



The Standard of Excellence  
in Teacher Preparation

National Council for Accreditation of Teacher Education  
Arthur E. Wise  
President

April 12, 2004

Neari F. Warner  
Acting President  
Grambling State University  
P.O. Drawer 607  
Grambling, LA 71245

Dear President Warner:

At its March 28-April 1, 2004, meeting in Salt Lake City, UT, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the College of Education as the unit that oversees the professional education offerings at Grambling State University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education at Grambling State University at the initial teacher preparation and advanced preparation levels.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

The Unit Accreditation Board cited the following areas for improvement:

- Assessment data are summarized but are not analyzed to provide valid, reliable, and consistent information about the program and candidates. *(Standard 2)*
- Candidates have limited opportunities to interact with culturally diverse peers. *(Standard 4)*
- The unit does not have a systematic plan to quantify scholarship and service in faculty evaluations, nor does the unit have evidence of how feedback from evaluations is used to improve research and service. *(Standard 5)*
- Some faculty workloads are excessive and not in compliance with university policy. *(Standard 6)*

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

In accordance with Louisiana's five-year accreditation cycle, the next NCATE visit is scheduled for spring 2008, which is five years after the originally scheduled spring 2003 visit. You will begin to receive materials for that visit approximately two years in advance. (In partnership states, the date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a

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Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.

To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also enclosed (with the copy of this letter that is sent to the head of your professional education unit) a packet that includes general communications information. In addition, we encourage you to visit the "Press Packets" section of NCATE's website, where you can access a sample press release and other pertinent information. Please feel free to contact NCATE's communications department if you need further assistance.

Also enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: Andolyn B. Harrison, Dean, College of Education  
Frances Davis, State Consultant, Louisiana State Department of Education  
Janet H. Reed, Division Director, Louisiana State Department of Education  
Board of Examiners Team

# ***BOARD OF EXAMINERS REPORT***

## ***N C A T E***

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National Council for Accreditation of Teacher Education

### ***CONTINUING ACCREDITATION VISIT TO:***

Grambling State University  
Grambling, Louisiana  
November 8-12, 2003

***NCATE Board of Examiners Team:***

Clifton Edwards  
Gayle Harlin Fischer  
Jimmy Merchant  
Gwendolyn Middlebrooks  
Cecil Carter, Chair

**State Team:**

Charles Duncan  
Sandy Holloway  
Martha Moore  
John Fulwiler, Chair

**State Consultant:**

Frances Davis

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**SUMMARY FOR PROFESSIONAL EDUCATION UNIT  
NCATE 2000 Standards**

**Institution:**

<b>Standards</b>		<b>Team Findings</b>	
		<b>Initial</b>	<b>Advanced</b>
1	Candidate Knowledge, Skills, and Dispositions	M	M
2	Assessment System and Unit Evaluation	M	M
3	Field Experiences and Clinical Practice	M	M
4	Diversity	M	M
5	Faculty Qualifications, Performance, and Development	M	M
6	Unit Governance and Resources	M	M

M = Standard Met  
NM = Standard Not Met

## **I. Introduction:**

Grambling State University (GSU) is a state-supported, historically Black institution located in a rural community of north central Louisiana. Established in 1901 as a private industrial school, the mission of GSU has evolved from teaching students how to make a living to that of a comprehensive university offering undergraduate, graduate, professional and continuing education programs. According to the university's mission statement, GSU strives to:

1. provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status;
2. provide opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction, research, public service, and special programs which seek to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation;
3. generate new knowledge through pure and applied research related to curricular emphases in business, science and technology, nursing, social work, liberal arts, and education;
4. render service to the community and to the citizenry of Louisiana, dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities, and lifelong learning;
5. expose students to opportunities that enhance their potential for appreciation of diverse cultures;
6. provide opportunities for students to utilize information technologies in preparation for participation in a global society; and
7. serve as a repository for preserving the heritage of people of African-American descent.

Enrollment in the university is approximately 4,500 students.

The unit for professional education at GSU is the College of Education (COE). Enrollment in the unit during the Fall 2003 semester was 544 candidates at the initial level and 29 at the advanced level. The joint NCATE and State team conducted a continuing accreditation visit, and examined both initial, including the alternative certification program, and advanced programs. The findings of the state team, relative to the state standards, are included in the appropriate sections of this report.

The mission of the COE is to provide quality teaching and learning to advance life-long learning and human experiences for teachers and other school personnel. Included in this mission is the preparation of teachers and administrators as educational leaders to effect change and improve the educational lives of children. Specifically the mission of the departments in the COE is the preparation of teachers and other school personnel to educate a K-12 student population that is increasingly diverse in terms of ethnicity, language, socioeconomics, ability levels, religion and sexual orientation. The mission of the departments is also to ensure that program completers have the knowledge, skills and attitudes that demonstrate effective teaching as defined by the university and outside stakeholders. The COE mission also reflects the major foci of the unit's

conceptual framework: Masters of Subject Matter Content, Facilitators of Learning, and Enhancers and Nurturers of Affective Behaviors.

At the initial level, the unit offers Bachelor of Science (B.S.) programs in the following areas:

1. Early Childhood Education (Grades PK-3);
2. Elementary Education (Grades 1-6);
3. Art Education;
4. Communication and Theater Education;
5. English Education;
6. French Education;
7. Health and Physical Education;
8. Industrial Arts Education;
9. Music Education;
10. Secondary Education: Science (Biology);
11. Secondary Education: Science (Chemistry);
12. Secondary Education: Science (Mathematics);
13. Secondary Education: Science (Physics);
14. Social Studies Education;
15. Special Education Mild Moderate; and
16. Special Education Pre Non-Cat.

Programs offered at the advanced level are the following:

1. Early Childhood/Elementary, Master of Science (M.S.);
2. Curriculum and Instruction, Doctor of Education (Ed.D.); and
3. Educational Leadership, Doctor of Education (Ed.D.).

The Ed.D. programs are offered in collaboration with the Louisiana Educational Consortium (LEC). Institutions participating in the LEC include GSU, Louisiana Tech University, and University of Louisiana at Monroe.

The unit does not offer off-campus programs or programs or courses through distance learning. Candidates enrolled in the LEC Ed.D. programs are required to take part of their coursework at the partner institutions. This program was examined during the visit.

Since the last visit, the unit has engaged in a program redesign required of all Louisiana institutions for elementary, early childhood, and secondary education programs. The unit chose to exercise its option under the amended NCATE/State protocol for a waiver of the national program review for institutions visited during 2003 and 2004. All programs submitted to the state to date have been approved.

## II. Conceptual Framework

*The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.*

**Level:** (initial and/or advanced)

Initial and Advanced

**Findings:**

### **Introduction**

The conceptual framework for the College of Education at Grambling State University, an outgrowth of the missions of the unit and the university, was developed to provide equal educational opportunities to a population that is diverse in terms of ethnicity, language, socioeconomics, ability levels, religion and sexual orientation. The goal of the university, the unit and related departments is described as *Protecting the Heritage: Cultivating knowledgeable, skilled and compassionate educators and community leaders in a "Place Where Everybody is Somebody"*. This mission is achieved through collaboration within and outside the university and by providing coursework that requires multiple levels of cognitive processing and reflection.

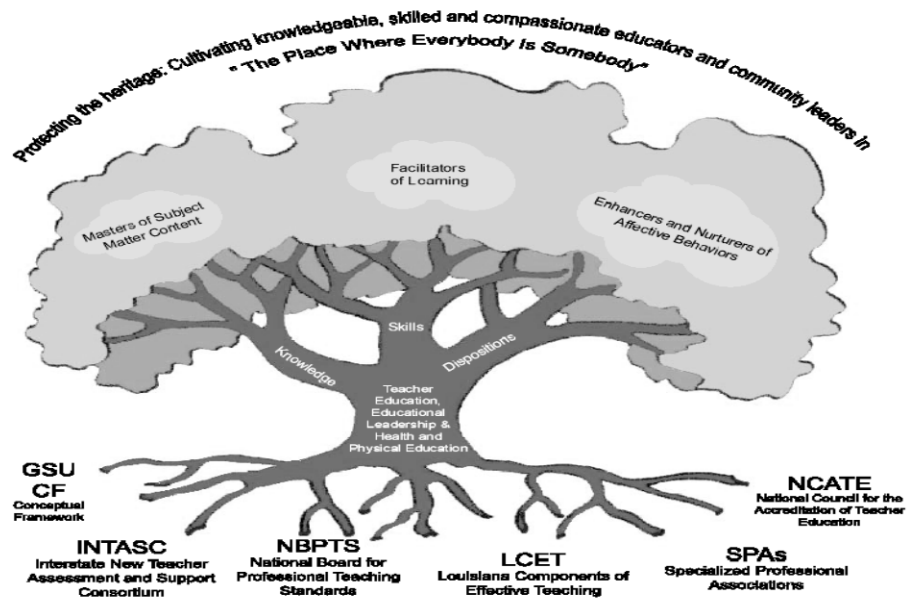
The revision of the unit's Conceptual Framework, from 1989 to present, was based predominately on the National Teacher's Exam, the Beginning Teachers Assistance Program, and the university's mission, goals, and products. It is based on these critical components:

- NCATE Standards
- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
- Louisiana Components of Effective Teaching (LCET)
- National Board for Professional Teaching Standards (NBPTS)
- Specialized Professional Associations (SPAs)
- Praxis I and II
- Research and Best Practice



The graphic of a tree arose from the concept that, as a tree comes from a seed with the potential to grow, mature, and continue this cycle of growth, so has the unit been shaped by commitments to life-long and trans-generational learning.

Figure 1  
Tree Model



### Shared Vision

The unit’s vision for preparing educators is that they become masters of subject matter, facilitators of learning, and enhancers of affective behaviors. These competencies relate to NCATE competencies (skills, knowledge, disposition) and are based on the works of various theorists and diverse references that relate to *best practices*. The Conceptual Framework includes:

- Cognitive, psychomotor, and affective theoretical domains of learning
- Facilitators of learning and emphasis on student success
- A curriculum that reflects multicultural emphases
- Facilitation of diverse learning through the use of appropriate methodologies
- A sensitivity to resiliency theory and practice

The missions of the University, the College of Education and the departments are reflected in the

conceptual framework and are achieved through several means. First, collaboration is essential within and outside of the university. Departments in the College of Education regularly collaborate with those in the Colleges of Basic and Special Studies, Liberal Arts, Science and Technology, Business and the Louisiana Educational Consortium. Additionally, unit faculty collaborate with local school districts; community and other resource agencies; and state, regional, and national professional organizations.

## **Coherence**

Knowledge, skills, and dispositions are elements that infuse all areas of the candidates' program. Table CF-1 (below) lists required theories and research:

### **II. Masters of Subject Matter Content**

Teaching with the Brain in Mind

Jensen, E., 1998

Multiple Intelligences

Gardner, 1993

Inclusion Strategies for students with

Learning and Behavioral Problems

Zoints, 1997

Dynamics of Effective Teaching

Wilens, Ishler, Hutchinson, Kindsvatter, 2000

Strategies for Developing Emergent Literacy

Miller, 2000

Inequality and Access to Knowledge

Darling-Hammond, 1995

### **III. Facilitators of Learning**

Elementary Science Methods

Martin, 1997

Problem-based Learning

Fogarty, 1997

Learning from Examples

Atkinson, Derry, Renkl & Wortman,  
2000

Preventing Reading Difficulties in Young  
Children

Snow, 1998

Exceptional Children

Heward, 2003

Pedagogy of the Oppressed

Friere, 1970/1993

### **IV. Enhancers and Nurturers of Affective Behaviors**

An Attributional Theory of Motivation

Weiner, 1986

The Marva Collins Way

Collins & Tamarkin, 1990

Multiethnic Education

Banks, 1994

So Each May Learn

Silver, Strong & Perini, 2000

Because We Can Change the World

Sapon-Shevin, 1999

Looking in Classrooms

Good & Brophy, 2000

Program candidates develop expertise in transforming theory into practice, while making the welfare of students from diverse settings a priority in their instructional methods. The unit's conceptual framework provides a system for insuring consistency among curriculum, field and clinical experiences, and assessments within the unit.

### **Professional Commitments and Dispositions:**

The conceptual framework clearly articulates the unit's commitment to knowledge, teaching competency, and disposition. These commitments are demonstrated through the syllabi by the utilization of a variety of instructional methods. Competency in teaching and commitments to knowledge are further confirmed through candidate artifacts, which reflect their knowledge and skills and through data from assessments, student surveys, and interviews.

The unit's efforts to help candidates develop appropriate dispositions are evidenced throughout the curricula for initial and advanced programs, in the field experience handbook and assessment surveys, and from interviews with local school cooperating teachers and principals. Furthermore, in the Dispositions Inventory, candidates must provide ongoing reflection regarding values such as commitment, self development, self confidence in interactions with others, humanitarian attitudes, respect for others, awareness of the many facets of diversity, the ability to articulate various point of view, and the belief that all individuals can learn.

### **Commitment to Diversity:**

The diversity competencies affiliated with the unit's conceptual framework are designed to ensure that candidates are able to work effectively with all learners and promote education that is multicultural across the curriculum. The unit has made conscious efforts to adhere to the ideals of diversity, as outlined in the conceptual framework, by conducting activities and designing coursework that enhance the ideals of diversity.

The conceptual framework outlines specific competencies that provide opportunities for candidates to demonstrate knowledge, skills, and dispositions that respond to all learners effectively in the classroom. Faculty model a variety of teaching strategies to match the learning and motivational needs of all students. Multicultural issues and instructional strategies are infused throughout the coursework and clinical experiences. In addition, faculty and candidates have attended workshops and seminars regarding diversity.

### **Commitment to Technology:**

The unit is committed to preparing faculty to promote an increased understanding of strategies for infusing technology to maximize candidate and student learning. The unit has currently received funding from grants written to enhance technology instruction. Specifically, the project called to expand the integration of technology into instruction by updating equipment and providing technical assistance to faculty and by providing at least four workshops on technology

integration.

Faculty currently model best practice by infusing technology throughout their coursework, field experiences, and assessment system, which is consistent with elements of the conceptual framework that relate the understanding of technology to knowledge, skills, and dispositions. Candidates in the initial and advanced programs are required to use technology such as PowerPoint, electronic mail, Blackboard, Internet, e-library, and other multimedia systems for course assignments. Through the Professional Accountability System Using a PORTal Approach (PASS-PORT), candidates are beginning to create electronic portfolios that house artifacts aligned with the conceptual framework outcomes and with professional standards.

### **Candidate Proficiencies Aligned with Professional and State Standards:**

The conceptual framework provides a context for developing and assessing initial and advanced candidates in preparation for leadership roles in their respective professions. This framework is reflected in the mission of the institution and unit. Candidate proficiencies are attained through a variety of required courses and experiences that are outlined in course syllabi, handbooks, and other curricula materials. Outcomes for each of the conceptual framework constructs are closely aligned with the standards of the LCET, INTASC, NCATE, and the NBPTS.

The unit's assessment articulates a professional commitment to teaching competency, knowledge, dispositions, diversity, and technology. This is evidenced through documentation, student artifacts, and interviews with unit faculty and faculty from other units and local schoolteachers and administrators.

### III. Findings for Each Standard

#### 1. Candidate Knowledge, Skills, and Dispositions

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

##### A. Level: (initial and advanced)

Initial and Advanced

##### B. Findings:

Both initial and advanced candidates in teacher education at Grambling State University (GSU) are expected to demonstrate an understanding of content and professional knowledge, skills and dispositions as described by professional organizations, the state of Louisiana standards, and institutional standards. Candidates are expected to explore and build knowledge, apply and reflect on that knowledge, then demonstrate that knowledge as they practice and refine their skills in course work and field/clinical experiences. Candidates are also expected to develop positive dispositions through their planned experiences with other candidates, faculty, school personnel, and clients they serve in various communities. Performance based outcomes, as described in the conceptual framework, are assessed throughout the initial and advanced programs.

The unit has developed knowledge, skills, and dispositions from a variety of sources that candidates are expected to develop during their program of studies. Table 1-1 describes these sources of evidence used to assess each candidate’s progress.

Table 1-1  
KSD Evidence Streams

Knowledge:	Skills	Dispositions:
<ul style="list-style-type: none"> <li>• ACT (initial)/GRE (advanced)</li> <li>• Cumulative GPA</li> <li>• Letters of Recommendation</li> <li>• Praxis I, II, PLT, Content Specialty Area Examinations</li> <li>• Departmental Admissions Interview</li> <li>• Candidate Writing Sample</li> <li>• Student Teacher Evaluation</li> <li>• Candidate Video</li> <li>• Professional Portfolio</li> <li>• Louisiana Teacher Assistance and Assessment Program</li> <li>• Title II Data</li> <li>• Program Completer Survey</li> <li>• Employer Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• ACT (initial)/GRE (advanced)</li> <li>• Cumulative GPA</li> <li>• Letters of Recommendation</li> <li>• Praxis I, II, PLT, Content Specialty Area Examinations</li> <li>• Departmental Admissions Interview</li> <li>• Candidate Writing Sample</li> <li>• Oral Exit Survey</li> <li>• Student Teacher Evaluation</li> <li>• Candidate Video</li> <li>• Professional Portfolio</li> <li>• Louisiana Teacher Assistance and Assessment Program</li> <li>• Title II Data</li> <li>• Program Completer Survey</li> <li>• Employer Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Letters of Recommendation</li> <li>• Dispositions Inventory</li> <li>• Departmental Admissions Interview</li> <li>• Oral Exit Survey</li> <li>• Exit Interview</li> <li>• Candidate Video</li> <li>• Professional Portfolio</li> <li>• Louisiana Teacher Assistance and Assessment Program</li> <li>• Program Completer Survey</li> <li>• Employer Questionnaire</li> </ul>

Program content has been aligned with standards of national professional organizations, NCATE standards, the Louisiana Teacher Assistance and Assessment Program (LATAAP), the institution's mission and goals and the unit's requirements. The LATAAP is a uniform statewide program of assistance and assessment for new teachers entering service for the first time in a Louisiana public school system.

