



LOUISIANA'S  
TEACHER  
QUALITY  
INITIATIVE

**CYCLE FIVE:  
RECOMMENDATIONS OF THE  
EXTERNAL EVALUATORS**

**REDESIGNED PROGRAMS FOR TEACHERS &  
EDUCATIONAL LEADERS**

**K-12 BACCALAUREATE DEGREES, POST-BACCALAUREATE  
DEGREES, AND ALTERNATE CERTIFICATION  
DEGREES/PROGRAMS**

**Submitted to the Board of Regents and Board of Elementary  
and Secondary Education by:**

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**PART I: DESCRIPTION OF THE  
PROCESS FOR THE FIFTH  
EVALUATION CYCLE**

## **PART I: DESCRIPTION OF THE PROCESS FOR THE FIFTH EVALUATION CYCLE**

### **SECTION I: EVALUATION OF QUALITY**

The Board of Regents (BoR) and State Board of Elementary and Secondary Education (SBESE) selected four external consultants to review and evaluate redesigned graduate programs for educational leaders and teachers. In addition, personnel from the Louisiana Department of Education reviewed all K-12 undergraduate teacher preparation programs and graduate educational leadership programs to determine if they met all state certification requirements. Personnel from the Board of Regents also examined all K-12 undergraduate and alternate certification programs to determine if they met the same criteria used by evaluators during previous evaluation cycles.

The evaluators were charged with reviewing the redesign plans, providing feedback to universities regarding their proposals, and making recommendations to university system boards, BoR, and BESE relative to acceptance of the redesigned plans. The primary responsibility of the evaluators was to identify quality programs that should be recommended for state approval and provide recommendations to universities to enhance the quality of all programs in the state.

#### **Submission**

All universities were required to submit redesign proposals that met specifications identified within documents entitled *Guidelines for the Redesign of Post-Baccalaureate Education Programs (April 2003)* and *Guidelines for the Redesign of Baccalaureate & Alternate All-Level (K-12) Programs (January 2004)*. The guidelines identified the specific structure that universities were required to follow when presenting information within the proposals and specific questions that universities were required to answer when describing their programs. Universities were also required to follow new state certification requirements for educational leadership programs and K-12 undergraduate/alternate teacher preparation programs. All universities were required to submit proposals by February 18, 2004.

#### **Review**

The review process was used as a first step to help create high quality programs across the state. The evaluators used a two-stage review process for the graduate programs to (1) assess written proposals and (2) conduct face-to-face interviews with key university administrators and faculty. Prior to their arrival, the external evaluators were provided copies of the proposals to read in advance. Upon arrival in Baton Rouge, the evaluators met to reach consensus on the review process. The evaluators reviewed proposals and identified questions to ask about the proposals during interviews. Two-member teams conducted 45-minute interviews with university representatives including key university administrators, university faculty, and K-12 school partners. At the conclusion of the interviews, each proposal was evaluated based upon written information within the proposals and responses during the interviews. After all proposals had been reviewed, the evaluators met to discuss their recommendations and stipulations to ensure

## **Review (Cont'd)**

that consistency existed across evaluators and across proposals. Consensus was reached by the external evaluators to determine final recommendations and areas in need of further development. The four recommendations were the following:

- *Recommended for Approval:* Programs that exhibit many strengths and had no stipulations.
- *Recommended for Approval with Stipulations:* Programs that had areas in need of further development.
- *Recommended for Resubmission:* Programs that needed to be resubmitted during a future evaluation cycle once stipulations were addressed.
- *Not Recommended for Approval:* Programs that were in need of major program redesign.

Based upon information generated by the external evaluators, written Program Reviews were developed that provided specific feedback from the evaluators about each program. Section I of the Program Reviews contains feedback from the evaluators in the following four areas:

### **A. Program Recommendation**

Statements identifying the types of programs submitted and the recommendations of the evaluators.

### **B. Strengths**

A list of strengths observed in each program by the evaluators.

### **C. Program Stipulations**

A list of stipulations that must be addressed by the universities in order for the program(s) to be approved.

### **D. Specific Recommendations for Future Improvement**

A list of recommendations for universities to consider when further developing the program. Universities are not required to address these recommendations for their programs to be approved.

## **SECTION II: EVALUATION OF CERTIFICATION REQUIREMENTS**

Staff of the Louisiana Department of Education also examined all proposed programs to determine if they met new state certification requirements. Section II of the Program Reviews indicates if all certification requirements were met for proposed programs. If certification requirements were not met, areas that must be addressed for program approval were identified.

### **SECTION III: WRITTEN DOCUMENTS**

All recommendations of the external evaluators and the Louisiana Department of Education have been provided within this report (*Cycle Five: Recommendations of the External Evaluators – Redesigned Programs for Teachers and Educational Leaders: K-12 Baccalaureate Degrees, Post- Baccalaureate Degrees, and Alternate Certification Degrees/Programs*).

### **SECTION IV: APPROVAL PROCESS**

The approval process was established as a second step in establishing high quality teacher preparation programs within systems and across the state.

#### **Public Universities**

For public universities, all programs that are (1) recommended for approval without stipulations and (2) found to have no certification problems are reviewed by the system boards and recommended by system boards to the Board of Regents for approval.

If programs are recommended for approval with stipulations or found to have certification problems, universities must address the areas cited and may submit a rejoinder to their system board to seek approval. Each system board reviews the rejoinder and determines if the program should be recommended to the Board of Regents for approval. If not approved, universities may rewrite the proposals to address stipulations and submit during future evaluation cycles.

Once system boards submit the programs recommended for approval to the Board of Regents, a BoR/SBESE/LAICU Program Review Subcommittee composed of staff from the Board of Regents, State Board of Elementary and Secondary Education (i.e., Louisiana Department of Education), and LAICU reviews the evaluators' recommendations, university system recommendations, and rejoinders to ensure that all proposed programs address certification requirements and evaluation stipulations.

Based upon the review of this subcommittee, recommendations are made to the Board of Regents and State Board of Elementary and Secondary Education. If the boards decide to not approve the new programs, universities may revise the documents and resubmit during future evaluation cycle.

#### **Private Universities**

For private institutions, campus heads and chief academic officers review the recommendations of the evaluators and determine if rejoinders should be developed to address stipulations that are identified or programs that are not approved. All rejoinders are submitted to the Board of Regents for the BoR/BESE/LAICU Program Review Subcommittee. This subcommittee reviews the external evaluators' recommendations, private university recommendations, and rejoinders to ensure that proposed programs address certification requirements and evaluation stipulations.

## **Private Universities (Cont'd)**

Based upon the review of this subcommittee, recommendations are made to the State Board of Elementary and Secondary Education. If the State Board of Elementary and Secondary Education does not approve the new programs, universities may revise the documents and resubmit them during future evaluation cycles.

### **SECTION V: CURRICULUM CHANGES TO REDESIGNED PROGRAMS**

The redesigned teacher preparation programs approved by the Board of Regents and the Board of Elementary and Secondary Education are considered to be the basic frameworks for the teacher preparation programs at each university. The Board of Regents and Board of Elementary and Secondary Education fully expect universities to improve upon the basic frameworks as they fully develop and continue to improve course syllabi, field-based experiences, evaluations, and other aspects of the redesigned programs. Both boards realize that changes will need to be made to proposed courses and programs as these improvement are made. In addition, changes may need to be made as universities submit the redesigned Official Plans and new syllabi to Curriculum Committees within universities and receive input from other departments within the universities about the courses and degree plans.

Prior to implementation, all universities have the flexibility to make changes in the types of courses to be offered within their Official Plans at the following points in time.

#### **1. Prior to Approval from the Board of Regents and Board of Elementary and Secondary Education**

Universities may use the recommendation of the evaluators to identify changes that they wish to make to the Official Plans. These changes should be described within the rejoinders submitted to the system boards. If new courses are being proposed, full course descriptions should be provided. The BoR/BESE/LAICU Program Review Committee will review these changes once the rejoinders are submitted for approval by the Board of Regents and Board of Elementary and Secondary Education.

#### **2. After BoR/BESE Approval and Before Program Implementation**

After BoR/BESE approval has been obtained, it may be necessary to change courses and the Official Plan due to decisions made by Curriculum Committees at universities or decisions made by university personnel to strengthen the program. These changes should be made prior to the point that universities submit their Official Plans to the Board of Regents. The changes will be reviewed by staff within the Board of Regents and Louisiana Department of Education.

