well as a greater variety of settings ([3.4A9](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Thus, the FX Director acquired a contract with an additional school district ([3.4A2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). In addition to the public school district, Southeastern now collaborates with private and parochial schools since they serve a large sector of the area, and many teacher education candidates work in these schools and/or seek employment in their sector ([3.4A3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). It has been documented that the additional district and inclusion of the private and parochial sector has enabled candidates to more easily schedule FXs as well as provided more diverse environments, specifically for advanced level candidates (e.g., Educational Leadership, Speech Therapists, Counselors) where they may not be training to work only in a public school.
* The COE began using the electronic system in 2003 to document candidate FXs on a limited basis and has progressed to full implementation of all FXs being placed in PASS-PORT. Since that time, it has become evident through surveys and data collection from PASS-PORT that one template did not meet the needs of candidates in each program since experiences varied based on program content and expected outcomes. Thus, a template for FX documentation was created for each FX level and reflects the academic and demographic data need of its level. Data can now be disaggregated by FX and program level for more accurate and specific analysis.
* Originally field based assignments were scheduled according to districts and schools contracted with Southeastern and the list made available to Unit faculty to distribute to candidates. Candidates were given the responsibility of selecting the site and ensuring over time they had completed FXs with diverse populations. Written and oral feedback indicated that often-times some schools would be inundated with requests from candidates to schedule FXs and other may seldom be selected by candidates. To eliminate this dilemma, procedures were established whereby the FX Director selects a sampling of specific schools for individual courses requiring FXs. This is now distributed to Unit faculty in the form of a "Field Assignment List." Field Assignment Lists consisting of school districts, school sites, contact information and e-mail addresses are provided to each class that requires field experience as a required component ([3.4A1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Initial and advanced level candidates use technology as the sole method of communicating with school administrators, contact personnel, and teachers. Form E or email form is used for the fifth consecutive year. This allows schools and teachers to understand the needs of the candidates and course requirements. This request form contains contact information, professor/instructor name, course name(s), purpose of the FX, times of candidate availability, and specific information required for the course. It is then emailed to the school contact personnel and FX is then scheduled per request. Survey results indicate that faculty members, school personnel, and candidates agree that communication with schools is faster and more effective in meeting their needs. Some schools have decided to provide a list of faculty members/teachers and their e-mail addresses who accept undergraduate candidates so that the process runs smoother and more efficiently, thus, eliminating contact personnel.
* Community programs, where cooperating teachers are available to monitor teacher candidates’ FXs, are also part of the Field Assignment Lists ([3.4A1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). These programs are after regular school hours which allows for more flexibility when scheduling FX.
* Information and materials utilized in the FX component of course have been better organized and are updated annually to better inform candidates of FX requirements in courses and program. The Field Experience Handbook located on the Southeastern FX website provides a list of initial certification courses reflecting the number of FX hours required so that teacher candidates are aware of the hours required per course. This list contains courses within the COE as well as content courses such as math, English, social studies and science required from other partner Colleges. The FX Handbook being accessible electronically allows candidates to plan time needed in each course outside of classroom instruction when scheduling/registering for upcoming semesters. There were occasions in the past where candidates struggled to complete FX hours outside of classroom scheduled instruction due to lack of information prior to enrolling in a course. Access to the detailed handbook has eliminated this issue in many circumstances and allows candidates to plan for time needed to complete FXs during school hours of operation.
* During the 2011-2012 academic year, the major topic of discussion or improvement was the initiation of service learning as part of 180 hours of undergraduate field experiences and graduate field experiences. The Standard 3 committee formulated a survey which was placed on line using Survey Monkey and distributed to the faculties of the Department of Teaching and Learning and other Colleges across campus which teach education-connected, content courses. The data identified the significance of service learning already required in classes and the potential of increasing service learning activities. The survey identified approximately 40% of classes already using service learning or some type of service learning as part of their field experience. Thus, two approaches were taken in selecting appropriate service-learning experiences that align with NCATE: Teacher candidates as leaders of service learning experiences and as tutors of K-12 students. A template was developed for documentation of service learning in the PASSPORT called Form D. Service learning officially became part of FX during the Fall 2012 semester.
* In order to enhance candidate performance in the field, professional development opportunities are provided on a regular basis. Professional Development Workshops attended by initial teacher candidates, student teachers, and advanced level candidates provide instruction in areas in which candidates are interested beyond the classroom (e.g., dyslexia, autism, and differentiated instruction). Some PD, such as The Library of Congress- Teaching with Primary Sources, is attended by in-service teachers and administrators. Additionally, candidates are required to document professional development activities in PASS-PORT to be submitted in each of the three required portfolios for both initial and advanced programs. Data are generated documenting the total hours of professional development in which candidates are engaged. It is believed that required PD hours at each level positively impact practice in the field.
* During the 2013-2014 academic year, Constant Contact was implemented to register, monitor and directly communicate with all education majors on professional development opportunities such as PRAXIS workshops.
* Based on data from PRAXIS, Professional Development Workshops are offered to address initial teacher candidates' areas of weakness.
* During the 2011-12 academic year, a collaboration between the College of Education, College of Business, Non-Credit Programs and the Louisiana Council for Economic Education began with Financial Literacy workshops on "How Money Works." Registration for these workshops is through Southeastern's Non-Credit program. Candidates register on-line for each of the three- one hour financial literacy workshops offered every semester. The topics are as follows: Financial Success on a Teacher's Salary; Budgeting on a Teacher's Salary; and Saving and Investing on a Teacher's Salary.
* Field Experience Orientations are conducted each semester to ensure candidates are familiar with the procedures for requesting and documenting FX ([3.4E10](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).
* Each academic year, the Director of Field Experience conducts three Supervisory Personnel

Workshops for school-based faculty ([3.4D4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

* Orientation meetings are provided to new supervising teachers. During these meetings, the Director of Student Teaching reviews items from the Student Teaching Handbook along with assessment instruments ([3.4D5, E8](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).
* Each semester, three sessions are held for University Supervisors at which the Director of Student Teaching reviews assessment instruments and student teaching requirements ([3.4D5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).
* At the end of each academic year, principals, teachers, COE faculty members, and candidates evaluate the success of field experience for that academic year. All data is collected to assist in the improvement of the process ([3.4A8/9](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).
* The Department of Teaching and Learning developed a collaborative partnership with Child Advocacy Services (CAS) of Hammond beginning summer of 2012. Through the collaborative partnership with this external community partner there is a mutual benefit to our community and Southeastern’s teacher educator preparation program. The *Stewards of Children* training program is an evidence-based child abuse prevention program that is a promising practice for teacher education programs in supporting a diverse group of learners. The pre-service teacher candidates have a greater knowledge of Child Sexual Abuse (CSA) as teachers in keeping children safe.

Each semester four two-hour training sessions are offered at no cost to the University students. The training materials are purchased through a generous donor to CAS. During the summer- two sessions are offered, also at no cost. Professionals with CAS of Hammond and/or the Counseling Program in the College of Nursing and Health Sciences facilitate the training program each session. To date, June 2014, over 1000 teacher candidates have participated and completed the *Stewards of Children* training program which is available through Darkness to Light, a national non-profit organization.

* In Spring 2013, St. Charles Parish School District requested that Southeastern place initial level teacher candidates in the school district for a two-semester senior level experienced rather than a semester of student teaching; the two-semester experience was initiated as a pilot in Fall 2013. In Spring 2014, the University-district collaboration responded to the LDOE Believe and Prepare Request for Application for a year-long apprenticeship program; the proposal was selected as 1 of 7 leading models for preparing Louisiana educators ([3.4A6/7](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).