### **Content Knowledge for Teacher Candidates**

In the initial program, both undergraduate and alternative certification, candidates are required to demonstrate content knowledge in their teaching field. Course syllabi unit statements that rigorous programs of study are designed and that these programs of study are aligned with national content standards and with Louisiana content standards. Redesign Program Materials and State Program Approvals as well as interviews with faculty and collaborating partners confirmed that the initial programs (undergraduate and alternate certification) were recently redesigned. Interviews with content faculty confirmed that course changes had been implemented to meet redesign guidelines and to enhance candidate content knowledge. According to interviews with faculty and candidates, the primary difference between the undergraduate and alternate certification candidates involve admittance to the Teacher Education Program and when content knowledge is assessed. A candidate in the alternate certification program (Teacher Practitioner Program) is required to demonstrate competency in content area prior to admittance to the unit's Teacher Education Program. The candidate must take and pass the specialty content exam in selected teaching area. Undergraduate candidates show content mastery through course work in the content area and GPAs.

Course syllabi describe the professional education courses and show alignment with INTASC and LCET. Each undergraduate candidate, according to the General Catalog 2003-2005 and the Handbook for Teacher Candidates, is required to complete a sequence of core courses to underscore knowledge in reading, writing, math, science, and social studies. Each undergraduate secondary candidate is required to demonstrate extensive content knowledge of the teaching area. Interviews with content faculty established that content courses are sequenced to provide depth in the selected teaching field. Content teachers assess candidates as evidenced by GPAs. PRAXIS scores on content specialty exams provide further evidence of teacher candidate content mastery. According to data for 2001-2002, pass rate for PRAXIS content specialty examinations was 93%. Table 1-2 shows candidate performance on PRAXIS Content Specialty Examinations. Further evidence was provided in exhibits and in interviews with cooperating teachers and with candidates.

Table 1-2  
Candidate Performance on PRAXIS Content Specialty Examinations

Programs	LA Cut-off Score	2000-2001			2001-2002		
		# Of Candidates Passed	# of Candidates Failed	Average Score	# of Candidates Passed	# of Candidates Failed	Average Score
Early Childhood Edu.	510	N/A	N/A	N/A	N/A	N/A	N/A
Elementary Education							
-Curri., Inst., Assess	156	10	3	159	8	1	164
-Content Area	137	14	0	150	9	0	151
Art Education	--	No Exam Required			No Exam Required		
Communication & Theater Education		N/A	N/A	N/A	N/A	N/A	N/A
English Education					N/A	N/A	N/A
-Content Knowledge	160	2	0	160			
-Pedagogy	130	3	1	148			
French Education	520	N/A	N/A	N/A	N/A	N/A	N/A
Health and Physical Education	550	2	4	492	3	0	567
Industrial Arts Education		N/A	N/A	N/A	N/A	N/A	N/A
Music Education	530	1	1	540	N/A	N/A	N/A
Sec.Ed: Science(Biology)	580	N/A	N/A	N/A	N/A	N/A	N/A
Sec.Ed: Science (Chemistry)	530	N/A	N/A	N/A	N/A	N/A	N/A
Sec.Ed: Science (Math)	550	1	0	600	N/A	N/A	N/A
Sec.Ed: Science(Physics)	550	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies Education							
-Content Knowledge	149	1	1	147	3	0	159
-Interpre. of Mat'l	152	1	0	159	2	1	153
Special Education M/M	--	No Exam Required			No Exam Required		
Special Education Pre Non-Cat.	--	No Exam Required			No Exam Required		

Candidates are required to demonstrate competency in reading, writing, and math as well as their content area. The Pre-Professional Skills Test (PPST or PRAXIS I) is the test mandated by the state for licensure in Louisiana. Interviews with faculty, both unit and university, revealed concerns about candidate performance on the PRAXIS content specialty exam and the PRAXIS Principles of Learning and Teaching (PLT). According to interviews, the unit has recently opened a lab whose primary purpose is to assist candidates with individual deficiencies. The Technology Director indicated that this lab as well as other technology labs in the unit is open to students daily and that staff is trained to help the candidate identify needs. Several software programs including Learning Plus are available for this purpose. In addition, Introduction to Teaching, Professional Accountability I, and Professional Accountability II have, according to course syllabi and faculty interviews, as objectives strategies to assist candidates with content on PRAXIS I. Professional Accountability III includes in its course syllabi objectives to assist with pedagogical content on PLT. According to interviews with faculty, the faculty does and will address specific concerns. The unit collects this data from candidate PRAXIS Examinee Score cards. Although the unit collects the data, aggregation has not been completed, nor is there evidence that it is disseminated in a

coordinated manner. Most individual deficiencies are addressed anecdotally, not systematically; however, PASS-PORT is in preliminary stages of implementation and can be used as a tool to aggregate and disseminate data.

Other measures of candidate content knowledge includes formal evaluations completed by university supervisors and cooperating teachers. These evaluations generally reported that candidates knew content but may not have used it effectively. Beginning teachers in Louisiana participate in the LATAAP. A mentor is assigned to the new teachers for the first two years of teaching. The mentor assists the new teacher in enhancing teacher competencies. During the second year, the new teacher is assessed using the Louisiana Components of Effective Teaching, a three-tiered structure of skills and knowledge essential to effective instruction. Included in the assessment is evaluation of teacher’s appropriate use of content knowledge. According to Table 1–3, candidates at Grambling have demonstrated a steady increase in performance on this assessment.

**TABLE 1-3**  
**Louisiana Teacher Assistance and Assessment Program—LATAAP-Report—1999-2002**

YEAR	NUMBER OF NEW TEACHERS	PASSING	NOT PASSING	PERCENTAGE PASSING
1999-2000	116	106	10	91.3
2000-2001	77	72	5	93.5
2001-2002	15	15	0	100.0

Candidates who are unsuccessful are recruited by the unit into its Beginning Teachers Assistance Program (BTAP). The unit then works with the graduate to address deficiencies for success on re-evaluation.

Advanced candidates are admitted into Master of Science and doctoral programs. These candidates demonstrate knowledge through class activities, research projects, and internship experiences. Interviews with graduates and portfolios with rubrics of current candidates provided evidence of assessment of advanced candidates’ knowledge. Comprehensive exams are given master’s candidates and doctoral candidates are required to defend dissertation. Course syllabi reflect assessments and advanced candidates are required to maintain a 3.0 GPA.

The unit’s assessment system (PASS-PORT) assists in the collection of data. Tables 1-4 and 1-5 are examples of how data is collected on assessments of content knowledge for initial and advanced candidates. Using PASS-PORT, the unit monitors candidate performance and provides feedback to candidates about deficiencies. According to an interview with the Centralized Advisement Referral and Evaluation Center (CARE) Director, Introduction to Teaching provides opportunity for the candidate to organize documents and to begin the process of uploading those artifacts into the PASS-PORT system. Data from Spring 2003 exit interviews with candidates provided additional evidence as to quality of content knowledge of candidates. Candidates reflected on



student teaching experiences and rated preparation for that experience. Adequate preparation in content area was item assessed. On a 1-5 scale, fifteen of twenty-two candidates rated preparation at 4.0 or above.

NCATE has agreed to waive temporarily the national program review portion of the Louisiana/NCATE protocol for a period of transition in order to give institutions the option rather than require them to submit national program reviews for redesigned programs.

**Table 1-4**

Unit-Based and Course/Program Assessment System and Unit Evaluation

Portal 2 - Admission to Department of Teacher Education – Initial Programs and Practitioner Teacher Program													
	Collection			Assessment		Aggregation		Analysis		Receiving	Action		
	*what	who	when	KSDs	Instrument Analysis	when	who	what	who	who	who	what -change anticipated	when
<b>Unit-Based Assessment</b>	Praxis I <sup>(M)</sup>	CARE Center HPER	Admission to Dept.	Knowledge Skill K-1.1 S-2.8	Praxis Analysis	Each Semester	Assessment Coordinator	Report	Assessment Coordinator	COE Dean, COE Admissions Committee	COE Admissions Committee	-Admission Criteria -Recruitment Strategies	Summer 2003 On-going
	Cumulative GPA	CARE Center HPER	Each Semester	Knowledge Skills Dispositions K-1.1, 1.4, 1.7, 1.8 S-2.1, S-2.5, S-2.7, S-2.8 D-3.1, D-3.2, D-3.3, D-3.6	GPA Analysis	Each Semester	Assessment Coordinator	Report	Assessment Coordinator	COE Dean, Prof. Ed. Council, Acad. Deans COE Admin. Council, Admissions Committee	COE Admissions Committee	Admissions Criteria	Summer 2003 On-going
	Dept. Admissions Interview <sup>(C)</sup>	Admissions Interview Committee	Each Semester	Knowledge Skills Dispositions K-1.8, S-2.7, S-2.8, S-2.10, D-3.1, D-3.2	Admissions Interview Rubric	Each Semester	Assessment Coordinator	Report	Assessment Coordinator	COE Dean, Prof. Ed. Council, Acad. Deans COE Admin. Council, Admissions Committee	COE Admissions Committee	Program Review Remediation /Enrichment for Candidates	Summer 2003 On-going
	Candidate Writing Sample <sup>(C)</sup>	Admissions Interview Committee	Each Semester	Knowledge Skills K-1.7, K1-8 S-2.8, 2.10	Writing Rubric	Each Semester	Assessment Coordinator	Report	Assessment Coordinator	COE Dean, Prof. Ed. Council, Acad. Deans COE Admin. Council	COE Admissions Committee	Program Review Remediation /Enrichment for Candidates	Summer 2003 – Annually

\* The superscripts denote alignment with conceptual framework performance-based assessment measures (referenced in conceptual framework alignment matrix)—codes: A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G= Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

**Portal 2 – Admission to Department of Teacher Education – Initial Programs and Practitioner Teacher Program**

	Collection			Assessment		Aggregation		Analysis		Receiving	Action		
	*what	who	when	KSDs	Instrument Analysis	when	who	what	who	who	who	what – change anticipated	when
	Assessment of Dispositions <sup>I</sup>	Assessment Coordinator	Admission to COE	Dispositions D-3.1 – D-3.8	Dispositions Inventory	Each Semester	Assessment Coordinator, PASS_PORT	Report	Assessment Coordinator Assessment Committee	Dept. of Teacher Education Professional Education Council	COE Dean, Prof. Ed. Council, Head-TED, Academic Deans, COE Admin. Council	-Admission Criteria -Recruitment Strategies -Candidate Enrichment/ Remediation Strategies	Summer 2003
<b>Course/ Program Based Assessment</b>	-Reflective Journals <sup>(A)</sup> -Educational Philosophy <sup>(D)</sup> -Case Analyses <sup>(D)</sup> -Research <sup>(C, R)</sup> -Debates <sup>(G)</sup> -Role Playing <sup>(G)</sup> -Presentations <sup>(G, H)</sup>	Unit Faculty/ Assessment Coordinator	Each Semester	Knowledge Skills Dispositions K-1.1, K-1.7, K-1.8, S-2.1, S-2.7, S-2.10, D-3.1, D-3.2, D-3.3, D-3.4	Rubrics: -Reflective Journal -Educational Philosophy -Case Analysis -Research -Debate -Role Playing -Presentation	Each Semester	Assessment Coordinator, Assessment Committee	Report	Assessment Coordinator Assessment Committee	Dept. of Teacher Education PK-16 Council Professional Education Council	COE Dean, Prof. Ed. Council, Head-TED, Academic Deans, COE Admin. Council	Redesign of General and Professional Preparation Courses	Summer 2003

\* The superscripts denote alignment with conceptual framework performance-based assessment measures (referenced in conceptual framework alignment matrix)—codes:  
**A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G=Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques**

Table 1-5  
Unit-Based Assessment System and Unit Evaluation

Portal 7 – Admission to Program (Advanced Candidates) (Master of Science and Louisiana Education Consortium Ed.D.)													
	Collection			Assessment		Aggregation		Analysis		Receiving	Action		
	*what	who	When	KSDs	Instrument Analysis	when	who	what	who	who	who	what – change anticipated	when
Unit-Based Assessment	Cumulative GPA	Department Head/ Assessment Coordinator	Each Semester	Knowledge Skills Dispositions K-1.1, K-1.3, K-1.4, K-1.7, K-1.8, S-2.1, S-2.2, S-2.3, S.2.4, S-2.5, S-2.6, S-2.7, S-2.8, S-2.9, S-2.10, S-2.11, D-3.1, D-3.2, D-3.3, D-3.4, D-3.5, D-3.7	GPA Analysis	Each Semester	Program Director/ Department Head/ Assessment Coordinator	Report	Assessment Coordinator, Assessment Committee, Graduate Admissions Committee	Graduate Council  Professional Education Council  Dean of Grad. School	Program Director  Department Head  Appropriate Professional  Dean of Grad. School	- Admission Criteria  - Recruitment Strategies  - Retention Strategies  - Candidate Enrichment/ Remediation Strategies  - Faculty enrichment strategies	Summer 2003 On-going
	GRE <sup>(M)</sup>	Dean of Grad. School/ Assessment Coordinator	Each Semester	Knowledge, Skills K-1.1, S-2.4, S-2.7, S-2.10	GRE Analysis	Each Semester	Program Director/ Department Head/ Assessment Coordinator	Report	Assessment Coordinator, Assessment Committee, Graduate Admissions Committee	Graduate Council  Professional Education Council  Dean of Grad. School	Program Director  Department Head  Appropriate Professional  Dean of Grad. School	- Admission Criteria  - Recruitment Strategies  - Retention Strategies  - Candidate Enrichment/ Remediation Strategies	Summer 2003 On-going

\* The superscripts denote alignment with conceptual framework performance-based assessment measures (referenced in conceptual framework alignment matrix)—codes:  
A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G=Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

**Portal 7 – Admission to Program (Advanced Candidates) (Master of Science and Louisiana Education Consortium Ed.D.)**

	Collection			Assessment		Aggregation		Analysis		Receiving	Action		
	*what	who	When	KSDs	Instrument Analysis	when	who	what	who	who	who	what – change anticipated	when
	Letters of Recommendations (C)	Admissions Committees	Each Semester	Knowledge Skills Dispositions  K-1.1, K-1.7, K-1.8, S-2.2, S-2.8, S-2.10, D-3.1, D-3.2, D-3.6	Recommend. Analysis	Each Semester	Program Director/ Department Head/Assessment Coordinator	Report	Assessment Coordinator, Assessment Committee, Graduate Admissions Committee	Graduate Council  Professional Education Council  Dean of Grad. School	Program Director  Department Head  Appropriate Professional  Dean of Grad. School	- Admission Criteria  - Recruitment Strategies  - Retention Strategies  - Candidate Enrichment/ Remediation Strategies	Summer 2003 On-going
<b>Course / Program Assessment</b>	Case Analyses <sup>(D)</sup> Research Projects (C, R) Role Playing <sup>(G)</sup> Presentations <sup>(G, H)</sup>	Unit Faculty/ Assessment Coordinator	Each Semester	Knowledge Skills Dispositions K-1.1, K-1.7, K-1.8, S-2.1, S-2.7, S-2.10, D-3.1, D-3.2, D-3.3, D-3.4	Case Analysis Rubric  Research Project Rubric  Role Playing Rubric  Presentation Rubric	Each Semester	Assessment Coordinator, Assessment Committee	Report	Assessment Coordinator, Assessment Committee	- Program Director  -Graduate Council  -Professional Education Council  -Dean of Grad. School	Program Director  Department Head  Appropriate Professional  Dean of Grad. School	Redesign of Advanced Professional Preparation Courses	Summer 2003

## **Content Knowledge for Other Professional School Personnel**

Candidates in advanced programs take a series of eighteen semester hours in “core” courses. Content knowledge for the advanced level programs is developed through research and writing as well as foundation classes in this core. Content knowledge is also developed through the specialized courses in each program of study that address modes of inquiry specific to the discipline. These are aligned with the guidelines for the Specialized Professional Associations (SPAs).

During the internship, candidates apply their theoretical knowledge in practical situations. An assessment of the internship experience provides information used to evaluate content knowledge. Aptitude measures are examined prior to the acceptance of candidates in the graduate program.

For currently enrolled students, Graduate Record Examination (GRE) score means are: 451-verbal, 509 quantitative, 561-analytical, and the composite score is 1423. These scores, along with the required undergraduate grade point average of 2.5 as well as letters of recommendation and candidate interviews, are used to identify candidates with the potential for success.

Graduate level writing and research skills are assessed through the successful completion of specified writing courses required for full admission to candidacy. A review of comprehensive examinations and doctoral dissertations reveals that students are successful in content knowledge and the skills associated with research and writing. The candidates also develop a traditional or electronic portfolio. Cooperating supervisors of the internship experience also provide additional data for measuring the candidate’s knowledge, skills, and dispositions. Collaborative partnerships with schools and public agencies indicate candidates participate in a variety of experiences.