### **SECTION VI. PROGRAM DOCUMENTATION**

**Initial Degree Plans.** A copy of the redesigned programs, rejoinders, and Degree Plans approved by the Board of Regents and Board of Elementary and Secondary Education will be kept within the Board of Regents and serve as initial documentation for all approved redesigned teacher preparation programs.

**Official Plans.** Once the Official Plans and courses have been approved by University Curriculum Committees, copies of the Official Plans must be submitted to the Board of Regents. The Board of Regents and Louisiana Department of Education will review the plans and provide universities with documents that indicate that the plans have been approved.

**Changes in Degree Plans.** As universities make future changes to the Official Plans to strengthen the teacher preparation programs, universities must submit a form to the Board of Regents identifying the courses that will be changed. These changes will be reviewed for approval by staff within the Board of Regents and Louisiana Department of Education once the changes are submitted. Universities will be provided documents indicating approval of the changes.

## **SECTION VII:       REQUESTS FOR ADDITIONAL INFORMATION**

For questions and information regarding the **program evaluation**, please email the following Board of Regents staff:

Dr. Jeanne Burns at [burnsj@gov.state.la.us](mailto:burnsj@gov.state.la.us).

For questions and information regarding **certification requirements**, please email the following Louisiana Department of Education staff:

Dr. Mary Helen McCoy at [mhmccoy@mail.doe.state.la.us](mailto:mhmccoy@mail.doe.state.la.us).



**PART II: PROGRAM REVIEWS**  
**(Listed Alphabetically)**

# LOUISIANA COLLEGE

**I. SECTION I: PROGRAM EVALUATION**

Evaluators examined the overall quality of the proposed programs and developed the following section.

**A. PROGRAM RECOMMENDATIONS**

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. <i>Master of Arts in Teaching - Alternate Certification</i>	<b><i>Recommended for Resubmission</i></b>

**B. STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1. The university team displayed a great deal of enthusiasm and commitment to implement a new master’s degree at Louisiana College. It was very evident that they will fully support the program and work to provide new candidates with quality experiences.

**C. PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. <i>Master of Arts in Teaching - Alternate Certification (All Programs)</i>	<p>a. It was the understanding of the evaluators that Louisiana College does not currently offer degrees at the graduate level. This will be the first time that a graduate degree will be offered. During the team interview, questions were asked regarding Louisiana College’s capacity to offer and support a graduate program. It was noted that the program would be supported by the college, but the full extent of the support was not clear. <i>It is recommended that Louisiana College provide more extensive information pertaining to the resources that will be provided by the administration to support a Master of Arts in Teaching degree. More specific information should be provided regarding faculty resources, expertise of faculty teaching the graduate courses, library resources, and other forms of support that will be provided to the program.</i></p> <p>b. Louisiana College indicated that they are currently pursuing NCATE accreditation for their undergraduate teacher preparation programs. <i>NCATE has different expectations for graduate programs when compared to undergraduate programs. It is recommended that Louisiana College first obtain their accreditation as an undergraduate program before pursuing NCATE accreditation as both an undergraduate and graduate program. Once the undergraduate program is accredited, the college will have time to fully develop the graduate program before the next NCATE visitation. It is also recommended that the college fully implement a program in one certification area (e.g., grades 1-5) before requesting approval for additional certification areas (e.g., grades 6-12).</i></p>

# LOUISIANA COLLEGE (CONT'D)

## C. PROGRAM STIPULATIONS (CONT'D)

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p>1. <i>Master of Arts in Teaching - Alternate Certification (All Programs)</i></p>	<p>c. When comparing objectives in the graduate level courses to objectives in similar undergraduate level courses, it was determined that there were many objectives that were exactly the same. <i>It is recommended that all objectives in all programs be reexamined. Although teacher candidates in the Master of Arts in Teaching programs need to acquire the same knowledge and skills as all teachers seeking initial certification, the rigor of courses for a master's degree should be greater than the rigor of courses for an undergraduate degree.</i></p> <p>d. An examination of the curriculum for the three certification areas indicates that teacher candidates will be taking a number of courses that are the same. Please reexamine the curriculum for each program and clearly demonstrate that the following is occurring.</p> <ol style="list-style-type: none"> <li>1) Teacher candidates in the mild/moderate special education programs must be prepared to address the diverse needs of exceptional children. It appears that teacher candidates in the proposed graduate program will only be taking two courses (ED 517 and ED 521) that are different than teacher candidates in the grades 1-5 program. It is not clear if this will fully address the needs of the mild/moderate special education teachers. <i>Please provide additional information to clearly demonstrate that standards for teachers of mild/moderate special education will be addressed.</i></li> <li>2) Grades 1-5, grades 6-12, and mild/moderate special education teachers all take the same courses (ED 500, ED 501, and ED 502). <i>Please identify how the courses will be differentiated to address the varying needs of teachers for each certification area.</i></li> <li>3) Grades 1-5 and grades 6-12 teacher candidates take ED 503. The field-based experiences for the course appear to be more appropriate for a grades 1-5 teacher instead of a grades 6-12 teacher. <i>Due to the limited number of courses within this curriculum, please reexamine the objectives and assessments for the course and identify ways to fully address the needs of grades 6-12 teachers.</i></li> <li>4) Teacher candidates within the grades 6-12 specialty methods courses will be exposed to many different types of resources. However, it was not clear how they will acquire knowledge about teaching strategies that are appropriate for specific content areas. <i>Please identify how teacher candidates will acquire knowledge of strategies that are specific to a content area.</i></li> </ol>

## LOUISIANA COLLEGE (CONT'D)

### D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
No Recommendations.

### SECTION II. CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>1. <i>Master of Arts in Teaching - Alternate Certification</i></p>	<p><b>Meets Certification Requirements</b></p> <p>Several concerns that are <u>not stipulations</u>:</p> <ul style="list-style-type: none"> <li>▪ Are these courses advanced compared to practitioner and non-master's programs?</li> <li>▪ Is there sufficient differentiation within Knowledge of Learner and the Learning Environment courses that are listed for all programs and grade levels?</li> <li>▪ Can the institution sufficiently staff these programs, given current faculty loads? The institution is already offering a full complement of programs, including Undergraduate; Practitioner Teacher 1-6, 7-12, M/M; and Non-Master's 1-6, 7-12.</li> <li>▪ If master's level programs are added to institutional offerings, this adds another layer for NCATE accreditation and may further strain institutional resources.</li> </ul>

# LOUISIANA TECH UNIVERSITY

## I. SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. <i>K-12 Baccalaureate Degree(s)</i>	<p><b>K-12 ART EDUCATION</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 HEALTH &amp; PHYSICAL EDUCATION</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 MUSIC EDUCATION - VOCAL</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 MUSIC EDUCATION – INSTRUMENTAL</b> <i>Recommended for Approval with Stipulations</i></p>
2. <i>(Advanced) Master’s Degree - Education</i>	<i>Recommended for Approval with Stipulations</i>
3. <i>(Advanced) Endorsements, Degrees, &amp; Alternative Paths for Educational Leaders</i>	<i>Recommended for Resubmission</i>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1. <i>K-12 Baccalaureate Degrees</i>	<p>a. Very specific strategies are being used to recruit teacher candidates by the Department of Health and Exercise Sciences, the Art Department, and the Music Department.</p> <p>b. A comprehensive set of strategies are listed to provide support to new teachers during their first year of teaching.</p> <p>c. The objectives for the K-12 Health and Physical Education Program and objectives for the K-12 Music Programs have been clearly aligned with the national standards.</p>
2. <i>(Advanced) Master’s Degree - Education</i>	<p>a. The redesigned advanced Master programs are consistent with the unit conceptual framework.</p> <p>b. There is evidence that the site based performance activities address student learning in all courses.</p>

# LOUISIANA TECH UNIVERSITY (CONT'D)

## B. STRENGTHS (CONT'D)

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
2.	<p><i>(Advanced) Master's Degree - Education (Cont'd)</i></p> <p>c. Having the teacher leadership courses imbedded in the Curriculum and Instruction program provides opportunities for candidates to develop skills to assume leadership roles (e.g., serving as curriculum developers, employing collaborative team learning approaches, and providing collaborative teamwork between teacher and administrators) in their respective schools.</p> <p>d. The redesign advanced degree programs enable candidates to increase their content knowledge in the subjects they are expected to teach.</p>
3.	<p><i>(Advanced) Endorsements, Degrees, &amp; Alternative Paths for Educational Leaders</i></p> <p>a. Development of the Professional Development Course provides graduate students with direct experience with staff development using the NSDC standards.</p> <p>b. EDLE 553 on School and Community relations is a good course to offer for this program (even though we recommend below some further development of it).</p> <p>c. It is a strength to the program that the department has designed a year long internship courses, and there has been a strong attempt to integrate field experiences into the other courses.</p> <p>d. Training of faculty in SREB Leadership Curriculum Module shows a strong faculty and administrative support for faculty professional development. Use of the module curriculum is evident in several redesigned courses.</p>