## **Pedagogical Content Knowledge for Teacher Candidates**

Initial candidates demonstrate understanding of the impact of content knowledge on student learning through integration of appropriate technology and the implementation of effective instructional strategies. Course syllabi reflect that best practices are modeled by the faculty, and candidates observed a variety of strategies prior to student teaching. In addition, course syllabi and an interview with principal of the lab school confirm that candidates are provided with experiences to observe and to demonstrate instructional strategies. From candidates’ portfolios, the poster session, and interviews with candidates, it was determined that candidates are exposed to a varied repertoire of instructional strategies.

Candidates are assessed on pedagogical content knowledge through evaluations of portfolios, candidate exit interviews, cooperating and supervising teacher evaluations, GPAs, and PLT. Candidates are required to earn a C or better on all professional education courses and to maintain a 2.5 GPA. For admission to Student Teaching or Internship, a candidate must take the PLT. PASS-PORT documents and tracks the

candidate's progress in each of these areas. Data are collected on deficiencies using PASS-PORT; however, interviews with faculty and principals provided evidence that feedback is already being used to impact course work where deficiencies are identified. The supervising teacher as well as the classroom cooperating teacher addresses identified deficiencies with the candidate. Interviews with candidates and cooperating teachers, student teaching journals, and portfolios provided evidence that candidates reflect on pedagogy and adjust lesson plans to correct deficiencies.

Data gathered from candidates' scores on PLT do not support unit's statement that candidates demonstrate an in-depth understanding of the impact of content knowledge on student learning. Aggregated PRAXIS Scores by Program provided the following data:

Table 1-6  
Performance on Principles of Learning and Teaching

Year	PLT			
	Pass		Fail	
	# of Candidates	%	# of Candidates	%
2001-2002	15	51.7%	14	48.3%
2002-2003	9	69.2%	4	30.8%
Totals	24	57.1%	18	49.2%

Initial and advanced candidates produce portfolios, electronic and print. Rubrics are aligned with the unit's conceptual framework, INTASC standards, and LCET. Portfolios contain lesson plans that include instructional strategies to be used as well as handouts and activities to be incorporated into the lesson. When a lesson is observed by supervising or cooperating teacher, feedback is provided. Areas of improvement are noted; however, there is no clear indication that adjustments are made. Evaluations by cooperating teachers are included. In several incidents, the evaluation noted an area for improvement, but the cooperating teacher gave the candidate an acceptable rating on the domain. Candidate exit interviews identified three areas that candidates described as deficient: planning, management and preparation for interacting with special needs.

Interviews and surveys of cooperating and supervising teachers gave acceptable scores to candidates. In artifacts viewed, no candidate received an unacceptable rating. Follow-up surveys and LATAAP data confirm that evaluators and program completers perceive no deficiencies in this area.

**Professional and Pedagogical Knowledge and Skills for Teacher Educators**

The unit states that candidates are encouraged to reflect on their practice and make the necessary adjustments to enhance student learning. Evidence found in various portfolios indicates that while each contained a rubric, reflection was not rated separately, and thus reflection was not always evident. Adjustment of lesson plans and activities appeared to be more the result of environment rather than reflection on events or adjusting to enhance learning.

Course syllabi include instructions for assembling the portfolio but reflection was not described explicitly. Evaluations of lesson planning and implementation are aggregated in Table 1-7.

Table 1-7  
Initial Candidates' Performance in Methods Courses—Lesson Planning and Implementation

Courses	Number of Candidates Enrolled				Number of Candidates Performance Acceptable				Number of Candidates Performance Needs Improvement			
	Fall 2002	Spring 2003	Summer 2003	Total	Fall 2002	Spring 2003	Summer 2003	Total	Fall 2002	Spring 2003	Summer 2003	Total
ED 453	5	6	15	26	5	6	15	26	0	0	0	0
ED 452	15	10	2	27	12	9	2	23	3	1	0	4
ED 402	31	13	0	44	25	11	0	36	6	2	0	8
ED 329	0	0	5	5	0	0	4	4	0	0	1	1
	51	29	22	102	42	26	21	89	9	3	1	13

Since fall 2002, eighty-nine candidates have received an acceptable score, and thirteen have scored needs improvement. INTASC and national organization professional standards were incorporated in some lesson plans. Of the portfolios viewed, most included alignment with state standards, one elementary teacher included alignment with national science standards. Course syllabi reflect inclusion of INTASC, national professional standards (where appropriate), and LCET. Cooperating teacher evaluations were favorable and supported unit statement that reflection was encouraged and prepared pedagogically.

### **Professional and Pedagogical Knowledge and Skills for Other School Personnel**

The three programs at the advanced level are a Master's Degree in Elementary/Early Childhood Education, an Ed.D in Curriculum and Instruction, and an Ed.D degree in Educational Leadership. The Doctoral degree programs in Curriculum and Instruction and Educational Leadership are offered through the Louisiana Education Consortium (LEC), composed of Louisiana Tech University, The University of Louisiana at Monroe, and Grambling State University.

The course content for each of the advanced programs is aligned with the standards of the professional organizations. An examination of course outlines, field practicum requirements and assessment practices reveal that the professional organization standards are utilized. Rubrics for the assessment of these standards have been developed and are used for field and practicum experiences, including the internships required in each program.

A wide range of field experiences is included in the coursework for other school personnel. They include interviews, one-on-one consultations, facilitation activities, evaluations of curricula and school-wide programs, development of budgets, participation



in developing IEP's, case research projects and intervention consultations. These are evaluated through reflections, observations, published instruments, rubrics and portfolios.

Performance of candidates on preliminary exams over the core courses and on oral and written comprehensive examinations assures mastery of professional knowledge. Results of comprehensive exam performance indicate that 100% of advanced degree candidates passed all parts of the examination from 2000-2002.

**Dispositions for All Candidates**

The general dispositions of a professional educator are as outlined by the Specialized Professional Associations and the state of Louisiana standards. In addition the unit has developed disposition outcome measures for the conceptual framework or constructs: masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors. These dispositions are reflective of the university and college mission statements and the unit's conceptual framework. These dispositions are also integrated into the assessment system. Professional dispositions are addressed through course work, field experiences, student teaching, and internships.

A dispositions inventory is administered in the initial and advanced programs at each Portal. This twenty-eight item survey examines attitudes of candidates such as sensitivity to diversity, respect, self-confidence and caring. Table 1 -8 shows the alignment of the Conceptual Framework Outcomes (Dispositions) with courses in initial and advanced programs.

Table 1-8  
Alignment of the Conceptual Framework Outcomes (Dispositions) with Courses in Initial and Advanced Programs

V. <u>OUTCOMES</u>	VI. <u>INITIAL</u>	VII. <u>ADVANCED (MASTERS)</u>	ADVANCED (LEC) (DOCTORATE)
Enhancers and Nurturers of Affective Behaviors (Dispositions)	ED 453, ED 452, ED 455, ED 202, ED 312, ED 304, ED 325, ED 431, ED 312, ED 332, ED 333, ED 410, ED 437, ED 442, ED 313, ED 205, ED 324, ED 334, ED 319, ED 432, ED 438	ED 574, ED 530, ED 520, ED 528, ED 501	LEC 704, LEC 706

Data are collected from the dispositions inventory and analyzed. Recent data indicate an increased sensitivity on all constructs as candidates progress through the program. Candidates' attitudes are also reflected in exit portfolios. Portfolios include the candidate's philosophy of education, field experience evaluations and reflections. The unit uses final student teaching evaluations, exit surveys, exit interviews, and oral presentations of portfolios to address candidate dispositions prior to exit from the program. Interviews with faculty and the Teacher Education Program Admissions Committee indicate that perceived dispositions' deficiencies are addressed individually with candidates, and referrals may be made to the Counseling Center or designated faculty advisors.

## **Student Learning for Teacher Candidates**

Throughout the candidate's program of study, the achievement of students is emphasized as being directly related to the candidates' own knowledge of content, pedagogy, and skill acquisition. Through courses and field experiences, emphasis is given to reflective teaching and decision making in order to apply what is known about the teaching and learning process and what positively impacts student achievement.

The ability of candidates to impact student learning is demonstrated through lesson plans, evaluations of micro teaching situations, portfolios, and reflective journals. This is further measured by field-based observation and student teaching. The extent to which the candidate can impact student learning is also addressed. For example, a student case study is required during the student teaching experience, and the candidate must address the learning needs of an individual student and develop a plan of improvement for that student. A rubric has been developed for the evaluation of the case study. An analysis of twenty-three of the case studies indicates seventeen of the candidates rated satisfactory while four rated needs improvement.

Candidates, particularly those in P-3 settings, are required to demonstrate a balanced approach to reading instruction and assessment. Lesson plans, micro-teaching demonstrations, and portfolios provide evidence that candidates are applying reading strategies thusly. P-3 and Elementary 1-6 candidates apply the knowledge and skills from Children's Literature, Reading in the Elementary School, and Reading Diagnosis and Correction. In addition, P-3 candidates apply knowledge and skills from Reading/Language Arts in Early Childhood Education and Reading Introduction and Survey. These later courses focus on pre-reading experiences, basic reading programs, and language development.

Candidates, particularly P-3 candidates, use reform mathematics content and pedagogy when providing mathematics instruction. Course syllabi (College Algebra, Trigonometry, Introduction to Modern Geometry, Methods and Materials in Elementary Mathematics, Probability and Statistics, and Modern Mathematics for Elementary Majors) provide the content required. Unit faculty model the integration of manipulatives. Poster session interviews, lesson plans, group activities outlined in portfolios, micro-teaching, and descriptions of observation/participation experiences provide evidence that candidates observe and apply reform mathematics.

Candidates are also required to address the needs of all learners, including learners with special needs such as physical limitations, audio learning disability, language/speech or visual impairment, mental retardation, gifted and talented, socioeconomic status, and cultural differences. These are reflected in courses throughout the program and further reinforced through the structured field experiences. A review of the collection of artifacts submitted by candidates, and assessed through rubrics, provides evidence of specific learning outcomes for individual learners and groups of learners. These also include K-12 student learning data such as classroom test scores, lesson plans, and intervention

results. Revisions in specific courses (Reading in Middle, Jr. and Sr. High, Reading in the Elementary School, Diagnosis and Evaluation, and Reading Diagnosis and Correction) provide evidence of adjustments to instruction based on the analyzed data collected from these artifacts.

Review of course syllabi, portfolios, and interviews with candidates, graduates, and unit faculty indicates that the candidates are exposed to the Louisiana School and District Accountability System (LSDAS) through participation in faculty and team meetings, professional development activities, and school improvement planning. Candidates receive hands-on experience that includes linking the state accountability measures to the goals and objectives of the school's accountability program to enhance their testing and measurement practices related to learning and instruction.

Candidates enhance their testing and measurement practices through exposure to the "No Child Left Behind Act (NCLB)," LSDAS, the Louisiana Educational Assessment Program (LEAP), the IOWA Tests of Basic Skills (ITBS) non-referenced tests, and the Graduate Exit Examination for the 21<sup>st</sup> Century (GEE 21) criterion referenced tests. Candidates are involved in analyzing data, making data driven decisions for instruction, syllabi, lesson plans and interviews indicate linking the decision into action, reviewing and using appropriate tools.

All initial candidates must include one lesson plan as an artifact in their portfolio, along with graded samples of student work generated from the lesson. These artifacts are linked to the LCET and NCATE standards. Rubrics are used to evaluate these lesson plans and student work samples.

### **Student Learning for Other School Personnel**

Candidates in the Louisiana Education Consortium Ed.D. programs are described as "scholar practitioners" in P-12 settings. During their internship, they are required to keep a weekly log and journal describing their activities and reflecting on all aspects, including the impact on student learning. The LEC program outcomes provide a basis for the assessment of the candidate's portfolio. For example, the candidate must demonstrate success in engaging in professional development activities designed to promote student learning.

Courses such as LEC 705 Problem Solving and Decision Making and LEC 706 Interpersonal Communication and Conflict Resolution aid candidates in developing appropriate leadership skills. They plan and implement effective curriculum and instruction which is appropriate for a variety of teaching and learning styles and student needs related to gender, ethnicity, culture, social class, and other exceptionalities. Student work samples provide evidence of these course activities. Students in LEC 709 Research on Effective Teaching and Learning and LEC 708 Models of Teaching: Theories and Application are prepared to engage in curriculum development and research design to become effective leaders in K-12 schools.

Candidates in advanced programs are also expected to show an impact on student learning in their internship experiences through the Self-Evaluation Rubric. These responses are collected and evaluated. They also have provided data which has been used to modify curricula offerings. .

### **Overall Assessment of Standard**

Both initial (undergraduate and alternate certification) and advanced candidates in programs in the unit develop the knowledge, skills, and dispositions to become professional educators. Assessment strategies, instruments, and activities have been developed to assess the candidates at multiple portals during and at the end of the preparation program. These assessments indicate that candidates meet the professional, state, and national standards.

#### **C. Recommendation:**

Initial Level: Met  
Advanced Level: Met

#### **D. Areas for Improvement:** None

#### **State Team Findings:**

The NCATE examiners and state assessors worked cooperatively in their review of documents and in the conduct of site visits, observations, and interviews. Thus, all elements of Standard 1 were reviewed by both the NCATE and State assessors. The Standard 1 findings of NCATE and State examiners cited above provide documentation for **State Standards A and B**.

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

Recommendation: Met

*STANDARD B: Candidates and/or Graduates of Teacher Education Programs Participate in the Accountability and Testing Process*

Recommendation: Met

## 2. Assessment System and Unit Evaluation

*The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

### **Levels:**

Initial and Advanced

### **Findings:**

The unit has historically participated in the long-range planning efforts of the university, which identifies objectives, collects and analyzes data on identified outcomes, and evaluates the performance of the various colleges and departments on an annual basis. The university's efforts at assessing the performance of the unit were documented in the Master Plan/Progress Reports that were available for the years 1999 through 2002. Among the outcomes for the unit identified and assessed in the university's Progress Report were: increased enrollment in advanced programs, increased faculty and candidate scholarship in advanced programs, increased professional development activities for faculty, increased faculty use of technology, increased candidate retention, increased collaboration with K-12 schools, improve candidate pass rate on Praxis exams, attain approval of the 17 restructured programs and attain NCATE accreditation in 2003.

This commitment to planning and assessment at the university level is also reflected in the unit's efforts to develop an assessment plan and implement a viable assessment system. In preparation for the NCATE Continuing Accreditation Review and in response to mandates from Louisiana State Regents, the unit undertook measures to develop an action plan to implement a more comprehensive system for redesigning and assessing its programs. A nine-member assessment committee composed of faculty, administrators, candidates and school personnel was created to coordinate the planning efforts. The composition of the committee was reflective of the unit's commitment to an inclusive process that encourages ownership by the many departments.

The work of the committee began in 2001, and as its first task the committee set out to develop an assessment plan, reflective of its conceptual framework, with identified objectives, activities and timelines. The anticipation of the NCATE Continuing Accreditation Review contributed to the objectives and timelines established by the committee to the extent that a Transition Plan had to be in place within a year and reflect the collection and analysis of data identified in the standards for accreditation. In addition to the issues of assessment that resulted from the CAR, the committee was also concerned about issues related to its unique mission of "preserving the heritage" and service to the local community. All of these issues and concerns were reflected in the COE Assessment Plan that was published in the summer of 2002.

## Assessment System

In developing the assessment plan, the unit utilized the services of the assessment committee to design the system for identifying objectives and outcomes and continuously monitoring the efforts and progress towards attaining them. The committee was guided by the criteria identified in the NCATE transition plan and by the reporting requirements of the university's Master Plan. The committee undertook this charge by first identifying the outcomes of the conceptual framework as objectives in the assessment plan. Since many of the members of the committee also participated in the process for developing the conceptual framework, their expertise was invaluable in linking the outcomes, activities, objectives and required data between the framework and the plan.

The committee was convened throughout the 2000-01 school year. Several planning committees were working during this time to prepare the benchmarks and objectives for inclusion in the assessment plan. Input from the various stakeholders was identified in the appendices of the plan. Professional development workshops were conducted to assist in the efforts in program redesign and the writing of the assessment plan.

Through a Louisiana Board of Regents Center for Innovative Teaching and Learning grant, the unit obtained the Professional Accountability Support System using a Portal Approach, PASS-PORT, web-based assessment system. This system was designed to gather performance data on initial and advanced candidates. PASS-PORT has been identified as the center piece of the assessment system. Timelines extending through the 2004-05 school year have been identified for phasing in all aspects of the plan and conducting validity and reliability reviews of all of the assessment instruments.

The planned assessment system identifies numerous activities that capture data reflective of the outcomes related to the candidate knowledge, skills and dispositions contained in the conceptual framework. All major outcomes from the conceptual framework are assessed in the unit-based and/or course-based activities identified in COE Assessment Action Matrix, contained in the appendix section of the plan.. The outcomes are related to the demonstration of candidate knowledge, skills and dispositions and are aligned with professional and state standards. Interviews with faculty responsible for the assessment activities identified in their courses and clinical experiences indicated an awareness of the identified criteria and its alignment with the professional standards and conceptual framework. Candidates are assessed at both the initial and advanced levels from application for admissions through exiting the programs. Multiple assessments are identified and conducted in both classroom and field experiences which integrate theory and practice in settings consistent with the conceptual framework.

The unit has developed performance measures that serve as transition points, "portals," for candidates at both the initial and advanced levels. These measures assess candidate performance through data gathered from: ACT's and GRE's, conventional course examinations, reflective journals, Praxis examinations, writing samples, portfolios, case studies, microteaching lessons, and faculty and administrator interviews. Unit level performance is also assessed through data gathered from the Louisiana Teacher

Assistance and Assessment Program, Title II data, Program Completer and Employer Surveys and Exit Interviews.

The unit has already implemented several program modifications that support its commitment to use data in program modifications. These changes include: addition of professional accountability courses to improve Praxis performance; utilization of a professional development grant to improve faculty use of technology; implementation of content specific methodology courses; development of seminar offerings that address identified candidate concerns, and the addition of a Research Design course to assist candidates in advanced programs.

In order to monitor candidate performance the unit utilizes the PASS-PORT system. Data are collected on candidates at the nine “portals” that serve as transition points from admission to the COE, at the initial level, through exiting an advanced program.

Portal 1: Admission to College of Education	Portal 6: Admission to Graduate School
Portal 2: Admission to Teacher Education	Portal 7: Admission to Advanced Programs
Portal 3: Admission to Student Teaching	Portal 8: Admission to Candidacy
Portal 4: Program Exit	Portal 9: Exit Advanced Programs
Portal 5: First Year Induction	

Portal committees have been developed to review candidate performance in demonstrating appropriate knowledge, skills and dispositions (KSDs) as they transition through the program. The committees review data gathered through formal and informal assessments to ensure candidate success. The unit has developed several remediation and intervention strategies including test preparation courses, mentoring/tutoring counseling sessions, instructional technology programs and research design classes to enhance the ability of the candidates to demonstrate the required performances.

Multiple assessments are used to monitor candidate performance in demonstrating outcomes consistent with the conceptual framework throughout the various programs. Basic skills examinations are required for admission to the programs at the initial level. The acquisition of content knowledge is continuously assessed in coursework and clinical experiences where candidates are required to take content examinations and demonstrate mastery of subject matter in lesson plans and research projects. Candidate content and pedagogical knowledge in initial preparation programs is also assessed in state mandated Praxis exams.

The demonstration of dispositions, consistent with the conceptual framework, is assessed in reflective journals, case studies, and through the administration of a dispositions inventory. Candidates are also assessed in the demonstration of appropriate dispositions through the administration of the cooperating school personnel evaluations during field experiences. The results of the evaluations indicated that candidates are consistently rated high in the assessment of their KSDs. Some concerns about the rubrics for the ratings on the various instruments are discussed below.

The unit collects data from the multiple assessment activities, at the initial and advanced levels, to improve programs including: candidate performances, course offerings, program performance, and the overall performance of the unit. The assessment system collects and maintains data on candidates in initial preparation programs such as admission's (ACT) test scores, grade point averages, course grades, field placements and portfolios. Candidates in advanced programs are assessed in their coursework and field experiences primarily through the coursework and program requirements established by the Louisiana Education Consortium. The nine portals of the PASS-PORT system capture systematic information for providing feedback on the performances of candidates.

The unit's assessment system compiles data from multiple sources at the course/program level in order to manage and improve its overall operations. In addition to the aggregated data on candidates, collected in the PASS-PORT, candidate input is obtained through course evaluations, opinion surveys and exit interviews. Graduate follow-up surveys and employer surveys are also conducted and analyzed at the university and unit level. The unit plans to use data gathered from the Louisiana Teacher Assistance and Assessment Program as well as cooperating teacher/internship evaluations in the overall assessment of the its operations.

The Portals in the Assessment Action Matrix (identify the flow of data including: 1) what who and when data will be collected; 2) the assessment area and instrument, 3) what, who and when data will be aggregated, 4) who the aggregated data will be disseminated to, and 5) who, what and when action will result from the assessments. Once implemented, the planned activities, processes and products appear to provided a continuous system for gathering and analyzing data for informing the unit and improving its programs.

The Louisiana Education Consortium Student Questionnaire is one of the surveys used to collect data on the advanced programs. The survey requires candidates to rate the components of the programs on a wide range of variables on a 5-point likert scale as well as with open-ended questions, i.e., "Describe the major strengths of the LEC program. Describe how the LEC Doctoral Program can be improved." In reviewing the tabulated results of the Fall 2001 survey, it was clear that although the candidates rated the programs "average or strong" on most of the variables, many recommendations for program improvement were identified. These recommendations ranged from organizational issues, to course content requirements, to clarifying policies in handbooks.

Whenever possible, the unit plan identifies the possible uses of the assessment data to improve programs. As a result of the review of the data on candidate Praxis test performance the unit developed a Corrective Action Plan that identifies multiple activities to improve the programs and enhance candidate performance by conducting test-taking workshops for candidates and teacher educators, aligning course content with Praxis items and increasing the use of instructional technology, including test remediation programs.



The unit makes use of Employer Surveys to assess the quality of its programs and the performance of its graduates. The survey results indicate an overall satisfaction with the graduates of the program. All of the respondents indicated that they would hire another GSU graduate. This level of approval was also reflected in the comments from the cooperating school personnel who were interviewed during the visit. Graduate Follow-up Surveys are also administered as part of the unit's assessment. Among the results of the most recent survey was a finding that ninety-five percent of the respondents indicated that they were satisfied or very satisfied with the program. However, the tabulation of the responses did not provide information on a very significant item from the survey. Item #5 solicited input through the question, "What can the Teacher Education Department at GSU do to improve the program?" The Assessment Action Matrix and interviews with the assessment committee indicated that these types of responses would be standardized and formulated into a program report to the unit head and PK-16+ Council once the PASS-PORT system is fully implemented.

The review of the rubrics that have been developed for the multiple assessment activities for candidates in initial preparation programs indicates a lack of consistency or perhaps cohesion in the unit's identified performance levels. For example, the levels of performance in the Portfolio Rubrics are "Novice, Developing, Proficient and Exemplary." The Teacher Candidate/Internship Evaluation Rubric performance levels are "Unacceptable, Needs Improvement, Acceptable and Proficient." The Rubric for Lesson Plan Delivery identifies "Accomplished, Proficient, Basic and Unacceptable." The rubric for evaluating the case studies identifies "Exemplary, Above Average, Satisfactory, Needs Improvement and Unsatisfactory." Rubrics utilized in programs/courses at the advanced levels consistently identified levels of performance as "Satisfactory, Needs Improvement and Unsatisfactory." The interviews with the Assessment Committee indicated an awareness of these differences. The committee pointed out the plan to address the rubrics as part of the validity/reliability test of assessment measures scheduled for fall 2004. The committee also indicated that these differences would be addressed as the various instruments are standardized and incorporated into the PASS-PORT system which requires a five-point likert scale configuration. An "Assessment Instrument Action Plan" was presented during the review and indicated timelines for revising the rubrics by January 2004.

According to the assessment plan the procedure for reviewing the validity and reliability of the instruments used in the assessment system will be developed by the fall of 2004. It is projected that by that time all of the instruments will have been standardized for inputting data and all faculty and administrators will have participated in the professional development workshops needed to ensure their proficiency. The interviews with the personnel in the unit suggested a strong commitment and belief in the viability of the system.

### **Data Collection, Analysis, and Evaluation**

The unit has a long tradition in collecting data on many aspects of candidate performance. Personnel in the CARE office, housed in the unit, have been the primary

keeper of the candidate records. Interviews with the personnel indicated overwhelming support for the benefit that will be derived from the implementation of the PASS-PORT system. It is believed that the system will more efficiently provide for input of data from multiple sources, as well as providing immediate access to data for decision-making.

The assessment system that has been developed by the unit regularly and systematically collects data on the candidates at the nine portals. For candidates enrolled in programs at the initial level this data includes ACT scores, course grades, Praxis examination scores, a dispositions inventory, reflections, field experience observations, clinical/cooperating teacher evaluations, course evaluations and exit interviews. Workshops have been and continue to be developed to assist the faculty and candidates in developing professional portfolios that will be used in the overall assessment of their knowledge, skills and dispositions. Multiple assessment activities have also been established for monitoring the progress of candidates in the advanced programs. Interviews with the faculty in the LEC program indicated that because of the three-institution configuration of the program, the PASS-PORT system, as presently configured, does not allow for tracking of candidates who have not identified the unit as their primary institution nor the inputting of data on candidates from faculty members taking courses at either of the other institutions. It was suggested that this concern would be addressed as the full implementation of the system comes on-line.

The unit's commitment to collecting and using data to modify and improve its programs was demonstrated in the number of candidate and unit-based assessment and evaluation efforts. Data on candidates is collected throughout the program from application through completion and follow-up. The review of the course syllabi identified multiple assessment activities that require the candidates to demonstrate performances consistent with the objectives of the conceptual framework. Handbooks for candidates also identify expectations of candidates during field experiences, including internships and student teaching. The transition of the candidates through each portal requires the collection of assessment data. Candidates provide input on the performance of the unit through an annual Candidate Opinion Survey, LEC Internship Evaluation, Student Teaching Exit Surveys and Candidate Exit Interviews.

The Cooperating Teacher Candidate/Internship Evaluation assesses candidate performance using a likert scale, on 32 items, over the five domains of Planning, Management, Instruction, Professional Development and School Improvement. Across the domains more candidates were consistently rated "commendable," the highest rating, than any other level. Specific content area Candidate/Internship Evaluations are also utilized during field experiences and are aligned with the conceptual framework. Through reflective journal writing assignments the unit provides another method for assessing the acquisition of appropriate dispositions by requiring candidates to write "an overall reflection to the knowledge, (content or concept), skills, or dispositions gained as a result of this course."

The development of a Teacher Education Portfolio is required of each candidate. The portfolio is structured so that candidates demonstrate expertise in content areas and

pedagogy as well as reflections on clinical and classroom experiences. The portfolio review process is conducted during the student teaching seminar. Rubrics for the portfolio development and review are based on the Louisiana Components of Effective Teaching and reinforce the areas of assessment reviewed during the student teacher/intern evaluation.

Data on the performance of the unit is also collected through reports, evaluations and surveys at the unit level. The Annual Assessment Record for Departments identifies university objectives, strategies, performance indicators and results for faculty, candidates, and partnerships. Other surveys conducted by the unit to assess its performance include: the LEC Student Survey, Candidate Opinion Survey, Employer Surveys and the Graduate Follow-up Survey. Additional external data on the performance of the unit is also gathered from the Louisiana Teacher Assistance and Assessment Program. All of these instruments are structured with open and closed types of questions that once they are standardized will provide valuable information for informed decision-making. The standardization of the instruments for inclusion into the PASS-PORT system is one of the most significant challenges to the assessment committee during this second year of implementation.

### **Use of Data for Program Improvement**

The units assessment plan indicates how data will be used to monitor the progress of the candidates and improve the program. The assessment coordinator, hired in July 2003, will be responsible for compiling the data and distributing reports to the unit head and appropriate department heads. The plan, Appendix B, also identifies the anticipated action/change that will result from the dissemination of the data.

Since the assessment system is only in its second year of implementation, most of the data that has been collected is still in a “summarization” rather than “application” stage. The plan identifies the process for transforming the data from collection to plans of action. The hiring of the assessment coordinator and professional development of the stakeholders suggests a commitment to the continued implementation of the plan for using the data for program improvement. This is supported by anecdotal evidence of previous program modifications.

Interviews with faculty, candidates and graduates supported the commitment of the unit to using data to improve and modify the programs in order to enhance candidate performance. In response to the performance of the candidates on the state licensure examinations, the unit has developed three (3) courses to address the performance results of its candidates. Each of the courses provides remediation and test strategies to enhance performance on the Praxis I, Principles of Learning and Teaching, or the Praxis II – Content Area examinations. Graduates of the LEC program indicated that in response to their expressed concerns for assistance in developing and conducting their doctoral research proposals, a course on research design was included in the program of studies.

Once fully implemented the PASS-PORT system will be the primary mechanism for

sharing information with all of the stakeholders in the program. Because the system is web-based it will allow access to sources of information in a decentralized and yet secured environment. The Assessment Action Plan clearly articulates the methods for gathering, assessing, aggregating, analyzing, disseminating and responding to the data in ways that will improve the performance of the faculty, candidates and programs.

### **Overall Assessment of Standard**

The unit has developed an assessment system that is aligned with its conceptual framework and state and professional standards. The planned implementation of the system is in its second year and is consistent with the NCATE Transition Plan requirements. A nine-member assessment committee, with representation of the various stakeholders in the unit, served as the initial steering committee in the development of the plan in during the 2001-02 school year. As the unit undertook the tasks of redesigning its programs and developing its conceptual framework, the development of the assessment system became an obvious offshoot during the 2002-03 school year. In the summer of 2003, an assessment coordinator was hired to administer the newly designed system.

The unit has demonstrated a strong commitment to collecting data on the performance of its candidates and its overall operations. Consistent with the NCATE Transition Plan, the unit has made significant progress in collecting and aggregating the data. The designed assessment system is in its second year of implementation and through the use of the PASS-PORT technology, has begun to summarize the data into a format that can be used for informing decisions on program modifications and improvement. Several committees have been established and charged with reviewing the data and developing reports and recommendations.

Data on candidate performance and unit operations as been collected at the candidate, course, program and unit levels. This data was collected from the assessment of candidates, exit interviews of candidates, follow-up graduate surveys, faculty and employer surveys, as well as state mandated assessment and licensure examination results.

A web-based system, PASS-PORT, has been implemented to maintain and process the data. Workshops have been held to develop the expertise of the candidates, faculty, administrators and other unit stakeholders who will utilize the system. The assessment committee is on target with the planned implementation activities. Two of the primary challenges the committee faces are to standardize the instruments used for gathering data, scheduled for the winter 2003-04, and then to review the validity and reliability of the data, scheduled for fall 2004. Once these challenges are met, the unit will be well positioned to accomplish the full implementation of its assessment system by the end of the 2004-2005 school year.

**C. Recommendation:**

Initial Level:	Met
Advanced Level:	Met

**D. Areas for Improvement:** None.

### 3. Field Experiences and Clinical Practice

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

#### A. Level:

Initial and Advanced

#### B. Findings

#### Collaboration between Unit and School Partners

The communities surrounding Grambling State University (GSU) are divided into nine (9) parishes that have schools used by the College of Education (COE) for field experiences and clinical practices. These experiences and practices are organized on four different levels and begin with observations in the initial courses and end with active participation and student teaching in the final courses. Acknowledging the importance of the role of schools as practical sites to apply theories and concepts used to prepare future teachers, the College of Education along with the personnel from the Office of Professional Laboratory Experiences initiate procedures to establish and maintain productive collaborative relationships with the school systems and the communities.

The office of Professional Laboratory Experiences is specifically responsible for ensuring that processes and procedures exist for the COE to maintain a positive relationship with everyone affected by the field experience program at GSU. The Professional Education Committee (PEC) and the PK-16 Council are examples of committees that are COE initiatives to include college faculty, staff and/or P-12 personnel in program planning at all levels. These committees are regularly convened to ensure that actions impacting the teacher preparation programs reflect input resulting from collaboration between all constituencies concerned with the preparation of future teachers.

Collaboration between the College of Education, Partner Schools, and the community is evident from meetings of school partners, school district contracts, and meetings of the PK-16 Council. Minutes and interviews serve as documentation to confirm collaborative relationships with nine parish school systems, Grambling University, University of Louisiana at Monroe, Louisiana Tech and other community partners.

Collaborative relationships between the College of Education at Grambling State University, Partner Schools, P-12 teachers, University of Louisiana at Monroe, and Louisiana Tech are confirmed. Collaboration activities concerning redesigning and enhancing instructional strategies is also documented in sign-in sheets and minutes from redesign meetings, minutes of the PK-16 council, and interviews of council and committee members.

Evidence gathered from interviews and documents verify the extent to which faculty in education, arts and sciences worked collaboratively with P-12 teachers to redesign the

curricula and programs as specified by the Board of Regents, the Blue Ribbon Commission, and the Board of Elementary and Secondary Education.

The Director of Professional Laboratory Experiences, faculty in the College of Education, cooperating teachers, and school site administrators, work collaboratively to select school sites for the student teachers or interns. Shared goals, qualifications of cooperating teachers, school rules, and school regulations are discussed. Though candidates have the opportunity to indicate their site preferences on the student teaching application, candidates and interns are placed in school settings based on the appropriate area of certification of the available cooperating teacher.

The Louisiana Education Consortium is an example of the participation of GSU in a successful collaboration between institutions of higher education. Interns at GSU in the two advanced doctoral programs in Educational Leadership and Curriculum and Instruction, and interns from the other two institutions have the opportunity to experience a broader range of diversity and shared resources, as they participate in the Louisiana Education Consortium. The Consortium is an example of collaboration between three universities with ethnically diverse student populations, Grambling State University, Louisiana Tech, and University of Louisiana at Monroe. Simultaneous matriculation at the three institutions provides opportunities for school personnel to acquire advance degrees and have cultural experiences that will result in professional growth and improved teaching and learning for students in P-12 schools.

### **Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

The teacher education programs at Grambling State University provide opportunities for candidates to complete field experiences that are sequenced in intensity from observation experiences to the student teaching experience. Candidates are assigned to placements with diverse student populations that include students with disabilities, varied socioeconomic levels, varied cultural backgrounds, gender differences, and sexuality differences. They actively participate in required field experiences that provide opportunities for them to use their knowledge of content and pedagogy skills, and their knowledge and skills in technology in practical school settings to facilitate student learning.