## C. PROGRAM STIPULATIONS

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
1. <i>K-12 Baccalaureate Degrees</i>	<p><i>All Programs</i></p> <p>a. Information listed for Site-Based Performance Activities (pages 7, 15, 25, and 33) appears to be the same as information listed in the narrative course descriptions in the columns for assessments. These two are not the same. Form 4 should clearly identify the different types of performance-based activities that teacher candidates will participate in as they complete their field-based experiences. It is anticipated that these experiences will differ as teacher candidates use knowledge in lower level courses and expand their level of performance in upper level courses. Progression should be evident within the descriptions. It is not clear how the assessments differ from the performance activities. <i>Please redo Form 4 for the four programs and clearly demonstrate progression in the types of performance activities</i></p>

# LOUISIANA TECH UNIVERSITY (CONT'D)

## C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>K-12 Baccalaureate Degrees (Cont'd)</i></p>	<p><i>All Programs (Cont'd)</i></p> <p>b. Information has not been provided for EDUC 438: Instructional Design, Strategies, and Assessment to identify proposed textbooks/resources and faculty to teach the course. <i>Please provide missing information for the narrative description.</i></p> <p>c. Within many of the courses, general statements (e.g., journals, teaching videos, invited speakers, etc.) have been provided to identify proposed resources; however, specific textbooks and specific materials for the course are not listed. It is not possible to determine if the resources for the courses are appropriate for teacher candidates who will be working with students in grades K-12. <i>Please identify the proposed textbooks that will be used in all courses and specific resources that will be developmentally appropriate for the teacher candidates. This section should also be added in courses that have omitted the information.</i></p> <p><i>K-12 Art Education</i></p> <p>a. EDUC 450 and EDUC 463 are listed as two methodology courses for art education. However, the narrative course descriptions indicate that there are 0 hours of laboratory experience. Within the objectives for the courses, there are no indications that the teacher candidate will teach students art within schools. The assessments also do not indicate that the teacher candidates will be involved in teaching activities in schools. Therefore, it is not clear why these courses are listed as methodology courses when candidates are not being provided opportunities to teach art to K-12 students. It was also noted on Form 4 that these methodology course requires the same number of hours for field-based experiences (10 hours) as other lower level courses (e.g., EDCI 125 Introduction to Education). Since there are only two methodology courses in the total curriculum that focus upon the teaching of art, teacher candidates should have more opportunities within the methodology courses to teach K-12 students <i>Please reexamine these courses and provide objectives, performance activities for school-based settings, and assessments that involve teaching experiences with K-12 students.</i></p> <p>b. Page 38 indicates that candidates complete 180 hours of field experiences prior to enrolling in clinical practice. It is not clear on page 7 how K-12 Art Education teacher candidates will complete the 180 hours. <i>Please explain how the 180 hours prior to student teaching will occur.</i></p>

## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>K-12 Baccalaureate Degrees (Cont'd)</i></p>	<p><i>Health &amp; Physical Education</i></p> <p>a. HES 330 and HES 457 list very specific objectives that clearly indicate that candidates will be required to develop lessons and teach within the methodology courses. However, both methodology courses list the same number of hours for field-based experiences as other courses that are not methodology courses. <i>Please reexamine this course and determine if 10 hours of field-based experiences will be sufficient to adequately address the objectives listed in the two courses. These are two important courses and sufficient time should be provided for candidates to fully address the objectives within the field-based settings.</i></p> <p><i>K-12 Music Education</i></p> <p>a. MUPD 464 and MUPD 465 are listed as the methodology courses; however, both are listed as having 0 laboratory experiences. On Form 4 (p. 25), MUPD 464 is listed as having 5 hours of site-based experiences and MUPD 465 is not listed at all for K-12 Instrumental Music Education. MUPD 465 is listed for K-12 Vocal Music Education with 5 hours of site-based experiences. For both courses, teaching is not listed as a performance activity. It is not clear how these two courses can be listed as methodology courses if teacher candidates are not being provided opportunities to go into site-based setting and teach K-12 students. A total of only 5 or 15 hours of field-based experiences in two methodology courses provides teacher candidates with limited opportunity to apply teaching concepts in field-based setting prior to student teaching. <i>Please reexamine these courses and determine if the courses can be strengthened by providing teacher candidates with more opportunities to teach K-12 students in school-based settings.</i></p>



## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. <i>(Advanced) Master's Degree - Education</i></p>	<p><i>Overall for the Program (Master of Science in Curriculum and Instruction)</i></p> <p>a. Although the focus of the program core on teacher leadership is promising, advanced teacher candidates will benefit from still more refinement of the concept of teacher leadership. The literature offers many models of teacher leadership distinct from the roles typically assumed by administrators, such as mentor teacher, teacher consultant, curriculum developer, technology consultant, lead teacher, team leader, department chairperson, action researcher, child study team leader and others. The proposed program tends to cast the teacher leader in the role of junior administrator. This approach raises issues of power, gender, and professional identity that need to be dealt with in the program as teacher leaders find unique and meaningful ways to improve the achievement of students in Louisiana schools apart from becoming administrators. <i>In consultation with teacher leaders in a variety of situations, please revise the courses of the program that are intended for both advanced teachers and aspiring administrators to offer teachers and administrators the knowledge, skills, and dispositions they need to design and support a variety of leadership roles for teachers that recognize their expertise in helping students achieve at high levels. This work will require extending the knowledge base of the program to include literature that focuses on the work of teacher leaders equally with that of school administrators.</i></p> <p>b. In the current proposal, several of the National Board Standards are routinely associated with each of the objectives of every course, and a matrix has been developed which demonstrates the association of program objectives with the National Board Standards. This is an important first step for grounding the program in a set of nationally recognized standards that have the potential to inform teaching resulting in student learning. Taking the development of this program to the next level requires improved agreement by the planning team about which professional outcomes will be developed in depth in each of the courses and reflected in its field-based experiences and assessments. <i>In the next iteration of the courses of the program, please indicate which standards are developed in depth, which are reviewed, and which are touched on for each of the course objectives. This exercise should lead to revision of objectives, proposed resources for learning, and plans for assessment and field-based experiences to enable more rigorous alignment of the program with the National Board Standards.</i></p>

## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. <i>(Advanced) Master's Degree - Education (Cont'd)</i></p>	<p><i>Overall for the Program (Master of Science in Curriculum and Instruction - Cont'd)</i></p> <p>c. Although Nationally Board Certified teachers are present in the professional community, and although alignment with National Board for Professional Teaching Standards is cited for each objective of every course, it is not clear how input from National Board Certified teachers informed the program redesign. <i>It is recommended that a panel of National Board Certified Teachers review your proposed program and provide input before resubmitting.</i></p> <p>d. The redesigned process for admission to the program specifies the participation of a screening committee of faculty, community members, and practitioners. It also identifies components of the admissions packet to include letters of recommendation, a self-assessment of dispositions, and a writing sample, in addition to transcripts and test scores. There is not yet a process that determines how the material submitted by candidates will be assessed, what criteria will be used in their assessment, or how the criteria will be fairly applied. <i>Please specify the criteria and the procedures that will be used by the screening committee to assure the admission of candidates who meet the criteria of the program and fair consideration of all candidates who apply.</i></p> <p>e. Through PASS-PORT the program has established a useful framework for implementation of a Unit Assessment System. However, the goals and objectives for candidate performance to be assessed at each portal are not yet clear. There is need for development of rubrics or other tools for assessment of designated candidate performances and for plans to assure that data are aggregated on a regular basis for use in program evaluation. <i>Please provide samples of tools you will use to link assessment of candidate performances to the conceptual framework for advanced programs and explain how you will use aggregated candidate data in evaluation on the program over time.</i></p> <p>f. The description of the field sites and performance activities of the program on page 166 sounds like a description of the field and clinical component of your initial program. There is need for development of this aspect of the program as it applies to the field experiences for advanced teacher candidates. <i>Please submit a new description that applies to the advanced masters program for teachers. If candidates who are not currently teachers are accepted into the program, how will they complete its field experiences in settings that enable work with diverse learners?</i></p>

## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. <i>(Advanced) Master's Degree - Education (Cont'd)</i></p>	<p><i>Overall for the Program (Master of Science in Curriculum and Instruction – Cont'd)</i></p> <p>f. (Cont'd)</p> <p><i>How will currently employed teachers be supported in completing the field component in their own schools and classrooms? How will the program assure that opportunities to work with diverse learners are part of the field experience profile of each candidate? How will school-based educators be involved in continuing development and evaluation of the program? How will the performance of candidates in the field be assessed? How will candidates and their supervisors and mentors be informed of the expectations of the program for completion of the field component?</i></p> <p><i>English and Mathematics Concentrations</i></p> <p>a. Unlike the others, these concentrations do not specify the courses to be completed by candidates. This suggests that selection of courses is a matter of candidate preference or scheduling needs rather than attention to the content demands of the Louisiana standards for P-12 student learning and/or those of national SPAs. <i>Please submit a revision of these concentrations that indicates the criteria to be used in selection of courses that constitute an acceptable program of study and/or specifies appropriate courses or course clusters.</i></p>
<p>3. <i>Educational Leadership Master's Degree and Programs</i></p>	<p>a. There needs to be more formal collaborations with schools and districts. <i>In order to accomplish more meaningful work, URT and RAT should meet as one and include school district leaders more closely in course development and in meeting the needs of the school districts and students.</i></p> <p>b. The recruitment, screening, and selection process is too traditional. <i>The criteria for identifying successful leaders should be identified first, then screen for criteria, and apply university measures. If candidates have difficulty meeting university measures, consider identifying waiver policies.</i></p> <p>c. <i>Further develop the PASSPORT program to use as a performance skill assessment instrument as opposed to a monitoring devise for admitting students. For example, meaningful activities, field experiences, and assessments should be included at appropriate points in the program. In addition, the internship reflective entries and the log should not only be included but monitored and evaluated on a regular basis.</i></p>

## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>3. <i>Educational Leadership Master's Degree and Programs</i></p>	<p>d. The assessments provided within each syllabus are not described in sufficient detail to determine compliance with the state and ELCC standard elements. <i>Please provide more specific descriptions of these assessments, the scoring guide that will be used to measure candidate's proficiency on the standards, and discuss how a quantified summary of the data results will be developed from any of the assessments given.</i></p> <p>e. The program assessments provided on pages 40-41 are not described in sufficient detail to determine how the knowledge, skills, and dispositions contained in the state and ELCC standards will be measured with regard to the program's effectiveness. <i>A formalized system of assessment/evaluation follow-up on program completers is needed in this area for compliance. These evaluations should measure the program's effectiveness in developing candidates' knowledge, skills, and dispositions contained in the state and ELCC standards. Please provide more specific information to indicate how this will occur.</i></p> <p>f. While the internship has been designed around three courses that meet over a year long period, candidates are only required to gain 40 hours worth of internship experience within each semester. That equates to little more than 3 hours per week. This does not meet the full-time definition (9-12 hrs) of ELCC standard 7.1. Three hours over a week is not sufficient time for candidates to gain meaningful capstone experiences. In addition, we understand that the department will provide candidates with a list of 100 intern experiences that candidates can choose from to build their intern experience with their site supervisor. <i>To meet ELCC standard 7.3, please identify a certain set of required experiences that will be developed for all candidates to take. These should be aligned to the other six ELCC standards. These experiences will need to be evaluated through a formal assessment system (evaluation form) by the on-site mentor to ensure candidate's proficiency on the standards. In addition, university faculty need to collaborate with the on-site mentors and school districts to establish this core set of experiences and the evaluation which should be used. Provide formal system for training of mentors with established criteria and measurable formable objectives. Lastly, identify how candidates will have experiences in multiple settings (elementary, secondary, district settings) to allow for the demonstration of a wide range of relevant knowledge and skills.</i></p>

## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>3. <i>Educational Leadership Master's Degree and Programs (Cont'd)</i></p>	<p>g. <i>While the portfolio system is described, the specific artifacts that all candidates are required to submit, how the artifacts will be collected and assessed, and the alignment of these artifacts with state and ELCC standards needs to be addressed. Checkpoints will need to be designed for reviewing the artifacts within the program and scoring guides developed for determining the level of proficiency which candidates will be expected to achieve for each of these artifacts. Lastly, a system for remediation should be designed for those candidates who do not achieve mastery of the standards. Special attention should be given to ensure that the artifacts required are meaningful in core functions of teaching and learning and improved student achievement.</i></p> <p>h. <i>Provide a tracking system that shows that 1/3 of the course content focuses on curriculum that impacts instruction and student achievement and that all instructional leaders possess knowledge and skills pertaining to the leading literacy and numeracy achievement requirements. The faculty should collaboratively engage in mapping, monitoring, and prioritizing the whole curriculum experience.</i></p> <p>i. <i>There is not enough focus on creating learning activities based on real world problems. More problem-based learning needs to be develop in this area. Work with your local school districts to identify real world problems that can be used within the educational leadership program. Incorporate the activities into the educational leadership curriculum.</i></p> <p>j. <i>All of the course objectives in all of the syllabi give credit for "attending class." This is not an acceptable or measurable objective for a course. It should be inherent expectation of any course. Please make this revision.</i></p> <p>k. <i>Few of the course objectives or field experiences within the syllabi presented show any alignment to state or ELCC performance standards. Rather than aligning these areas with the ELCC standards as a whole (e.g., 1.0) they should identify which specific elements within the standards they apply to such as 1.1, or 1.3, etc. Each element identifies different expectations for candidate performance. These should be addressed within course objectives, course activities and assignments, field experiences, and candidate assessments. Opportunities for candidates to apply their knowledge should be provided within the program to allow candidates to develop skills and gain real world experiences aligned to the standards. While the addendum provided aligns state and ELCC standards to program outcomes, these outcomes are not tied into specific course objectives, assignments, field experiences, or assessments.</i></p>

## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>3. <i>Educational Leadership Master's Degree and Programs (Cont'd)</i></p>	<p>1. Specific Comments about each course:</p> <ol style="list-style-type: none"> <li>1) EDLE 500: Course objectives do not allow candidates an opportunity to use data to plan for school improvement. The textbooks used are not designed to prepare someone to lead a school. The course objectives, field experiences, and assessments do not show any alignment with the specific performance requirements outlined in the state and ELCC standards referenced. <i>It is recommend that field experiences be worked into the course objectives and that the course use real school data to help prepare the candidates.</i></li> <li>2) EDLE 501: Course objectives do not allow candidates to learn how to map, monitor, or do a curriculum audit as specified in the field experience section. The empirical basis doesn't lend themselves to either the field experience or the course objectives. It is recommended that Bloom's taxonomy be replaced with the Solo taxonomy as this is the language of accountability. This curriculum course doesn't address student standards for learning at either the state or national level. The course objectives, field experiences, and assessments do not show sufficient alignment with the specific performance requirements outlined in the state and ELCC standards referenced. The objectives show some alignment to ELCC standard 2.2 and 2.3 but needs more development. <i>Please revise the course.</i></li> <li>3) EDLE 510 and 511: These courses need to be redesigned. They lack focus on teaching and learning. Course objectives and field-based experiences are not tied to teacher leadership or to improvement of student learning in schools. Much of the material taught overlaps with what is taught in the other courses. It is recommended that specific criteria be developed for what a teacher leader should know and be able to do. The course objectives, field experiences, and assessments in both courses do not show any alignment with the specific performance requirements outlined in the state and ELCC standards referenced. <i>Please revise the courses to address the identified needs.</i></li> </ol>

## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (Cont'd)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>3. <i>Educational Leadership Master's Degree and Programs (Cont'd)</i></p>	<p>1. Specific Comments about each course (cont'd):</p> <p>4) EDLE 531: It is unclear how the course objectives set forth really achieve the objective for the program (e.g., supervision of instruction). The field experiences don't align with the course objectives and do not encourage group work or team work which is an essential strategy for change in schools. The course objectives, field experiences, and assessments do not show sufficient alignment with the specific performance requirements outlined in the state and ELCC standards referenced. The objectives and field experiences show some alignment to ELCC standard 2.3 and 6.1 but need more development. <i>Please revise.</i></p> <p>5) EDLE 540: This course does not address the change aspects involved with personalizing learning, organizing a school for student achievement, building teams, communicating effectively, or using data to promote meaningful school change. It is unclear how the field experiences relate to specific achievement of the course objectives. The course objectives, field experiences, and assessments do not show sufficient alignment with the specific performance requirements outlined in the state and ELCC standards referenced. The objectives and field experiences show some alignment to ELCC standard 6.1 and 3.1 but does not cover the full range of intent for these elements. Further development is needed. <i>Please revise.</i></p> <p>6) EDLE 541: It is unclear how the course objective will actualize into meaningful field experiences. The field experiences are not true application of knowledge and do not involve students in leadership roles. Interviewing a principal about a topic does not provide sufficient application of the skills required by state and ELCC standards. The course objectives, field experiences, and assessments do not show sufficient alignment with the specific performance requirements outlined in the state and ELCC standards referenced. <i>Please revise.</i></p> <p>7) EDLE 551: The field experiences should be more about the improvement of student achievement using technology and less about knowing technology in and of itself. The course objectives, field experiences, and assessments do not show sufficient alignment with the specific performance requirements outlined in state, NET*A and ELCC standards. However, it is noted that ELCC standard 2.1 has been met in both objectives and field experience. <i>Please revise.</i></p>

## LOUISIANA TECH UNIVERSITY (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>3. <i>Educational Leadership Master's Degree and Programs (Cont'd)</i></p>	<p>1. Specific Comments about each course (cont'd):</p> <p>8) EDLE 553: The course objectives, field experiences, and assessments do not show sufficient alignment with the specific performance requirements outlined in the state and ELCC standards referenced. The objectives show some alignment to ELCC standards 3.2 and 4.1, but does not cover the full range of intent for these elements. Further development is needed. The field experience mentions developing a school/community plan but does not indicate that candidates must actually interact with community stakeholders in the development of the plan. There is not specific outreach or involvement of the community in this plan description. <i>Please revise.</i></p> <p>9) EDLE 561: This course has considerable overlap with 511 and 541 in the course objectives. The field experiences should involve candidates in the application of knowledge and performance opportunities rather than just passive experiences. While ELCC standard elements 5.1, 5.2, and 5.3 are listed as course objectives, there is no indication in the field experiences or assessments how these objectives will be accomplished or assessed. <i>Further development is needed. It is recommended that the field experiences relate to real school problems and case situations. Candidates should work with a school team in finding solutions to these real-world problems.</i></p> <p>10) EDLE 562/563/564: These courses need a formalized system for training on-site mentors. In addition, rather than having 100 isolated activities, a core set of activities should be required of all candidates focusing on student learning and school achievement and aligned to state and ELCC standards. Special attention should be given to ensuring that activities are not at an observation, interview, or shadowing level, but at a participatory or leading level. In addition, there needs to be a clearer description of how the portfolio and reflective journal and log will be used as a true assessment of candidate's proficiency on the standards. Jointly develop relevant site-based experiences and internships with local schools to allow candidates to demonstrate meaningful leadership competencies. Provide more evidence about the progression of field based experiences. <i>Please revise.</i></p>



## LOUISIANA TECH UNIVERSITY (CONT'D)

### D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1.	<i>K-12 Baccalaureate Degrees</i>  a. None
2.	<i>(Advanced) Master's Degree - Education</i>  a. None
3.	<i>Teacher Leader and Educational Leadership Programs</i>  a. None

### SECTION II. CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSSED TO MEET STATE CERTIFICATION REQUIREMENTS									
1.	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 30%;"><i>K-12 Baccalaureate Degree(s)</i></td> <td> <b>a. K-12 ART EDUCATION</b> <i>Meets Certification Requirements</i> </td> </tr> <tr> <td></td> <td> <b>b. K-12 HEALTH &amp; PHYSICAL EDUCATION</b> <i>Meets Certification Requirements</i> </td> </tr> <tr> <td></td> <td> <b>c. K-12 MUSIC EDUCATION - VOCAL</b> <i>Meets Certification Requirements</i> </td> </tr> <tr> <td></td> <td> <b>d. K-12 MUSIC EDUCATION - INSTRUMENTAL</b> <i>Meets Certification Requirements</i> </td> </tr> </table>	<i>K-12 Baccalaureate Degree(s)</i>	<b>a. K-12 ART EDUCATION</b> <i>Meets Certification Requirements</i>		<b>b. K-12 HEALTH &amp; PHYSICAL EDUCATION</b> <i>Meets Certification Requirements</i>		<b>c. K-12 MUSIC EDUCATION - VOCAL</b> <i>Meets Certification Requirements</i>		<b>d. K-12 MUSIC EDUCATION - INSTRUMENTAL</b> <i>Meets Certification Requirements</i>
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	<b>b. K-12 HEALTH &amp; PHYSICAL EDUCATION</b> <i>Meets Certification Requirements</i>								
	<b>c. K-12 MUSIC EDUCATION - VOCAL</b> <i>Meets Certification Requirements</i>								
	<b>d. K-12 MUSIC EDUCATION - INSTRUMENTAL</b> <i>Meets Certification Requirements</i>								
2.	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 30%;"><i>(Advanced) Master's Degree - Education</i></td> <td><i>The Louisiana Department of Education did not review this program since it did not address initial certification.</i></td> </tr> </table>	<i>(Advanced) Master's Degree - Education</i>	<i>The Louisiana Department of Education did not review this program since it did not address initial certification.</i>						
<i>(Advanced) Master's Degree - Education</i>	<i>The Louisiana Department of Education did not review this program since it did not address initial certification.</i>								

# LOUISIANA TECH UNIVERSITY (CONT'D)

## SECTION II. CERTIFICATION EVALUATION (CONT'D)

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p>3. <i>Educational Leadership Degree and Programs</i></p>	<p><b>a. TEACHER ENDORSEMENT</b></p> <p><i>Meets Certification Requirements</i></p> <p><b>b. MASTER’S DEGREE – EDUCATIONAL LEADERSHIP</b></p> <p><i>Meets Certification Requirements</i></p> <p>Several concerns that are <u>NOT stipulations</u>:</p> <p>The proposal states that candidates are self-selected.</p> <ul style="list-style-type: none"> <li>▪ Is there a process in place to specifically address regional and district educational leader shortages?</li> </ul> <p>Is the candidate prepared:</p> <ul style="list-style-type: none"> <li>▪ To handle management of extra-curricular programs on school campuses?</li> <li>▪ To oversee student advising, guidance, and counseling services?</li> <li>▪ To use conflict resolution techniques to handle personnel and student issues?</li> </ul> <p><b>c. ALTERNATE ROUTE – EDUCATIONAL LEADERSHIP</b></p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>Describe process to screen candidates for competencies gained through prior experiences that may possibly allow substitutions for coursework requirements in an individualized program.</p>

# UNIVERSITY OF LOUISIANA AT LAFAYETTE

## I. SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<p>1. <i>K-12 Baccalaureate Degree(s)</i></p>	<p><b>K-12 ART EDUCATION</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 HEALTH &amp; PHYSICAL EDUCATION</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 MUSIC EDUCATION - VOCAL</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 MUSIC EDUCATION - INSTRUMENTAL</b> <i>Recommended for Approval with Stipulations</i></p>
<p>2. <i>K-12 Alternate Certification Programs</i></p>	<p><b>K-12 ART EDUCATION -</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 HEALTH &amp; PHYSICAL EDUCATION</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 MUSIC EDUCATION - VOCAL</b> <i>Recommended for Approval with Stipulations</i></p> <p><b>K-12 MUSIC EDUCATION - INSTRUMENTAL</b> <i>Recommended for Approval with Stipulations</i></p>
<p>3. <i>(Advanced) Master's Degree - Education</i></p>	<p><i>Recommended for Approval</i></p>
<p>4. <i>(Advanced) Endorsements, Degrees, &amp; Alternative Paths for Educational Leaders</i></p>	<p><i>Recommended for Approval with Stipulations</i></p>

# UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

## B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	<p><i>K-12 Baccalaureate Degrees</i></p> <ul style="list-style-type: none"><li>a. Teacher candidates have been provided opportunities to participate in a variety of different types of field-based experiences throughout the Kinesiology program.</li><li>b. An effective structure was created to gather input from university and district personnel in the development of the redesigned K-12 programs.</li><li>c. A very clear process has been developed to admit individuals to the music education program that is based upon musical achievement as well as other factors.</li></ul>
2.	<p><i>(Advanced) Master's Degree - Education</i></p> <ul style="list-style-type: none"><li>a. The blueprint of the redesigned curriculum with its introductory focus on skill development for action research and reflection, application in the concentration, and professional sharing through conduct and presentation of action research is worthy of recognition.</li><li>b. The advanced programs for teachers allow for candidates to gain a deeper understanding of content knowledge (12 credit hours) in the subjects they teach and another 6 hours of electives which may be combined with the 9-credit hour minor to provide an additional area of certification.</li><li>c. The site based performance activities and assessments associated with courses are rigorous and address student achievement.</li><li>d. The redesigned advanced programs for teachers are aligned with the new state certification structures and the National Board for Professional Teaching Standards Certification.</li><li>e. The empirical basis for all courses is specific to the course and represents traditional and current practical information on best professional and pedagogical practice; focus on the real dilemmas of classroom teachers; and on their contexts, circumstances, and concerns.</li><li>f. Strong involvement in the redesign by the professional community, including classroom teachers (including National Board Certified Teachers), school administrators and Arts and Sciences faculty, was evident during the interviews and in the description of the development of the proposal submitted.</li></ul>
3.	<p><i>(Advanced) Endorsements, Degrees, &amp; Alternative Paths for Educational Leaders</i></p> <ul style="list-style-type: none"><li>a. Collaboration is exhibited with local districts on all levels including tapping, curriculum design, field experiences, and portfolio artifacts.</li><li>b. Plans are in place for training mentors that include studying training programs from other states and ensuring that the mentee is leading in activities not just observing or shadowing.</li><li>c. The internship experiences require candidates to gain experiences in multiples settings including district offices and social service agencies.</li></ul>

# UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

## B. STRENGTHS (CONT'D)

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
4.	<p><i>(Advanced) Endorsements, Degrees, &amp; Alternative Paths for Educational Leaders</i></p> <p>d. The composition of the advisory committee is very reflective of all the stakeholders. It is evident that the advisory committees are integrated and actively engaged in the program’s design and ongoing improvement efforts.</p> <p>e. Faculties work collaboratively checking for course overlap, course design, and integration and engage in mapping, monitoring, and prioritizing the whole curriculum experience.</p> <p>f. Allowing the individualized design of artifacts for the PASSPORT system in collaboration with the schools and districts provides candidates with an opportunity to have meaningful real-world, problem-solving experiences.</p> <p>g. Training of faculty in SREB Leadership Curriculum Module shows a strong faculty and administrative support for faculty professional development and use of the module curriculum is evident in all redesigned courses.</p> <p>h. EDLD 500 includes an understanding of NCLB and how it applies to school districts and its impact on student learning.</p> <p>i. EDLD 502 requires candidates to use data to inform decisions about students, teachers, schools, and districts.</p> <p>j. EDLD 511 on School and Community relations is a good course to offer for this program.</p>

## C. PROGRAM STIPULATIONS

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p>1. <i>K-12 Baccalaureate Degrees</i></p>	<p><i>All Programs</i></p> <p>a. Page 46 indicates that certified elementary teachers will be selected as mentors/supervisors. It is not clear how this would be appropriate for the K-12 certifications. <i>Please rewrite this section so that it is appropriate for the K-12 certification structure.</i></p> <p>b. Page 72 indicates that students will “apply their knowledge of classroom management, individual students needs, and assessment procedures of the young child during their last semester before graduation” within EDCI 488. It is not clear within this description how this is appropriate for individuals who will be working with students for the K-12 certification areas. <i>Please provide a narrative course description that clearly identifies the types of experiences that K-12 students will have during student teaching. Clearly indicate how these individuals will exit their K-12 teacher preparation programs after having opportunities to teach not only young students but high school students as well.</i></p>

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>K-12 Baccalaureate Degrees</i></p>	<p><i>K-12 Music Education and K-12 Art Education</i></p> <p>a. Only 25-35 hours of field-based experiences have been listed for the K-12 Art Education Program and K-12 Music Education Programs. This is an inadequate number of hours of field-based experiences prior to student teaching. The certification structure approved by the Board of Elementary and Secondary Education recommends 180 hours of field-based experiences prior to student teaching. <i>Please redo Form 4 for K-12 Music Education and K-12 Art Education and identify additional hours of experiences for teacher candidates prior to entering student teaching. Clearly demonstrate the progressive nature of the experiences. Identify within Form 4 how candidates will build upon prior field-based experiences as they progress through their programs.</i></p> <p>b. Only 25-35 hours of field-based experiences have been listed for the K-12 Art Education Program and K-12 Music Education Programs. This is an inadequate number of hours of field-based experiences prior to student teaching. The certification structure approved by the Board of Elementary and Secondary Education recommends 180 hours of field-based experiences prior to student teaching. <i>Please redo Form 4 for K-12 Music Education and K-12 Art Education and additional hours of experiences for teacher candidates prior to entering student teaching. Clearly demonstrate the progressive nature of the experiences. Identify within Form 4 how candidates will build upon prior field-based experiences as they progress through their programs.</i></p> <p>c. There appears to be a fair amount of overlap in objectives for PSYC 220, PSYC 313, EDCI 450, EDFL 201, EDFL 106, and EDCI 427. <i>Please examine the objectives in these courses. Where similar concepts are being taught in multiple courses, please revise the objectives to clearly indicate that teacher candidates will be expanding their knowledge about the concepts instead of being taught concepts that had already taught in previous courses. Within the objectives, clearly indicate that teacher candidates will acquire knowledge relevant for young children as well as older students.</i></p> <p><i>K-12 Art Education</i></p> <p>a. VIAR 216 and VIAR 315 are the only courses in the curriculum that appear to provide teacher candidates with instruction pertaining to the teaching of art. Yet within these two courses, candidates have limited opportunities to apply teaching methods while working with K-12 students in schools. <i>Please reexamine the objectives for these two courses and the number of hours in which teacher candidates are involved in field-based experiences. Identify ways to strengthened these courses to allow teacher candidates to have more opportunities to practice teach art to</i></p>

**UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)**

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p>1. <i>K-12 Baccalaureate Degrees (Cont'd)</i></p>	<p><i>K-12 Art Education (Cont'd)</i></p> <p>a. Cont'd</p> <p><i>students in elementary, middle, and high schools prior to entering student teaching. Clearly show within Form 4 the progression that will occur as teacher candidates move through the field-based experiences.</i></p> <p><i>K-12 Music Education</i></p> <p>a. MUS 337 and MUS 338 have been listed as two separate courses that may be taken to address the methodology requirements for instrumental music. However, an examination of the narrative descriptions indicate that the descriptions are exactly the same with the exception of a few additional resources listed for one course. <i>Please rewrite the narrative descriptions for these two courses. Clearly indicate that teacher candidates in MUS 337 will develop knowledge and skills that are differentiated from those acquired in MUS 338.</i></p> <p>b. Teachers of instrumental music in the elementary school setting will be required to do more than teach band or teach orchestra to elementary age students – especially when working with students in the early grades of kindergarten through grade three. Yet, the only methodology courses that teacher candidates are required to take are for band or orchestra. <i>Please reexamine the Louisiana Arts Content Standards for K-12 and determine how teachers will develop the necessary knowledge, skills, and dispositions to effectively address all of the standards. In addition, identify the courses where teacher candidates will be provided opportunities to utilize appropriate strategies and techniques while teaching instrumental music to students within field-based settings Methodology courses should provide teacher candidates with opportunities to teach students in elementary, middle, and high school settings prior to student teaching.</i></p> <p>c. MUS 333 addresses methods of teaching vocal music in the elementary school. Several of the objectives that have been listed are more appropriate for courses pertaining to educational psychology or other areas. Since this course is addressing vocal music, the objectives should pertain to this area. <i>Please reexamine the objectives within the course and provide performance objectives and assessments that pertain to knowledge, skills, and disposition for vocal music.</i></p>

## UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

### C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. <i>K-12 Alternate Certification Programs (All)</i></p>	<p>a. In that art achievement, music achievement, and physical achievement are all important for teacher candidates in the K-12 teaching areas, it is not clear what criteria the campus will use when admitting individuals to the alternate certification programs. Teacher candidates will pass the PRAXIS examinations to enter the programs; however, other skills will be necessary for them to be successful in these areas. <i>Please identify other criteria that you will use to determine who you will or will not admit to your K-12 alternate certification programs.</i></p> <p>b. Teacher candidates are being provided few opportunities to be involved in field-based prior to the internship. <i>Please see comments pertaining to undergraduate methodology courses and make similar changes to the same courses that are being used for the alternate certification programs.</i></p>
<p>3. <i>(Advanced) Master's Degree - Education</i></p>	<p>a. None</p>
<p>4. <i>Educational Leadership Master's Degree and Programs</i></p>	<p>a. While there is a meaningful recruitment process, <i>it is recommended that the screening be flipped so that the second level of screening occur first. The first level of recruitment should be to apply criteria for identifying successful leaders, then screen for this criteria, and apply university measures.</i></p> <p>b. While the PASSPORT/portfolio system is well-defined, work is still needed to provide guidelines for developing meaningful artifacts that align to course objectives and state and ELCC standards. As they plan each student's individual artifacts, the department is going to have to systemize how the artifacts can be categorized to ensure that all the state and ELCC standards have been met. In addition, rubrics for defining proficiency need to be established for each course's artifacts. <i>Please discuss how this will occur.</i></p> <p>c. The program design requires including curriculum in at least 1/3 of coursework that focuses on instruction and improvement of student achievement and issues of leadership for literacy and numeracy. Although this appears to be present, a tracking system should be developed for monitoring to ensure that this is in fact occurring. <i>Please describe how this would occur.</i></p>



## UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

### C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>4. <i>Educational Leadership Master's Degree and Programs (Cont'd)</i></p>	<p>d. While the internship is a strong focus of the program and extends over the course of two years, one day a month does not provide sufficient opportunities to gain meaningful experiences tied to the application of classroom objectives. <i>It is recommended that candidates be expected to use some personal time outside that one day to accomplish field experiences aligned to course objectives and state and ELCC standards. The faculty need to formalize the seminar training of mentors and complete the intern handbook. Please describe how this could occur.</i></p> <p>e. The internship requires candidates to develop a log of experiences to engage in reflective dialog. There needs to be more formalized feedback and evaluation by faculty to monitor candidates performance and proficiency in this activity as it relates to state and ELCC standards. <i>Please describe how this would occur.</i></p> <p>f. Technology use beyond Blackboard should be integrated into all courses and field experiences. <i>Please identify how this occur.</i></p> <p>g. Narrative descriptions for courses are not consistent in presenting candidate assessments that will be used to measure proficiency and aligning the assessments to state and ELCC standards. In addition, the current assessments use traditional instruments (e.g., paper and pencil, quizzes) and NCATE requires more than one type of assessment type for compliance. Scoring guides should be developed for these assessments. It is recommended that more performance-based assessments be integrated into the portfolio/PASSPORT system. <i>Please identify how this might occur.</i></p> <p>h. The field experiences should be integrated into the course descriptions and aligned to the course objectives. In addition, the course descriptions should clearly show the alignment of the course objectives and field experiences to state and ELCC standards. <i>Please revise.</i></p> <p>i. In EDLD 502 the SPSS software and some of the documents for content and skills are not the best available. <i>It is recommended that the resources and materials list be used for input into this course. Please revise.</i></p> <p>j. EDLD 503 focuses on the adult culture in the school rather than high expectations and rigor for achieving student learning. <i>Please identify how this course could be strengthened.</i></p> <p>k. EDLD 509 resources and materials list does not align to the course objectives. It is unclear how these readings would support evaluating program effectiveness and meaningful change. <i>Please revise.</i></p>

# UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

## C. PROGRAM STIPULATIONS (CONT'D)

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p>4. <i>Educational Leadership Master's Degree and Programs</i></p>	<p>l. There should be more focus on developing candidates who can understand and implement professional development activities in schools. This should include creating professional learning communities in which leadership teams successfully address classroom, school, and/or district needs. <i>It is recommended that a course be developed to meet this need.</i></p> <p>m. Although during the interview performance based activities were discussed, these were not clearly reflected in the syllabi. Descriptions of candidate performance activities and assignments should be integrated into course activities and aligned to state and ELCC standards. <i>Please revise.</i></p> <p>n. Surveying current students and graduates is an excellent means of program follow-up; however, these instruments should be aligned to state and ELCC standards and the data from these surveys should be integrated into the PASSPORT assessment system and used for program improvement. <i>Please identify how this could occur.</i></p>

## D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D)

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
<p>1. <i>K-12 Baccalaureate Degrees</i></p>	<p>a. If the university has not already done so, it is recommended that the faculties develop matrices that clearly align Louisiana's standards for art, music, and health to the courses identified within these programs. In reviewing course descriptions, it appeared that standards were being addressed; however, it was not possible to determine if all benchmarks were fully addressed. The matrices will assist institutions in determining if teacher candidates are fully prepared when entering the schools.</p>
<p>2. <i>(Advanced) Master's Degree - Education</i></p>	<p>a. Through PASS-PORT the program has established a useful framework for implementation of the Unit Assessment System. The unit's implementation of the system in other programs provides a model for the development of rubrics, aggregation of data, and analysis of data to be used in program evaluation. As you continue to develop rubrics and other instruments for assessing candidate performance in the advanced program for teachers, please consider the alignment of goals and objectives with the unit's conceptual framework as well as with National Board for Professional Teaching and other state and national standards.</p>

# UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

## D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D)

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
2.	<p><i>(Advanced) Master's Degree - Education (Cont'd)</i></p> <p>b. The redesign effort has led to the establishment of a strong network of contacts for the program for recruitment of candidates and continuing development of the program. The current plan for mentoring candidates in their field experiences depends on the efforts of the faculty in the individual courses of the program. We recommend that the program design subcommittees explore the development of school-based support systems for teacher candidates. Goals of the support system might include development of authentic audiences for teacher research, school collaboration in identification of issues and collection of data for action research, and commitment to use the results of locally-based action research in development of programs to improve student achievement.</p>
3.	<p><i>(Advanced) Endorsements, Degrees, &amp; Alternative Paths for Educational Leaders</i></p> <p>a. None</p>

## SECTION II. CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p>1. <i>K-12 Baccalaureate Degree(s)</i></p>	<p><b>a. K-12 ART EDUCATION</b></p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) Please address the General Education stipulations identified on the next page.</p> <p><b>b. K-12 HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) Please address the General Education stipulations identified on the next page.</p>

# UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

## SECTION II. CERTIFICATION EVALUATION (CONT'D)

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p>1. <i>K-12 Baccalaureate Degree(s) (Cont'd)</i></p>	<p><b>c. K-12 MUSIC EDUCATION (VOCAL)</b></p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <ol style="list-style-type: none"> <li>1) Please address the General Education stipulations identified below.</li> <li>2) Please submit a course description for MUS 351.</li> </ol> <p><b>d. K-12 MUSIC EDUCATION (INSTRUMENTAL)</b></p> <ol style="list-style-type: none"> <li>1) Please address the General Education stipulations identified below.</li> <li>2) Please submit course descriptions for MUS 181, 183, 185, and 187.</li> </ol> <p><b>e. GENERAL EDUCATION STIPULATIONS FOR ALL PROGRAMS (CONT'D):</b></p> <ol style="list-style-type: none"> <li>1) Science: Please provide prefixes, numbers, and descriptions for specific courses. Only two catalog descriptions appear for science courses—BIOL 102; BIOL 218.</li> <li>2) Social Studies: Please provide prefixes, numbers, and descriptions for social studies courses.</li> </ol>
<p>2. <i>K-12 Alternate Certification Programs</i></p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <ol style="list-style-type: none"> <li>1) Describe process to be used to assure that a candidate can demonstrate performance skills in the area of certification.</li> </ol>
<p>3. <i>(Advanced) Master's Degree - Education</i></p>	<p><i>The Louisiana Department of Education did not review this program since it did not address initial certification.</i></p>

# UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D)

## SECTION II. CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
4. <i>Educational Leadership Degree and Programs</i>	<p>a. <b>TEACHER ENDORSEMENT</b> <i>Meets Certification Requirements</i></p> <p>b. <b>MASTER'S DEGREE – EDUCATIONAL LEADERSHIP</b> <i>Meets Certification Requirements</i></p> <p>c. <b>ALTERNATE ROUTE – EDUCATIONAL LEADERSHIP</b> <i>Meets Certification Requirements</i></p>

# UNIVERSITY OF LOUISIANA AT MONROE

**I. SECTION I: PROGRAM EVALUATION**

Evaluators examined the overall quality of the proposed programs and developed the following section.