The design of the field experiences is consistent with the design of the conceptual framework (the Tree Model). A review of course syllabi indicates that behavioral objectives reflect the conceptual framework, and those objectives include appropriate knowledge, skills, and dispositions. Candidates experience multiple and varied experiences during their years of matriculation at Grambling State University in the College of Education as confirmed by a review of documents and interviews with candidates, graduates, and the Director of Professional Laboratory Experiences. Candidates are expected to demonstrate knowledge and documented proficiency in technology based on the student competencies outlined in the International Society for Technology in Education-National Education Technology (ISTE-NET). The importance of candidate technology proficiency is supported by internal technology resource centers,

technology personnel, and frequent exposure to Microsoft Works, MSN Explorer, Microsoft Excel, Blackboard, Project Base Learning with Multimedia, and training in procedures for using PASS-PORT.

Multiple and varied field experiences are embedded in all courses that comprise the curriculum for the degree programs at the initial level and in all internship and practicum courses for programs at the advanced level. The attachment of the field experiences to courses provides a natural system for monitoring the placement of candidates and the successful completion of each specific field experience requirement, because when students fail to complete field experience requirements for a course they receive a failing grade for that course.

The field experiences are organized into four levels that must be sequentially completed along with appropriate courses by each candidate prior to the student teaching (clinical practicum). Candidates are required to complete at least 100 hours of field experiences prior to student teaching and 270 hours of clinical experience with 180 hours of direct teaching. The four field experiences levels are as follows:

Level I: Exploring Teaching (30 hours) in conjunction with ED courses 162, ED 200, ED 204, ED 208.

Level II: Micro-Teaching, Peer teaching, Participation in School Activities (35 hours) in conjunction with ED courses 300, ED 303, ED 314, ED 328, etc.

Level III: Planning and Lesson Delivery (40 hours) at the K-12 sites in conjunction with ED courses 402, ED 452.

Level IV: Participation in Professional Development and Special Professional Associations and Community Base Involvement opportunities and provided in conjunction with all education courses under the supervision of the course instructor.

The responsibilities of university faculty and the cooperating teacher at the Partner School are outlined in the field and clinical experience handbook. Clinical faculty at Grambling State University are selected for supervising roles by the Dean of the College of Education and the appropriate department chairperson. Each supervising teacher must have the appropriate academic degree and appropriate level of certification. Assignment as a supervising teacher becomes a contractual responsibility and is listed as a part of the faculty load for each selected faculty member. Department chairpersons work collaboratively with the Dean of the College of Education to ensure that each department hires at least one faculty member with appropriate credentials for supervising candidates.

The credentials of cooperating teachers who provide on-site supervision of candidates in schools must be consistent with state certification regulations. Those regulations require each cooperating teacher to complete one graduate course entitled "Supervision of Student Teaching" and/or each must be Assessor Trained. Subject to the approval of the Grambling State University College of Education, the principal identifies and selects the cooperating teachers who will supervise and guide student teachers through the final stage of their preparation for teaching that follows the level four field experience.



## **Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn**

Field and clinical experiences have an essential role in facilitating the professional development of candidates at the initial and advanced levels by extending knowledge, skills, and dispositions into practical settings. Field experiences are sequenced progressively from observation of teaching and learning (in initial courses), to active participation in instructional processes during the student teaching experience.

During student teaching, candidates are consistently assessed by cooperating teachers and university faculty. University faculty also assess the extent to which candidates complete field experience requirements connected with their specific courses prior to student teaching. Syllabi and field experience assignments for those courses contain behavioral objectives and requirements that are consistent with the conceptual framework. Therefore field experience assessment tools yield evidence concerning the extent to which candidates demonstrate the knowledge, skills, and dispositions identified in the conceptual framework of the College of Education.

Observation logs, informal assessments, rubrics, checklists, portfolios, final evaluations, case studies, course syllabi, and course artifacts are examples of assessment or evaluation tools that are used for field and clinical experiences. Students also have the opportunity to use an electronic system called "PASS-PORT" to develop portfolios, compile data, and analyze data that assist them in engaging in a process of self assessment.

Candidates engage in reflection and discussions with their peers and university teachers during classroom hours throughout the assigned period of the field experience. A review of documents indicates that candidates develop journals that chronicle their daily experiences, capture their reflections, and record their future plans. Classroom discussions center around field experience activities and candidates solicit and receive input from faculty and peers. Consistent with course requirements, candidates submit field experience observation notes and journals containing written reflections of their field experiences to course instructors. The course instructors use the Louisiana Components of Effective Teaching (LCET) evaluation instrument to evaluate candidate performance based on candidate journals, notes, and other written documents.

Entry and exit criteria for field and clinical experiences for all candidates are listed in all program handbooks and on course syllabi. Evidence indicates that varied forms of candidate assessment including portfolios are used by the College of Education to verify candidate acquisition of the appropriate level of knowledge, skills, and dispositions, as candidates progress through the teacher preparation program. The exit interview of student teachers conducted by the Director of Professional Laboratory Experiences provides candidates with opportunities to reflect upon their experiences in the teacher preparation program.

Portfolios for teacher candidates and student teachers in the initial programs include resumes, reflection and artifacts, student journals, lesson plans (that address the Louisiana

Content Standards and Benchmarks, planning, management, cooperative groups, student projects, technology, class profiles, diversity activities, and etc.), professional development activities, school improvement participation, rubrics for assessments, and cooperating teacher evaluations based on the Louisiana Components of Effective Teaching (LCET). Portfolios for interns in the advance programs of the Louisiana Education Consortium include comprehensive written and oral exams, a candidate application and approval, a professional development internship log and reflection, a service project, a seminar log, a case study, a portfolio rubric evaluation, and logs with 50 hours of service.

Candidates must demonstrate, by completing course and field experience requirements, mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Successful initial candidates must complete all content areas in the curriculum, pedagogy, and required core courses; maintain a minimum cumulative 2.5 earned grade point average; satisfactory completion of the Louisiana Components of Effective Teaching (a score average of three or above and no rating lower than two on any component of the final evaluation); successful completion of the recommended one hundred hours of sequential field based experiences; and a passing score on PRAXIS II.

### **Overall Assessment of the Standard**

The local community, Partner Schools, and faculty throughout Grambling State University consistently collaborate with the College of Education to design and implement field and clinical practices at the initial and advanced program levels. Candidates have experiences with diverse student and faculty populations and develop knowledge, skills, and dispositions consistent with course requirements and the conceptual framework.

#### **C. Recommendation:**

Initial Level:	Met
Advanced Level:	Met

#### **D. Areas for Improvement:** None

#### **State Team Findings:**

All elements of Standard 3 were reviewed by both NCATE and State assessors. The Standard 3 findings of NCATE and State examiners cited above provide documentation for **State Standard F**.

**STANDARD F:** The Teacher Education Unit Offers a Program of Collaborative Field Services

Recommendation: Met

#### 4. Diversity

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

**A. Level: (initial and/or advanced)**

Initial and Advanced

**B. Findings:**

#### **Design, Implementation, and Evaluation of Curriculum and Experiences**

The knowledge, skills and dispositions related to diversity that candidates are expected to develop are clearly addressed by the unit in the conceptual framework and in courses and field experiences. As preparers of subject matter scholars (knowledge), they are expected to know diverse strategies for interrelating disciplines in the instructional process and should be able to identify technology infusion strategies for diverse populations. As facilitators of learning (skills), candidates should be able to demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. In addition, they should be able to apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. Candidates should also be able to analyze research that relates to strategies for promoting effective teaching and learning in a global society. They should also commit to the continuing development of life-long learning in a global society. Finally, candidates are expected to demonstrate an awareness of the social, cultural, political, economic and comparative contexts of schools and learners. As enhancers and nurturers of affective behaviors (dispositions), candidates are expected to display positive self-concept development and respect for others, display sensitivity to diverse learning styles and multiple intelligences, and demonstrate sensitivity to the many facets of diversity.

Candidate knowledge, skills and dispositions related to diversity are assessed through multiple strategies. Among the strategies used by the unit are reflective journals, follow up surveys on graduates, evaluation rubrics, teacher candidate work samples, student work samples, state licensure feedback, oral presentations, technology related presentations, video-taped data summaries, case studies, faculty and administrative evaluations, criterion referenced tests, norm referenced tests, micro-teaching, lesson plan and delivery of instruction, supervising teacher observation, teacher candidate portfolio and article critiques.

Candidates develop and awareness of the importance of diversity in teaching and learning through several courses and experiences.

At the initial level candidates develop the knowledge, skills and dispositions to adapt instruction and services to diverse populations through the following courses and experiences:

ED 162	Introduction to Teaching
ED 200	Human Growth and Development
ED 300	Educational Psychology
ED 317	Multicultural Education
ED 402	Instructional Computing and Media
ED 431	Reading Diagnosis and Correction
ED 452	Seminar II: Advanced Teaching Methods
ED 453	Advanced Methods II

At the advanced level, candidates develop the knowledge to adapt instruction and services to diverse populations through the following courses and experiences:

ED 565	Seminar: Historical, Philosophical, and Sociological Foundations of Education in the U.S.
ED 530	Projects in Education
ED 570	Life Span Development
LEC 704	Sociocultural Issues in Education
LEC 714	Policy Analysis and Power Structure

Multiple assessments, including cooperating teacher candidate/internship evaluations, university supervisors' teacher candidate/internship evaluations and the dispositions inventory are used to assess candidates' knowledge, skills and dispositions to help all students learn. According to the assessment data, candidates at the initial and advanced levels acquire the knowledge, skills, and dispositions to help all students learn.

Cooperating teachers assess candidates' skills to identify and plan for individual differences. According to the most recent results, eight candidates (20.5%) were judged "proficient," 30 (76.9%) candidates were judged commendable and one question (5.3%) was not answered.

University supervisors also assess candidates' skills on the aforementioned. According to the most recent results three candidates (15.8%) were judged "proficient," 15 (78.9%) candidates were judged commendable and one (5.3%) question was not answered.

Candidates complete a dispositions inventory, which includes five items related to diversity, throughout their program of studies. The results of the most recent analysis of the inventory were as follows:

"The candidate shows commitment to seeking, developing and adapting practices that address multiple intelligences (e.g. verbal, logical, artistic, musical, athletic)."-

One “never” (1.0%); four “sometimes” (3.8%); 21 “often” (20.2%); 32 “almost always” (30.8%); 46 “always” (44.2%)

“The candidate demonstrates an awareness of the many facets of diversity that include gender, socioeconomic status, race/ethnicity, special needs, languages, and culture.”-

Five “sometimes” (4.8%); 13 “often” (12.5%); 39 “almost always” (37.5%); 47 “always” (45.2%)

“The candidate demonstrates appreciation for and value of the importance of all aspects of each individual’s life experiences.”-

Two “sometimes” (1.9%); seven “often” (6.7%); 39 almost always (37.5%); 56 always (45.2%)

“The candidate articulates the points of view of diverse groups.”

Four “sometimes” (3.8%); 19 “often” (18.3%); 47 “almost always” (45.2%); 34 “always” (32.7%)

“The candidate listens in a thoughtful and responsive manner.”

Three sometimes (2.9%); two often (1.9%); 29 “almost always” (27.9%); 70 “always” (67.3%).

The mean scores for each of the above items indicated that candidates almost always exhibited the indicated disposition. Candidates’ reflective journals focusing on diversity highlighted the dispositions of patience, flexibility, love and nurturance, and making a difference.

A review of course syllabi, candidate portfolios and work samples, along with interviews with local school principals supported the finding that candidates acquire the knowledge, skills and dispositions to help all students learn.

### **Experiences Working with Diverse Faculty**

The draft revision of the unit’s diversity plan provides that,

...the College of Education Dean, in collaboration with appropriate university representatives, will:

... ensure that the College of Education’s “Interview Teams” continue to demonstrate fairness and objectivity when reviewing application portfolios for employment vacancies.

Candidates interact with diverse higher education faculty within the College of Education and within other units of the university. For the Fall 2003 semester, the racial composition of the full time faculty was approximately 69% Black, 19% white, and 12% other. The diversity of the receiving schools is a consideration for candidates’ field

placements. The profile of cooperating teachers during Spring 2003 was approximately 69.2% Black and 30.8% white.

### **Experiences Working with Diverse Candidates**

The racial diversity of initial candidates in the unit is 97% Black, <1% white, <1% “foreign” and <1% unknown. For advanced candidates, the racial profile during the 2002-2003 year was 58% Black, 42% white.

Efforts to recruit diverse candidates and results have been limited. Goal two of the university’s master plan is to attract, retain, and graduate increasingly diverse, academically talented and achievement oriented students. An interview with the university’s “other race recruiter” revealed the major strategy of the university to achieve its goal, namely to increase the visibility of the university through personal contacts and participation in school events in schools throughout the region. The “other race recruiter,” who has been on the staff for the past six years, was hired as a result of the desegregation agreement relating to the university. The university has also begun mass mailings to students in several states who perform highly on the American College Tests (ACT) inviting them to consider Grambling State University (GSU) for their higher education. In addition, the university has begun contacting fifth grade students in the region encouraging them to pursue programs of study that would prepare them for higher education and to consider GSU.

The unit’s diversity plan, developed in 2001, is consistent with the goal articulated in the university’s master plan. Two goals related to “Other Race Candidate Recruitment” are presented in the unit’s diversity plan. Goal B.1.1 is, “To plan, and execute a comprehensive other race student recruitment plan that provides teacher career counseling early in the formative years of other race students and continues through their schooling. Six implementation strategies to achieve that goal are presented. Progress made to date is that the unit has “Collaborated with university-wide admissions and retention office.” Unit faculty have accompanied the university “other race recruiter” on several recruiting trips. The recruiter, however, was not familiar with the unit’s diversity plan. Goal B.2.1 is, “Enhance cooperative links between Grambling State University, area secondary schools and community colleges.” Eight implementation strategies to achieve that goal are presented. Progress to date is “Collaborative work with counselors and administrators in secondary schools” and “Faculty and candidates interacted with high school students.” No other information was available to document the success of the unit’s diversity plan.

The unit has conducted several activities to recruit diverse students. These include the Teacher Cadet program and an annual High School Day.

Candidates do have opportunities to work with candidates of diverse backgrounds. In August 2002, the unit entered into an articulation agreement with Appalachian State University (ASU). The purposes of the agreement are to:

1. identify equivalent graduate courses;

2. facilitate transfer of student credits between the two institutions;
3. encourage enrollment of GSU students in the Kellogg Institute;
4. encourage the enrollment of ASU's Ed.S. and Kellogg Institute graduates in GSU's EdD program in Developmental Education.

The unit also has an exchange program with the University of Minnesota. One GSU candidate received a masters degree in mathematics education in 2002-2003 through this program.

The Louisiana Education Consortium, which consists of GSU, Louisiana Tech University, and the University of Louisiana at Monroe, offers EdD programs in Curriculum and Instruction and Educational Leadership. Candidates take courses at each of the three campuses and are also required to have representatives of each campus on their committees. The racial profile for this program during 2002-2003 was 16% Black, 84% white.

### **Experiences Working with Diverse Students in P-12 Schools**

Candidates work with a wide range of diverse students in the P-12 settings where they participate in field experiences. Placements are made for all candidates in urban and rural settings. Of the 24 schools in which field placements are made, eleven of them have a majority Black enrollment ranging from 54% to 100%. In approximately two-thirds of the schools, students receiving free and reduced lunch range from 53% to 96%. All schools serve students with exceptionalities.

Field experiences are designed to help candidates develop and practice the knowledge skills and dispositions needed to work with diverse P-12 students. For example, the Multicultural Education course requires 10 hours of field experience in the P-12 setting. The field experience enables candidates to "...explore the levels of cultural knowledge and acceptance...engage in simulations, in-class activities and peer micro teaching, and ...engage in microteaching, creating and adapting materials and methods to fit diverse learners." Candidates receive feedback about their knowledge, skills and dispositions relative to diverse students through cooperating teacher evaluations, university supervisor evaluations, and self-evaluations and reflections.

### **Overall Assessment of Standard**

Candidates at the initial level and advanced level acquire the knowledge, skills and dispositions necessary to teach all students. The coursework, field experiences and exchange opportunities designed by the unit ensure that candidates meet the learning outcomes identified by the unit to accommodate diverse student populations. Although several activities have been undertaken, the unit has not implemented an aggressive, planned approach to recruit other race students at the initial level.

**C. Recommendation: (met/not met)**

Initial Level: Met  
Advanced Level: Met

**D. Areas for Improvement: None**

New

*Rationale:*

Corrected

*Rationale:*

Continued

*Rationale:*

The student body reflects limited cultural diversity.

The racial composition of the student body at the initial level is approximately 97% Black. The unit has not implemented an aggressive, planned approach to recruit other race students at the initial level.



## 5. Faculty Qualifications, Performance, and Development

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

### A. Level:

Initial and Advanced

### B. Findings:

#### **Qualified Faculty**

Grambling State University has 32 full-time and 16 part time professional education faculty, which include faculty in the College of Education as well as the Colleges of Liberal Arts and Science and Technology. Twenty four of the full-time faculty have terminal degrees, seven have Master's degrees, and one a Bachelor's degree (licensed swimming instructor). Eight of the part-time faculty have terminal degrees and the remainder hold Master's degrees. The faculty range in their educational experience from three to forty years.

GSU currently has twenty-two cooperating teachers, all of who hold Master's degrees and are certified in the supervision of student teachers. Approximately 25% of the faculty act as supervisors for cooperating teachers each semester. According to information obtained through interviews with the coordinator of field experiences and supervising instructors, all university supervisors must have experience in school settings, have held previous certification in the area of supervision, and must have completed coursework in supervision. In addition to supervising teacher candidates, the faculty participate in a variety of contemporary professional experiences in school settings. These include, but are not limited to, teaching courses to teachers, conducting professional development workshops, participating in literacy and science activities and developing programs such as the *Teacher Cadets* .

#### **Modeling Best Professional Practices in Teaching**

Teaching, research, and service are required of all faculty in the unit. As evidenced by current syllabi and interviews with candidates and recent graduates, faculty work to encourage the development of reflection, critical thinking, problem solving, and professional dispositions of teacher candidates. The faculty value candidate learning and use a variety of methods [technology infusion, standards-based infusion, hands-on experiences, diverse assessment methods, case studies, etc] for classroom instruction.

In an effort to improve the quality of instruction and increase the passage rate of teacher candidates on the Praxis I and Praxis II, faculty developed a plan of action and received

funding in September 2003 to provide seminars, workshops, and study guide materials for teacher candidates. In addition, this plan provided for the utilization of technology and the alignment of content from selected courses to Praxis I and II.

Furthermore, interviews with both initial and advanced candidates indicated that faculty model dispositions that are essential to effective teaching and learning. The unit maintains high expectations of their students in the classroom, while providing the encouragement and additional help students may need outside of class.

### **Modeling Best Professional Practices in Scholarship**

The Accreditation Action Report of October 1996 stated that faculty are not engaged in research and the production of scholarship. A review of vitae and documentation indicated that, within the past five years, sixty percent of the unit's faculty have been published in refereed and other journals, newsletters, conference proceedings, book reviews, research abstracts, or book chapters. In addition, they are actively involved in scholarly presentations. Specifically, faculty have presented at 40 national conferences, 33 state conferences, and 47 local conferences since the year 2000. The unit's faculty have also successfully participated in writing grant proposals, many of which have been used to enhance professional development.

The 2001-2002 Master Plan/Progress Report indicates that the unit has set goals to facilitate additional faculty scholarship. In order to further enhance faculty scholarship, the university has formed a committee to develop guidelines and criteria for a merit pay system that is intended to motivate faculty toward greater "teaching, research, and service" productivity.

### **Modeling Best Professional Practices in Service**

Instructional practices within the unit reflect the conceptual framework and current research. In addition to modeling best practice practices in teaching and scholarship, faculty also model through service. A review of vitae reveals a strong commitment to service to the profession as well as to the community by the majority of the unit. The partnerships with Mooretown Professional Development School and Simsboro K-12 School demonstrate their commitment to urban and rural communities, respectively. Faculty also serve on the Monroe City Interface Committee, the Greater Shreveport Chamber of Commerce's Science and Technology Committee, and as Chair of the West Monroe Heritage Preservation Commission.

Faculty are involved in and model best professional practices in service and many hold positions of leadership in state associations, governing boards and national organizations. These include, but are not limited to, President, Louisiana and National Association Development Educators; Louisiana Education Consortium Governing Board; Phi Delta Kappa President; President, Louisiana Association for Colleges of Teacher Education; and Editorial Board of *Teaching Exceptional Children*.

## **Collaboration**

Faculty within the unit develop relationships, programs, and projects with colleagues in P-12 schools, faculty in other units of the university, other higher education institutions, and the community. One example of this is the PK 16+ Council, which was designed to help foster partnerships between, the unit, local school districts, and the community. The PK16+ Council has been actively involved in the development of the conceptual framework for the unit, the redesign of both undergraduate and graduate programs, professional development for the unit, and other items related to the Louisiana Teacher Quality Initiative. The PK16+ Council is comprised of unit faculty and administration; public school teachers, principals, and superintendents; and community leaders from Lincoln, Caddo, Monroe City, Mooretown, Oachita, Bienville, and Bossier Parishes.

Another example of collaboration is the University Curriculum Committee, composed of faculty from other units in the university, who meet regularly to discuss relevant issues and make programmatic changes in order to meet the needs of the unit regarding the conceptual framework and aligning curriculum to meet student's needs.

The unit has also entered into a collaborative effort with Louisiana Tech University in Ruston and The University of Louisiana at Monroe, called the Louisiana Education Consortium (LEC). The LEC has provided opportunities for advanced candidates to interact and work with other candidates and faculty from diverse cultures. Faculty from the three schools coordinate scheduling, course offerings, and additional issues to optimize student learning experiences. Interviews with advanced level candidates had a common message that pointed to the unit's efforts at collaboration. The candidates praised the LEC collaborative effort because it provided them with a terminal degree program that would not otherwise be available to them. In addition, the three school collaboration provides candidates with flexible schedules, increased resources, more diversified instructional styles, and unique peer interactions.

## **Evaluation of Professional Education Faculty Performance**

The Faculty Handbook reports that faculty members are evaluated annually by comparing expectations with performance, yet expectations are not clearly delineated. The Faculty Handbook states that the formula for configuring evaluations of faculty performance is based on 50% teaching and advisement, 30% scholarship activities, 10% university service, and 10% community service. The General Faculty Performance Evaluation form indicates a 50, 20, 10, 20, configuration. Furthermore, the unit's Portfolio Review Checklist lists categories such as "publications and presentations" and "grants and proposals" without minimal numerical guidelines.

According to current documentation there is not a systematic plan in place to quantify minimum expectations in the areas of scholarship and service. However, interviews with the University Administrative Council and the Promotion and Tenure Committee

indicated that there has been some discussion regarding the need for a more clearly defined evaluation mechanism. While faculty appear to receive some feedback on their performance, it continues to be unclear as to how this feedback is used to improve teaching, research and service. This is an ongoing concern, which was first cited in October 1996.

### **Unit Facilitation of Professional Development**

The unit currently has a clearly delineated plan for supporting faculty development activities. This was reported as a weakness in 1996. The major objectives of this plan are to (1) assist 50 faculty members with activities leading to integrating technology into their instruction, (2) provide instructional support to at least 25 faculty, and (3) increase faculty research productivity by 10% during 2002-2003. Specifically, the plan called for enhancing the integration of technology into instruction by updating equipment and providing technical assistance to faculty and by providing at least four workshops on technology integration. The plan also included workshops on various teaching methods, teaching philosophies, alternative teaching strategies, and multicultural education.

To further enhance their instructional methodologies, the faculty also participated in six “Brown Bag Lunch” meetings during the months of November through January, 2002-2003, which covered topics such as diversity, portfolios, assessment plans, reflective practices, and technology.

#### **A. Recommendation:**

Initial Level: Met

Advanced Level: Met

#### **B. Areas for Improvement:**

**New:** None

**Corrected:** Faculty are not engaged in research and the production of scholarship.

#### ***Rationale:***

Faculty demonstrate scholarly work in their field of specialization. They are engaged in different types of scholarly work.

**Corrected:** There is no clearly delineated plan for supporting faculty development.

#### ***Rationale:***

The unit has a plan which delineates specific opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework’s elements of diversity and technology.

**Modified Continuing Weakness:**

The unit does not have a systematic plan in place to quantify the areas of scholarship and service in faculty evaluations, nor is there evidence of how feedback from evaluations is used to improve research and service.

***Rationale:***

While an evaluation mechanisms are currently in place which clearly compare teaching expectations with performance and describes what is expected as “best practice”, this is not true for research and service.

## 6. Unit Governance and Resources

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

### A. Level: Initial and Advanced

### B. Findings:

The Dean heads the College of Education, identified as the unit, which coordinates all professional education programs at Grambling State University. According to the IR, “the governance structure for the COE consists of the dean, and heads of the Departments of Educational Leadership; Health, Physical Education and Recreation; and Teacher Education. The Dean of the College of Education (COE) holds the official authority over all faculty, candidates, and programs in the unit and in the laboratory schools. Four auxiliary service units add support through research, program development, consultation, technical assistance and professional service. These units include the Grambling State University Laboratory Schools (PK-12); the Centralized Advisement, Referral, and Evaluation (CARE) Center; the Educational Resource Center (ERC); and the Office of Professional Laboratory Experiences (OPLE)”. The IR goes on to state “the unit has clearly established policies that govern programs, student admission and retention, and faculty selection and development. Through the COE and its Professional Education Council (PEC), the unit plans, delivers, and makes decisions that impact programs, candidates, and faculty at both the initial and advanced levels of educator preparation.” Organizational charts and interviews indicate that recommendations regarding budgetary issues, staff allocations, and promotion and tenure are submitted by the Dean of the College of Education to the Vice President of Academic Affairs, who heads the University’s Division of Academic Affairs.

The Professional Education Council (PEC) is the governance body that has the task of coordinating the entire advisor and policy-making functions of the unit. While there are numerous committees and councils in the unit, the PEC functions as the structure that acts on most all matters of governance. The unit’s Institutional Report details the role of the PEC as a policy-making body, but practically, PEC’s functioning varies between its policy function and its advisory function. The unit has all of the necessary governance components to function successfully. Those components have served the needs of the unit with only minor difficulties since its creation. The Dean of the unit heads the PEC and is responsible for the functioning of that component as well as other governance components within the unit. The other committees and councils report to the Dean of the unit who then forwards matters on to the appropriate structure at a higher level of governance within the University.

Other governance structures outside of the College of Education impact the functioning of all academic programs within the unit. The unit falls under the Division of Academic Affairs, one of the divisions of the University. Interviews were conducted with all division heads (vice presidents) of the University. A vice president provides administrative leadership for each of the following administrative divisions: The Division of Student Services, Enrollment Management and Academic Services, Finance, and Planning and Assessment, as well as, Academic Affairs. Generally, all major decisions of the institution are made at the governance level of vice president. Decision-making at the divisional level (vice –president level) is based on college-level requests and input while taking into consideration over-all institutional priorities. For example, the Vice President of Academic Affairs indicated that all of the academic deans meet with their department heads within their units to develop a budget for the unit and to prioritize budget needs. The budget is then forwarded to the Office of the Vice President for the final review. The Vice President of Academic Affairs then forwards the unit’s budget to the President for approval and inclusion in the institutional request to the ULS Board for adoption.

The vice president of Academic Affairs works with one governing body, the Council of Academic Deans, which functions as clearinghouse for information both from the upper administration (ULS Board and the President’s Cabinet) as well as from all of the academic units (academic colleges and/or special programs). On some matters the Council of Deans functions in an advisory body, and then on other matters, as a policy-making body. While these two functions are built into this council, the documentation on the governance structure is not totally clear on what is policy and what is advisory. This dual functioning within the Council of Deans not only affects the College of Education, but all academic units at the University. While saying this, it should be understood that, when interviewed, all of the members of the Council of Deans seem to feel comfortable with the function of this governance body.

**Table 6-3**  
**Councils outside of the College of Education**

Council of Academic Deans: Advises the vice-president for academic affairs on all matters relating to the academic functions of the university.
Dr. Curtis A. Baham, Associate Vice President of Academic Affairs, chairs the council. This council is comprised of all academic deans (Education, Science and Technology, Liberal Arts, Nursing, Basic and Special Studies and Business). Also included are the dean of Continuing Education, director of the Library and directors of Army and Air Force ROTC.
Graduate Council: Studies and reviews curricula, programs, and policies related to the graduate program.
Dr. Vernon L. Farmer, Acting Dean, serves as the chairman. This council is comprised of department heads that have graduate programs in their units, a student representative, and deans (ex-officio members).

A part of the governance structure identified in Table 6-1 below is the PK-16 Council. This council was mandated by the Louisiana Board of Regents and has been in place since 2002. This council is viewed by the unit as a critical link to the professional community. The council’s membership includes a variety of personnel from the Liberal Arts departments of the University and professionals from school districts in North Central Louisiana. This body is more advisory in nature and complements the functioning of the unit’s PEC. All of the members of this council were interviewed and

those members were supportive of the unit. Additionally, the PK-16 Council members were very comfortable with the role they played in the governance of the College of Education. See the description below of that council. Also included are the other governance components of the unit. Participants from all of those components were interviewed and generally there was positive support for the unit.

**Table 6-1  
Committees and Councils in the College of Education**

<b>COE Administrative Council: Advises the dean on matters pertaining to specific policies and procedures germane to each department in the COE.</b>	
<b>Dean</b>	<b>Dr. Andolyn B. Harrison, Professor</b>
<b>Department Heads</b>	<b>Dr. Wilton A. Barham, Professor, Educational Leadership Dr. Augusta A. Clark, Professor, Teacher Education Dr. Willie F. Daniel, Professor, Health and Physical Education and Recreation</b>
<b>Directors</b>	<b>Dr. Olatunde Ogunyemi, Professor, Educational Resource Center Mrs. Gloria Rabon, Asst. Professor, Professional Laboratory Experiences Dr. Reuben Wanjohi, Asst. Professor, Manager of Statistical Laboratory Mr. Dennis Williams, College of Education Network Manager Mrs. Genevia N. Jones, CARE Center</b>
<b>Coordinators</b>	<b>Mrs. Patricia Johnson, Asst. Professor, PK-16+ Dr. Anthony Johnson, Assessment</b>
<b>Principals</b>	<b>Dr. Vicki R. Brown, Professor, Principal/Director K-12 Dr. Larry Lewis, Asst. Professor, Principal Lab Schools/High School</b>
<b>COE Editor</b>	<b>Ms. Francheska Jones, Instructor</b>
<b>NCATE Monitor/ Certification Specialist</b>	<b>Mrs. Melanie Monroe</b>
Professional Education Council: Acts on issues pertaining to the COE and makes recommendations for program improvements.	
Dr. Andolyn B. Harrison, (Dean), Chairperson. This council is comprised of professional education faculty (including secondary education), current and retired principals, retired professional education faculty, PK-16+ coordinator, assessment coordinator, head of teacher education, director of OPLE, Lincoln Parish School Board representatives, representatives from Mooretown Professional Development School and candidates.	
PK-16 Council: Creates cross-institutional relationships with other stakeholders to collect, analyze, and use data for program improvements between the university and PK-12 settings.	
Mrs. Patricia Johnson, Coordinator and Chairperson. This council consists of PK-12 school partners, professional education faculty, head of teacher education, associate vice president for academic affairs, deans: College Of Education, College of Liberal Arts and College of Science and Technology, candidates, director of the Office of Professional Laboratory Experiences and community partners.	

Curriculum and program decisions are made by the unit in conjunction with established institutional and state policies for revisions and additions. In relation to Louisiana Standard C, a review of the institution's long-range plan, the unit and specific program area plans, indicate efforts to integrate specific missions and objectives. There is evidence of the role that the unit faculty play in the development and annual evaluation of the unit's various plans (long-range plan, technology plan). Evidence of an on-going strategic planning process was present. Plans to specifically address diversity of faculty and candidates or technology were available. Progress indicators were evident for the unit's planning process. The institution's goal to pursue accreditation for teacher education and all other academic programs was specifically highlighted by the University President.



A review of institutional budget trends indicates that the unit receives its proportional share in relation to other academic units on campus. The breakdown of the entire university budget reflecting the unit's support by comparison to other academic areas is detailed in table 6.5.

Table 6-5  
Summary of GSU's Instruction and Academic Support Unrestricted Resources

Colleges/Programs	2002		2003		2004	
	Actual	%	Actual	%	Budget	%
Education	\$5,183,694	23.0%	\$5,172,177	23.1%	\$5,173,635	21.2%
Business	2,056,108	9.1%	2,101,543	9.4%	2,238,098	9.2%
Liberal Arts	6,384,276	28.3%	6,612,381	29.5%	6,262,892	25.7%
Science & Technology	3,445,393	15.3%	3,389,592	15.1%	3,577,821	14.7%
Social Work	710,683	3.2%	6,35,675	2.8%	816,849	3.4%
Nursing	1,507,049	6.7%	1,450,273	6.5%	1,631,578	6.7%
Continuing Education	21,530	0.1%	33,679	0.2%	127,126	0.5%
Basic Studies	432,622	1.9%	463,275	2.1%	507,721	2.1%
Earl Lester Cole Honors	126,102	0.6%	203,886	0.9%	209,241	0.9%
Library	972,162	4.3%	1,027,605	4.6%	1,168,298	4.8%
Graduate Studies	86,178	0.4%	78,545	0.4%	136,812	0.6%
ROTC	28,562	0.1%	25,804	0.1%	68,496	0.3%
Non-College Specific	1,585,204	7.0%	1,243,854	5.5%	2,440,706	10.0%
Total	22,539,563	100.0%	22,438,289	100.0%	24,359,273	100.0%

Table 6-4 identifies the institution support for the unit from 2002 through the projected 2004 budget. The interview with the Academic Vice President addressed the issue of the budgetary support for the unit. It was pointed out that despite declines in state revenue as well as pressure on higher education the teacher education unit has not had a reduction in fiscal support. Refer to table 6-4 below for the level of support over a three-year period for the unit.

Table 6-4  
Summary of COE Operating Resources

Description	Actual 2002	Actual 2003	Budget 2004
Undergraduate	\$2,702,875	\$2,593,419	\$2,594,946
Graduate	8,172	21,763	25,241
Desegregation Agreement	328,685	407,228	507,529
Laboratory Schools	1,971,678	1,979,542	1,877,438
Academic Support	172,284	170,225	168,481
Total	5,183,694	5,172,177	5,173,635

There have been major concerns about the overall institution's fiscal status. The institution has undergone considerable scrutiny over the last 18 months with regard to its finances. Two recent audits, though, proved to be satisfactory to both the institution's governing board (the ULS Board) and to the Southern Association of College and Schools (SACS). All interviewed administrators of the institution were very positive and, to use the institutional statement, they are "hopefully optimistic" about an upcoming vote of SACS Board in early December related to this matter.

A review of documents and interviews indicates that budgetary resource allocations that prepare candidates to meet standards are adequate given the current fiscal status of the University as provided by its governing board. Interviews with the President and Vice President of Academic Affairs indicated that general funding for all academic units is based on the FTE of candidates in the respective units. The unit relies on a variety of resources (internal and external) to develop new initiatives to support and enhance unit programs.

The unit faculty is engaged in scholarship and service; however, workload concerns exist. Summarized data of the faculty's teaching responsibilities, student teacher supervision, committee work, administrative responsibilities and/or grant responsibilities were provided to the NCATE/LABOE. The *Faculty Handbook* for the unit was available for review by the joint NCATE/LABOE team. The institutional *Faculty Handbook* identifies 12 credit hours per semester as a teaching load for undergraduate faculty and 9 credit hours for graduate faculty. It appears, based on information gathered, that there is only a slight discrepancy in the application of the workload of academic colleges, departments and programs. That is to say that the College of Education is not treated differently from other academic units as far as faculty loads are concerned. An interview with the Vice President of Academic Affairs was conducted to obtain clarification on the matter of workload within the unit. Additionally, documentation was reviewed in the unit exhibit's room that raised concern about the application of faculty loads within the unit. Interviews with the unit administrator, department heads and faculty provided conflicting evidence of an established, documented and consistently applied policy on faculty overloads. The Vice President for Academic Affairs stated that the unit has one vacant faculty position in teacher education and that position has been authorized for an active search. Adjunct faculty and overload assignments have been utilized to provide coverage for unit courses not taught by full-time faculty. The policies and procedures for the identification and qualifications of adjunct faculty are articulated and utilized by the unit and the Office of the Vice President of Academic Affairs.

Adequate unit administrative staff is in place to support the unit programs. The Dean does teach each semester as do faculty who are assigned administrative responsibilities. Classrooms, faculty offices, library, various centers, and other unit facilities are adequate to support teaching and learning. Interviews, observations and a review of materials indicate that the unit has adequate classrooms, faculty offices, and information technologies supporting teaching and learning. The unit has significant technology resources for both initial and advanced candidates as well as the unit's teaching faculty. Additionally, it seems that there is more than adequate support personnel for training, technical assistance, and staffing necessary to ensure integration of technology into

instruction. The unit has written grants to purchase hardware, software, and online training programs. A primary source of support for this technology component is supplied by Title III funds of which the unit gets a greater share than other academic units.

The library offers complete service to faculty and candidates. The library has a complete collection of research materials, online electronic resources, ERIC Documents and an extensive children's literature collection. The library is a member of LOUIS, the Louisiana Library Network and houses all of the holdings of the College of Education. There is one open lab in the library that is available to initial and advanced candidates in teacher education. The unit does have additional library resources available to both faculty and candidates. These libraries are located at the two lab K-12 schools on or near the Grambling State University campus. The school libraries provide learning resources to supplement the central library.

The College of Education building, the Charles P. Adams Hall, houses most of the unit's academic activity. There are additional programs housed in facilities such as the men's gymnasium, the Eddie G. Robinson Stadium Annex and the Intramural Center. These facilities are generally adequate for accomplishment of their mission even though some of the non-technology equipment and office furniture needs upgrading or replacement. There is a significant outlay of technology resources in the facility, all under the control of the College of Education. There are two computer labs for COE faculty, one for professional development and training and another one specifically for the faculty's use for scholarship pursuits. Additionally, the unit has available three wireless computer carts fully outfitted with all necessary multimedia equipment that can be rolled to any location for faculty and candidate use. Candidates in their various educational programs utilize these resources to enhance their learning.

All faculty offices are equipped with computers and have Internet access. Faculty offices are adequately appointed and spacious. Existing multimedia projection devices meet the current demands.

A significant number of the faculty has demonstrated vision and initiative by incorporating information technologies in instruction, use of PASS-PORT personally as well as with their candidates. PASS-PORT is in the beginning phase of being integrated into the assessment process to facilitate the administrative task of data collection, assessment and program improvement. There was adequate documentation and evidence of the systematic inclusion of the infusion of technology instruction in the unit. Faculty demonstrated a significant interest in participating in training and learning to use information technologies. Faculty and candidates have also used the PASS-PORT assessment system to create electronic portfolios and other functions in a meaningful way. The PASS-PORT system was used by the unit for assessment purposes by storing, retrieving, analyzing and reporting data found in the electronic system. In summary, there is considerable documentation to support this interest of the faculty and the candidates they teach. The unit supports this use of technology to achieve administrative and academic goals.

A comprehensive unit technology plan was available for review. The unit has created both an assessment committee and a technology committee to assist in the infusing of technology into both teaching and assessment. Syllabi, course descriptions and interviews with faculty and candidates indicate that a majority of faculty has integrated the use of information technologies into instruction.

**Recommendation:**

Initial Level: Met

Advanced Level: Met

**Areas for Improvement:**

**New**

The teaching load assignments of faculty members are not consistent and in compliance with University policy.

***Rationale:***

The University and the unit have policies in place to govern faculty load at the initial and advanced levels. Faculty load assignments do not comply with those policies. There is a pattern of faculty carrying overloads that exceed the University's policy. In some cases, faculty overload assignments do not seem to be rewarded with compensation.

**State Team Findings:**

All elements of Standard 6 were reviewed by both NCATE and State assessors. The Standard 6 findings of NCATE and State examiners cited above provide documentation for **State Standards C, D, E.**

STANDARD C: The Teacher Education Unit Engages in Program Development

Recommendation: Met

STANDARD D: The Teacher Education Unit Adheres to Faculty Load Policies and Assignments

Recommendation: Met

STANDARD E: The Teacher Education Unit has Appropriate Instructional Support and Facilities for Quality Operation

Recommendation: Met

## SOURCES OF EVIDENCE

### GRAMBLING STATE UNIVERSITY NCATE VISIT (NOVEMBER 8-12, 2003)

#### ATTENDANCE - MEETINGS WITH NCATE TEAM

##### NAME

- Agarwa, Arun  
Agarwal, Arun  
Albuquerque, Pia
- VIII. Alexander, Dorothy  
Allen, A.  
Anderson, LaQuetta  
Anderson, LaQuetta  
Andrews, Sandra K.
- IX. Andrus, Martha  
Asante, Christina  
Austin, Arneidro  
Austin, Quineida  
Ayim, Martin  
Baham, Curtis A.  
Baker, Donna J.  
Ballard, Wannie  
Banear, Ckimegsaiknan  
Barham, Wilton  
Barnes, Felicie  
Barrett, Rachelle  
Belk, Phyllis  
Brewster, Shannon  
Broussard, Marco  
Brown, Dianna  
Brown, Sabrina
- X. Brown, Vicki R.  
Buckingham, Gwen  
Cadet, Marc  
Cage, Bob  
Carter, Joseph  
Clark, Augusta  
Collins, Bettina  
Collins, Johnetta  
Curry, Tiffany  
Daniel, Willie  
Dauzat, Jo Ann  
Davis, Brandy  
Dorsey, Waneen  
Douglas, Gwen  
Edwards, Leisa  
Emmanuel, Tsegai  
Evans, Sallie

- XI. Farmer, Vernon L.  
Foster, Elaine  
French, Marco  
Gallot, Mildred  
Garner, Lawrence  
Gilliam, Deborah  
Grove, Gregory  
Gullatt, David  
Harris, Irish  
Harris, Jennifer  
Harrison, Andolyn B.  
Hashway, Susan  
Hensley, Rhonda  
Himaya, M. A.  
Holland, Glenda  
Holloway, Dana  
Holmes, Cathy  
Holmes, Julie  
Holts, Robin  
Hoyt, Don  
Hubbard, Danny  
Hubbell, Judy  
Ifeanyi, Felix  
Jackson, Betty  
Jackson, Carolyn  
Jaggers, Loretta  
James, Aaron  
Johnson, Anthony  
Johnson, Felisa  
Johnson, Nedra  
Johnson, Patricia
- XII. Jones, A. Karin  
Jones, Francheska  
Jones, Genevia  
Jordan, Tiffany  
Joyce Choate  
Keleta, Ghebre  
Kelly, Ruby  
King, Lula  
King, Stacy  
Kluka, Darlene  
Lewis, Barbara  
Lewis, Danielle  
Lewis, Danielle
- XIII. Lewis, Larry  
Lilly, Terry  
Lindsey, Sara  
Long, Joseph  
Lord, George  
Love, Phyllis
- XIV. Love, Prentiss  
Lyons, Michael  
McGee, Donna
- XV. McJamerson, Nanthalia  
McKinsey, Beatrice

- Miles, Allen  
Miles, Bobby  
Mitchell, Charles
- XVI. Mokia, Rosemary

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Monroe, Melanie  
Montgomery, Joyce  
Moore, Randy  
Newman, Kathryn  
Nolan, Doris  
Norman, Karl  
Nur-Hussen, A. K.  
Ogunyemi, Olatunde  
Pannell, Larry  
Parker, Janis  
Parker, Randy  
Patsy, Williams  
Payne, Pamela  
Peoples, Shavona  
Pifer, LaKenya  
Pinkney, Fred  
Porter-Lord, Dianne
- XVII. Rabon, Gloria  
Raine, Marion  
Randolph, Traci  
Reed, Anna  
Reed, Tracie  
Reynolds, Amanda  
Richards-Smith, Helen  
Rogers, Vickie  
Roth, Shara  
Rugege, Geoffrey  
Saleh, Abdol  
Sampson, Jacqueline  
Schirer, Barbara  
Seals, Lenward  
Sherma, Parashu  
Shoemaker-Garcia, Sheila  
Simmons, Obadiah
- XVIII. Simon, Florence

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Slaughter, Tomme Sue  
Spencer, Malcolm  
Spencer, Melvin  
Starr, Glenda  
Stockton, Cathy  
Strong, Avine  
Strong, Roosevelt  
Taylor, Cynthia  
Taylor, Eugene  
Terrell, Barbara  
Thomas, Johnny  
Thomas, Luke  
Tyler, Ollie  
Valentine, April  
Walton, Connie  
Wanjohi, Reubenson

Ward, Linda T.  
Ware, Matthew  
Warner, Neari F.  
Washington, Willie  
White, William  
Wiley, Christopher  
Wilkie, Macil  
Williams, Allen  
Williams, Dennis  
Williams, LaToya  
Williams, Le'Terrance  
Williams, Phyllis  
Willis, Curtis  
Willis, Howard  
Willis, J. Russell  
Wills, Stephanie  
Young, Willie

## **Documents Reviewed**

### **CONCEPTUAL FRAMEWORK (Blue)**

#### **CF-1 Shared Vision Process**

CF1.1 Mission Statements

CF1.2 Video Community Forum on Conceptual Framework

CF1.3 PowerPoint Presentation on the Conceptual Framework

#### **CF1.4 Narrative Describing the Evolution of the Conceptual Framework**

CF1.5 Copy of CF Booklet

CF1.6 PSA Announcements (Tape from Radio Station)

CF1.7 Minutes from the Conceptual Framework Committee Meetings

CF1.8 Presentations to PK-16 Partners

CF1.9 Achieve Model

CF1.10 Knowledge Base for Conceptual Framework

#### *CF1.11 Adoption Process for CF*

#### **CF-2 Coherence**

CF2.1 Outcomes Aligned with Professional Standards Matrix

CF2.2 Course Syllabi

CF2.3 Empirical Basis for Conceptual Framework

CF2.4 Field Experiences Handbook

CF2.5 Unit Assessment Plan

CF2.6 Candidate Work Samples

CF2.7 P-12 Student Work Samples

CF2.8 Sample Assessment Rubric



**XIX. CF-3 Conceptual Framework Professional Commitments & Dispositions**

CF3.1 Candidate Poster Presentations - Dispositions

CF3.2 Conceptual Framework Knowledge Base

CF3.3 Aggregated Field Experience Evaluation Results (Highlighting Professional Commitments Dispositions)

CF3.4 Dispositions Inventory Data and Aggregate Report

CF3.5 Program Completer Survey Data-LEC

**CF3.6 Employer Survey Data**

CF3.7 Student Interviews Data

**XX. CF-4 Conceptual Framework Commitment to Diversity**

CF4.1 Field Experiences/Pictures

CF4.2 Diversity Outcomes from CF

CF4.3 Course Syllabi (Table Showing Diversity)

CF4.4 Field Experience Evaluations

CF4.5 Candidate Work Samples Related to Diversity

CF4.6 Unit Assessment System

CF4.7 Field Experiences Handbook and Student Teacher Handbook

**XXI. CF-5 Conceptual Framework Commitment to Technology**

CF5.1 Outcomes Technology Matrix

CF5.2 Candidate Technology Samples Artifacts

CF5.3 Faculty Professional Development Technology Opportunities

CF5.4 Technology Highlighted in Course Syllabi

CF 5.5 Technology used in Field Experiences (Aggregated Field Experience Evaluation)

CF5.6 PASS-PORT

CF5.7 Unit Assessment Plan

CF5.8 Field Experiences and Student Teaching Handbook

CF5.9 Candidate Seminar Presentations Using Technology

CF5.10 Candidate Lessons and Picture Documenting Technology Use

**XXII. CF-6 Conceptual Framework Alignment w/Professional/State Standards**

CF6.1 Alignment Matrix

CF 6.2 Redesign Guidelines

CF 6.3 Redesigned Program Proposals

CF 6.4 LCET Standards

CF 6.5 INTASC Standards

CF 6.6 National Board Standards

CF 6.7 Course Syllabi

CF 6.8 SPA Standards

## **STANDARD ONE: Candidate Knowledge, Skills, and Dispositions (Green)**

### **1.1 Content Knowledge for Teacher Candidates**

- 1.1.1 Aggregation of Student Evaluation of Student Teaching Experience
- 1.1.2 Aggregation of Cooperating Teacher/Internship Evaluation of Student Teachers
- 1.1.3 Redesign Program Materials and State Program Approvals
- 1.1.4 Candidate Academic Performance
  - Undergraduate Grade Point Averages
  - Undergraduate Dean List

#### **Highlights of Education Majors**

- Highest Graduates
- Special Recognition in Field
- Honors College
- LaTAAP Performance
- 1.1.5 Aggregated PRAXIS Scores by Program
- 1.1.6 PRAXIS Preparation
  - Praxis Curriculum
  - Agendas

#### **Handouts**

- 1.1.7 Praxis Improvement Plans
- 1.1.8 Course Syllabi
- 1.1.9 Candidate Artifacts Evidencing Content Knowledge
- 1.1.10 Score Report-Rising Junior Exam
- 1.1.11 Blue Ribbon Commission Materials
- 1.1.12 **Candidate Student Teaching Portfolios**
- 1.1.13 University Supervisor Evaluations of Student Teachers/Interns

### **1.2 Content Knowledge for Other School Personnel**

- 1.2.1 Graduate Comprehensive Exam
- 1.2.2 Graduate Candidate Aggregated GRE Scores
  - Master's Program
  - Doctoral Program
- 1.2.3 Graduate Candidate GPAs by Program
- 1.2.4 Course Artifacts that Demonstrate Content Knowledge in the Advanced Programs (Dissertations)
- 1.2.5 Admission Criteria for Master's and Doctoral Level Programs
- 1.2.6 Graduate Candidate Research

### **1.3 Pedagogical Content Knowledge for Teacher Candidates**

- 1.3.1 Sample Lesson Plans with Rubrics & Feedback

- 1.3.2 Videos of Candidates Teaching with Feedback & Rubrics
- 1.3.3 State Accountability Guidelines
- 1.3.4 1999-2000 (Title II) State Accountability Data
- 1.3.5 2000-2001 (Title II) State Accountability Data
- 1.3.6 2001-2002 (Title II) State Accountability Data
- 1.3.7 State Accountability Report 2003
- 1.3.8 LaTAAP Reports
  - 2001
  - 2002
  - 2003
- 1.3.9 Course Syllabi from
  - ED 452
  - ED 453
- Seminar Advanced Methods
- 1.3.10 Methods Course Portfolios

#### **1.4 Professional & Pedagogical Knowledge & Skills for Teacher Candidates**

- 1.4.0 PASS-PORT Training Manual
- 1.4.1 Bulletin 746 Teacher Certification
- 1.4.2 Student Teaching / Intern Portfolios
- 1.4.3 Student Teaching Candidate Lesson Plans with Evaluation and Feedback
- 1.4.4 Micro Teaching Lessons with Rubrics/Feedback
- 1.4.5 Teacher Education Program Interview Evaluations
- 1.4.6 Candidate Presentations
- 1.4.7 Exit Interview Data
- 1.4.8 Program Completer Survey
- 1.4.9 Employer Survey
- 1.4.10 SPA Reports
- 1.4.11 Field Experience Logs
- 1.4.12 Field Experience Journals (Student Teaching Level)
- 1.4.13 Candidate Teaching Evaluations
- 1.4.14 Candidate Professional Organizations Meetings
- 1.4.15 Candidate Awards and Accomplishments - Initial and Advanced
- 1.4.16 Candidate Involvement in Field-Based Experiences
- 1.4.17 Masters in Elementary/Early Childhood Education
- 1.4.18 Student Teachers Meetings, Agendas
- 1.4.19 Technology Work Samples
- 1.4.20 NCLB Task Force on Teacher Quality Meeting
- 1.4.21 Candidate Portfolio
- 1.4.22 Candidate Professional Works

#### **1.5 Professional Knowledge & Skills for Other School Personnel**

- 1.5.1 Candidate Work Samples – School Improvement/School District Accountability
- 1.5.2 Dissertation Prospecti: LEC Program

- 1.5.3 Residency Requirements / LEC Portfolios
- 1.5.4 LEC Program Completer Survey
- 1.5.5 School Counseling Artifacts
- 1.5.6 Principalship Artifacts
- 1.5.7 LEC 714 Forum
- 1.5.8 Alignment Matrix

### **1.6 Dispositions for All Candidates**

- 1.6.1 Dispositions Inventory
- 1.6.2 CF with Highlight for Dispositions
- 1.6.3 TEP Interview Assessments
- 1.6.4 Student Teacher Evaluation with Dispositions Highlighted
- 1.6.5 Artifacts Focusing on Dispositions for Initial Candidates
- 1.6.6 Artifacts Focusing on Dispositions for Advanced Candidates

### **1.7 Student Learning for Teacher Candidates**

- 1.7.1 Assessment of K-12 Student Learning
- 1.7.2 Special Education Assignments That Assess K-12 Student Learning
- 1.7.3 Samples of K-12 Student Work Assessed by Candidates
- 1.7.4 Examples of Case Studies with Feedback
- 1.7.5 Skills Objectives for IOWA Test
- 1.7.6 PK-12 Teachers Guides to Statewide Assessment
- 1.7.7 Candidate Assessment Portfolios

### **1.8 Student Learning for Other Professional School Personnel**

- 1.8.1 LEC Internship, Portfolio, Artifacts
- 1.8.2 School Principalship Artifacts Focusing on K-12 Student Learning
- 1.8.3 Student Learning and Student Counseling Artifacts
- 1.8.4 LEC 714 Forum Videotape
- 1.8.5 Course Syllabi (LEC) Curriculum & Instruction  
704, 707, 708
- 1.8.6 Course Syllabi (Ed Leadership)  
705, 706, 711, 712
- 1.8.7 Advanced Candidate Dissertations

## **STANDARD TWO: Assessment System and Unit Evaluation (yellow)**

### **2.1 Assessment System**

- 2.1.1 COE Assessment Plan
- 2.1.3 Portal Structure AY01-02
- 2.1.10 External Professional Development AY01-02 to AY03-04
- 2.1.11 University Assessment System
- 2.1.13 University Master Plan/Progress Reports
- 2.1.15 COE Conceptual Framework
- 2.1.16 Louisiana Components of Effective Teaching (LCET)
- 2.1.23 COE Diversity Plan
- 2.1.24 COE Initial Program Handbooks
- 2.1.25 COE Advanced Program Handbooks
- 2.1.26 Observation/Participation Early Field Experiences Handbook
- 2.1.27 Student Teaching/Internship Handbook
- 2.1.28 Grambling State University General Catalog 2003-2005
- 2.1.29 NCATE Standard 2 Committee Members and Meeting Minutes
- 2.1.30 Knowledge Base for Unit Assessment System

### **2.2 Data Collection, Analysis and Evaluation**

- 2.2.1 COE Assessment Plan - **Data Collection, Analysis and Evaluation**
- 2.2.2 Program/Course Assessment Instruments
- 2.2.3 Unit Assessment Instruments
- 2.2.11 Title II Institutional Reports
- 2.2.13 Department of Teacher Education Self Study
- 2.2.15 Department of Educational Leadership Self Study
- 2.2.19 LEC Program Report 2003
- 2.2.21 LEC Student Survey Results
- 2.2.23 Candidate Opinion Survey
- 2.2.27 SPA Program Reviews
- 2.2.28 Candidate Exit Interview Qualitative Data
- 2.2.29 Candidate Problems and Resolutions
- 2.2.30 LEC Internship Evaluation
- 2.2.31 Admission Interview Data
- 2.2.32 Advanced Candidate GPAs

### **2.3 Use of Data for Program Improvement**

- 2.3.6 Candidate Dispositions Inventory
- 2.3.7 Cooperating Teacher Candidate/Internship Evaluation Through Spring 2002
- 2.3.10 University Supervising Teacher Candidate Internship Evaluation

- 2.3.11 Candidate Portfolio Evaluations
- 2.3.13 Candidate Student Teaching Exit Survey Data
- 2.3.14 Graduate Follow-Up Survey
- 2.3.15 Employer Survey
- 2.3.16 ACT Evaluation/Survey
- 2.3.18 Praxis Score Reports
- 2.3.20 PRAXIS Action Plans
- 2.3.21 Survey of Candidates Completing Student Teaching
- 2.3.22 Program Improvements – Praxis
- 2.3.23 Corrective Action Plan

## **STANDARD Three: Field Experience and Clinical Practice (Orange)**

### **3.1 Collaboration Between Unit and School Partners**

- 3.1.1 Meetings with School Partners
- 3.1.2 School District Contracts
- 3.1.3 PK-16 Council
- 3.1.4 School Site Supervisors Information Matrix
- 3.1.5 School Placements for Field Experiences
- 3.1.6 Cooperating Teachers Evaluations
- 3.1.7 Diverse Placements, School Sites, Cooperating Teachers
- 3.1.8 Mooretown Professional Development School
- 3.1.9 Course ED 574 Supervision of Student Teachers at Mooretown
- 3.1.10 Workshops at Laboratory School
- 3.1.11 Agenda, Sign-In Sheets, Minutes of Redesign Meetings
- 3.1.12 Grambling Middle Magnet School Orientation Night Agenda
- 3.1.13 NCATE Field Services Committee Meeting Minutes
- 3.1.14 Portfolios-Student Work Samples
- 3.1.15 Student Teaching Handbook
- 3.1.16 Field Experience Handbook
- 3.1.17 Blue Ribbon Commission Activities
- 3.1.18 Student Work Samples

### **3.2 Design, Implementation and Evaluation of Field Experiences of Field Experiences and Clinical Practice**

- 3.2.1 Assessment from Cooperating Teachers
- 3.2.2 Field Experience Handbook
- 3.2.3 Student Teaching Handbook
- 3.2.4 Number of Assigned Field/Observation/Participation Hours for Each Program of Study
- 3.2.5 Social Studies Candidate Evaluations
- 3.2.6 Student Teacher Meetings (Agenda)
- 3.2.7 Course Syllabi & Highlighted Field Experiences
- 3.2.8 Field Experience Highlighted in Re-designed Programs
- 3.2.9 Classroom Evaluations of Teacher Practitioners
- 3.2.10 PASS-PORT Manual
- 3.2.11 LEC Aggregated GRE and GPA Data
- 3.2.12 LEC Self Evaluations
- 3.2.13 LEC Portfolio Evaluations
- 3.2.14 LEC Site Supervisor Evaluation
- 3.2.15 LEC Internship Experience Evaluation
- 3.2.16 Student Teaching Exit Interview
- 3.2.17 Evaluation of Social Studies' Candidates
- 3.2.18 Enhancing Field Experiences Funded Proposal
- 3.2.19 Observation/Participation Selected Applications and Records

- 3.3 Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help All Students Learn**
- 3.3.1 Reflective Journals
- 3.3.2 Admission to TED-Student Teaching Requirements
- 3.3.3 Candidates Videotapes with Rubrics and Feedback
- 3.3.4 Candidates Work Samples with Rubrics and Feedback
- 3.3.5 Course Case Studies with Rubrics and Feedback
- 3.3.6 Student Teaching/Internship Portfolios with Rubrics and Feedback
- 3.3.7 Samples of K-12 Student Work
- 3.3.8 Technology Presentations from ED 402 with Rubrics
- 3.3.9 Graduate Placement Report
- 3.3.10 Agendas, Sign-In Sheets, Summary of Evolution Data (Orientation Session and Handbook Evaluation Instrument for Workshops)
- 3.3.11 Knowledge Base for Field Experiences
- 3.3.12 University Supervisors Vitae
- 3.3.13 Cooperating Teachers' Credentials



## **STANDARD Four: Diversity (Teal)**

### **4.1 Design, Implementation, and Evaluation of Curriculum and Experiences**

- 4.1.1 Selected Syllabi That Illustrate Multiculturalism And Diversity
- 4.1.2 Exchange Programs Information
- 4.1.3 Field Experiences Handbook
- 4.1.4 PASS-PORT Manual
- 4.1.5 Course Syllabi Identifying Diversity Strategies
- 4.1.6 Instructional Strategies Matrix
- 4.1.7 MOU with Professional Development School
- 4.1.8 Candidate Research Papers that Address Diversity
- 4.1.9 Course Assignments Focusing on Diversity
- 4.1.10 CF Diversity Proficiencies
- 4.1.11 Student Teaching Portfolios
- 4.1.12 LEC Sociocultural Issues
- 4.1.13 CF Alignment Matrix
- 4.1.14 Student Teaching Evaluation Results
- 4.1.15 Assessment Rubrics
- 4.1.16 Diverse Strategies Using Cooperative Learning Across the Curriculum
- 4.1.17 Candidate Work Samples
- 4.1.18 Diversity Literature Used in Professional Education Courses
- 4.1.19 Diversity of Clinical/Field Experience Settings

### **4.2 Experiences Working with Diverse Faculty**

- 4.2.1 Cooperating Teachers Diversity Matrix
- 4.2.2 University Profile
- 4.2.3 Faculty Diversity Profile
- 4.2.4 Samples of Faculty Scholarship on Diversity

### **4.3 Experiences Working with Diverse Candidates**

- 4.3.1 Diversity Data for Initial Candidates Ethnicity
- 4.3.2 Diversity Data for Advanced Candidate
- 4.3.3 Department of Teacher Education Black History Program
- 4.3.4 Diversity Workshops
- 4.3.5 Blind Orientation Mobility Workshop
- 4.3.6 International Taster's Fair
- 4.3.9 Diverse Placements for Field Experience
- 4.3.10 Guest Speakers
- 4.3.11 Demographics of Surrounding Parishes
- 4.3.12 Teacher Cadet Program Recruitment Information
- 4.3.13 High School Day
- 4.3.14 Diversity Plan
- 4.3.15 Student Organizations

### **4.4 Experiences Working with Diverse Students in P-12 Schools**

- 4.4.1 Diverse Placements for Candidates

- 4.4.2 Student Teaching Videotapes Highlighting Diversity
- 4.4.3 Candidates Reflective Journals Focusing on Diversity
- 4.4.4 Multicultural Education Course with Field Experience Highlights
- 4.4.5 Student Teaching Evaluations
- 4.4.6 Student Teaching Portfolio
- 4.4.7 After School Tutorial Program
- 4.4.8 Housing Authority Project with Social Work
- 4.4.9 School Report Cards
- 4.4.10 GSU Strategic Plan
- 4.4.11 Diversity of Students and Faculty in Field Settings
- 4.4.12 Class Profiles of Field Experience Placements
- 4.4.13 Aggregated Data for Diversity Item Analysis of Student Teacher Evaluation
- 4.4.14 Diversity Issues: Faculty Brown Bag Lunch Activities

## **STANDARD Five: Faculty Qualifications, Performance, and Development (Gray)**

### **5.1 Qualified Faculty**

- 5.1.1 Faculty Vitae
- 5.1.2 Faculty Data Table
- 5.1.3 COE News Articles
- 5.1.4 Faculty Awards Folder
- 5.1.5 Faculty Load Summary
- 5.1.6 COE Handbook
- 5.1.7 GSU Faculty Handbook
- 5.1.8 Faculty Portfolios

### **5.2 Modeling Best Professional Practices in Teaching**

- 5.2.1 Instructional Strategies
- 5.2.2 Selected Syllabi Highlighting Best Practices
- 5.2.3 Faculty Schedules
- 5.2.4 Faculty Grade Distributions
- 5.2.5 /5.2.8 Faculty Workshops Focusing on Best Practices
- 5.2.6 Brown Bag Lunches (Faculty Development)
- 5.2.7 Program Redesign Activities

### **5.3 Modeling Best Professional Practices in Scholarship**

- 5.3.1 Faculty Presentations (Initial and Advanced)
- 5.3.2 Faculty Publications (Initial and Advanced)
- 5.3.3 Grants Submitted and Grants Funded (Initial and Advanced)
- 5.3.4 College of Education Faculty Productivity Chart (Initial and Advanced)
- 5.3.5 Faculty Productivity Report
- 5.3.6 Louisiana Teacher Assistance and Assessment Program
- 5.3.7 Faculty Scholarship Activities
- 5.3.8 /5.5.7 Faculty Activity Reports

### **5.4 Modeling Best Professional Practices in Service**

- 5.4.1 PDS Partnership Activities
- 5.4.2 Faculty Service Matrix
- 5.4.3 Faculty University Service
- 5.4.4 Faculty Community Service
- 5.4.5 Faculty Service to Professional Organizations (Initial and Advanced)
- 5.4.6 Faculty Involvement in PK-16+ Council

### **5.5 Collaboration**

- 5.5.1 Professional School Agreement with Mooretown
- 5.5.2 Agreements with P-12 Schools and Universities
- 5.5.3 Agreements with Community Partners
- 5.5.4 Teacher Cadet Program
- 5.5.5 Professional Education Committee
- 5.5.6 Collaboration Grants

- 5.5.7 Faculty Activities Reports
- 5.5.8 Faculty Presentations Highlighting Collaborations

**5.6 Unit Evaluation of Professional Education Faculty Performance**

- 5.6.1 Student Evaluation of Faculty
- 5.6.2 Faculty Evaluations
- 5.6.3 Faculty Annual Reports
- 5.6.4 Faculty Evaluation Policy

**5.7 Unit Facilitation of Professional Development**

- 5.7.1 Funding Available for COE Professional Developments
- 5.7.2 Faculty Professional Development Matrix
- 5.7.3 Professional Development Opportunities Available Through COE
- 5.7.4 Professional Development Opportunities Available Through GSU
- 5.7.5 College of Education Faculty Development Plan

## **STANDARD SIX: Unit Governance and Resources (Red)**

### **6.1 Unit Leadership and Authority**

- 6.1.1 GSU Catalog (Undergraduate and Graduate)
- 6.1.2 PK-16+ Council
- 6.1.3 Department of Teacher Education Faculty Meetings
- 6.1.4 Department of Educational Leadership Faculty Meetings
- 6.1.5 Department of Health, Physical Education, and Recreation Faculty Meetings
- 6.1.6 COE Administrative Council Meetings
- 6.1.7 COE Committees
- 6.1.8 Professional Education Council
- 6.1.9 University Curriculum Committee
- 6.1.10 Graduate Council Committee Meetings
- 6.1.11 Faculty Handbook
- 6.1.12 Faculty Senate Meetings
- 6.1.13 Academic Calendars
- 6.1.14 University Strategic Plan (2000-2002 thru 2005-2006)
- 6.1.15 University Student Handbook
- 6.1.16 Governance Structure Organizational Chart
- 6.1.17 COE Strategic Plan
- 6.1.18 Department of Teacher Education Strategic Plan
- 6.1.19 Academic Skills Center
- 6.1.20 CARE (Centralized Advisement for Referrals and Evaluations) Center
- 6.1.21 Freshman Seminar
- 6.1.22 Field Experiences and Student Teaching Handbook
- 6.1.23 GSU Facts' Book 2000-2003
- 6.1.24 University Publications
- 6.1.25 Lab Schools' Publication
- 6.1.26 Candidates' Support Services
- 6.1.27 Candidates' Scholarship Information
- 6.1.28 Student Advisement Reports
- 6.1.29 State Initiatives Impacting Unit
- 6.1.30 PRAXIS Oversight Committee
- 6.1.31 LEC Governance Structure
- 6.1.32 Council of Academic Deans Minutes
- 6.1.33 /6.1.4 Louisiana Education Consortium Minutes

### **6.2 Unit Budget**

- 6.2.1 AACTE Annual Reports
- 6.2.2 NCATE Annual Reports & Related Correspondence
- 6.2.3 Unit Yearly Budget Allocations
- 6.2.4 Unit Budget Comparison

### **6.3 Personnel**

- 6.3.1 Semester Schedules
- 6.3.2 Faculty Load Policy

- 6.3.3 Faculty Load Summary
- 6.3.4 Faculty and Support Personnel

**6.4 Unit Facilities**

- 6.4.1 University Campus Map
- 6.4.2 COE Floor Plan
- 6.4.3 Educational Resource Center

**6.5 Unit Resources**

- 6.5.1 Computer Labs Available to Candidates
- 6.5.2 COE Library Holdings
- 6.5.3 COE Technology Plan
- 6.5.4 University Technology Plan
- 6.5.5 Educational Resource Center
- 6.5.6 PK-16+ Resource List
- 6.5.7 Title III Academic and Technology Grant
- 6.5.8 Technology Knowledge Base

## **CORRECTIONS TO THE INSTITUTIONAL REPORT**

None