**A. PROGRAM RECOMMENDATIONS**

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. <i>K-12 Baccalaureate Degree(s)</i>	<b>K-12 ART EDUCATION</b>  <i>Recommended for Approval</i>

**B. STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)	
a.	A diverse group of individuals were included as members of the Redesign Team. Efforts were made to involve individuals from within the community, university, and schools in decisions pertaining to the curriculum.
b.	The university has identified specific strategies to recruit individuals into the teacher preparation program. The combination of the Creative Solutions Committee, ULM Enrollment Management Services, Teacher Cadet Program, scholarships, and other recruitment strategies are productive efforts to attract individuals to the teaching profession.
c.	The University of Louisiana at Monroe has created a Help line to provide support to new teachers after completion of their teacher education programs. In addition, candidates are provided opportunities to assess their own progress and are provided support from university supervisors who are working with students and interns in the university service area.
d.	The College of Arts and Sciences will be providing co-supervision for candidates who are enrolled in methodology courses and during their student teaching. This will help to ensure that teacher candidates are delivering appropriate knowledge and techniques when helping K-12 students attain the benchmarks for the Louisiana Arts Content Standards and national standards.
e.	ART 418: Inclusive Art Instruction is an innovative approach to integrate art methodology with multicultural education. Teacher candidates within this course will develop a more comprehensive understanding of how art can be used to enhance the learning of K-12 students from different cultures and impact the learning of K-12 students with exceptionalities.

**C. PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. <i>K-12 Baccalaureate Degree - Art Education</i>	None.

**D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
a.	The courses that have been listed in the area of Visual Arts will address Louisiana’s K-12 content standards. However, with the abbreviated course descriptions, it is not clear which courses will help teacher candidates address specific benchmarks. This was not required within the redesign guidelines, and campuses were not asked to submit this information. If the university has not already done so during the redesign process, it is recommended that a matrix be developed that clearly identifies which courses are addressing the benchmarks for the Louisiana Arts Content Standards. As an example, K-12 students are expected to assess roles, careers, and career opportunities in the visual arts. A matrix would help to identify in what courses teacher candidates would acquire the knowledge they would need when addressing this benchmark within K-12 schools.
b.	You have provided a statement when listing assessment strategies which indicates that “. . . candidates will maintain an overall average of 80%, based on grading rubrics, on all evaluative activities.” If you have not already done so, establish consistent criteria for each of the assessment strategies and have faculty who are teaching the same courses use the criteria when assessing the level of performance of teacher candidates.
c.	The following assessment strategy is listed in several different courses: Observe and teach art lessons to diverse student populations in K-12 settings for a minimum of 30 hours. Since students take ART 418 prior to ART 111 & ART 412, it is assumed that the assessment rubrics for ART 418 will be examining aspects of teaching that will differ from the assessment rubrics for ART 411 & ART 412. It is assumed that higher expectations will exist as teacher candidates are teaching during their senior year when compared to their junior year due to the previous experiences that they have had when teaching lessons to students. It is recommended that the assessments listed for these courses reflect progression in expectations as teacher candidates acquire new knowledge and skills in higher level courses.
d.	Teacher candidates are required to take CURR 375A: Classroom Behavior and Instructional Management – Secondary. Since the teacher candidates will also become certified to teach students at the kindergarten level, it is important for teacher candidates to also be aware of techniques that are appropriate for young children. If not already addressed, it is recommended that the PSYC 203: Child Psychology and PSYC 301: Educational Psychology course be closely examined to ensure that these teacher candidates are also acquiring knowledge about classroom management techniques for young children. If that is not occurring, objectives should be added to the methodology courses that pertain to classroom management of young children to assist candidates in developing the necessary knowledge and skills to be effective when managing the behavior of young children.

**SECTION II. CERTIFICATION EVALUATION**

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

<b>AREAS THAT MUST BE ADDRESSSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
1.	<p><i>K-12 Baccalaureate Degree(s) – K-12 Art Education</i></p> <p style="text-align: center;"><b>K-12 ART EDUCATION</b></p> <p style="text-align: center;"><i>Meets Certification Requirements</i></p>

# XAVIER UNIVERSITY

**I. SECTION I: PROGRAM EVALUATION**

Evaluators examined the overall quality of the proposed programs and developed the following section.

**A. PROGRAM RECOMMENDATIONS**

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. <i>(Advanced) Master's Degree - Education</i>	<b><i>Recommended for Resubmission</i></b>

**B. STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
<p>1. <i>(Advanced) Master's Degree - Education</i></p> <ul style="list-style-type: none"> <li>a. The implementation of a comprehensive assessment and accountability system called PASS-PORT allows the professional education unit to monitor candidates' progress throughout their perspective programs. The system also provides the unit faculty and advanced candidates with a complete data-collection and analysis mechanism to make improvements in programs and unit operations.</li> <li>b. Recruitment of highly qualified teachers through the nationwide Xavier University Teacher Alumni Network Program is strong and has the potential of becoming a model for the state.</li> <li>c. Working collaboratively with other institutions within and external to the state provides diverse learning experiences for program candidates and is worthy of recognition.</li> <li>d. Feedback from National Board Certified teachers on the need for advanced programs to emphasize more reflection has resulted in the development of a required course called "<i>Writing across the Curriculum</i>" in all advanced degree programs.</li> </ul>

**C. PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Advanced) Master's Degree - Education (Overall Program)</i></p>	<ul style="list-style-type: none"> <li>a. The AASCU Blue Ribbon Commission, NCATE 2000, and No Child Left Behind support P-12 student achievement as the first and foremost goal of an advanced program for teachers. The current proposal places first emphasis on the development of the candidate as a researcher. Although the role of the researcher and development of habits of inquiry and reflection may be focused on student achievement, P-12 student learning does not emerge as the overarching goal of the program nor of its component courses and assessment plan. <i>In a revised program proposal, please consider framing program and course goals and objectives toward candidate performance that impacts the achievement of P-12 students.</i></li> </ul>



C. PROGRAM STIPULATIONS (CONT;D)

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p>I. <i>(Advanced) Master's Degree - Education (Overall Program)</i></p>	<p>b. Development of the content knowledge of practicing teachers is an important component of the National Board for Professional Teaching Standards and of No Child Left Behind cited in the Louisiana program redesign effort. The proposed program does little to develop the specialized content knowledge of teachers in their subjects or in additional areas of certification. <i>In a revised program proposal, please consider making provisions for advanced candidate development of specialized content knowledge through collaboration with faculty in the appropriate content disciplines.</i></p> <p>c. Although site-based performance activities are specified for each course, it is not clear how school based educators were involved in the program redesign process. On page 98, there is a description of how supervising/mentor teachers will be selected, but their involvement in the delivery of the program, assessment of candidate performance, or program evaluation is not described. Neither is it clear how the specified site-based performance activities are related to best practice as defined through research or professional experience. <i>In a revised proposal, please assure that program design, and particularly the design of the field components, reflects the involvement of highly qualified school-based educators who include National Board Certified teachers. Please assure the focus of the site-based performance activities on candidate performance that represents best practice for supporting the achievement of students in urban schools. Also, please clarify the roles and responsibilities of supervising/mentor teachers, how they will work with university faculty in supervision and assessment of candidates, and how they will be involved in continuing design and evaluation of the program.</i></p> <p>d. The assessments/activities specified in the courses are sometimes based on participation in discussion and response to test items rather than involving candidates in authentic experiences that require their application of the knowledge, skills, and dispositions associated with helping students achieve in urban settings. <i>As the courses of the programs are revised, please replace these traditional types of assessments/activities with authentic tasks that enable candidates to demonstrate the impact of their knowledge, skills, and dispositions on the learning of students in urban schools, and specify how candidate performances will be assessed using tools that are consistent with the unit conceptual framework and state and national standards.</i></p> <p>e. Through PASS-PORT the program has established a useful framework for implementation of a Unit Assessment System. However, the goals and objectives for candidate performance to be assessed at each portal are not yet clear. There is need for development of rubrics or other tools for assessment of designated candidate performances and for plans to assure that data are aggregated on a regular basis for use in program evaluation. <i>In a revised program proposal, please include samples of tools you will use to link assessment of candidate performances to the conceptual framework for advanced programs and explain how you will use aggregated candidate data in evaluation on the program over time.</i></p>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p>2. <i>(Advanced) Master's Degree - Education -Early Childhood</i></p>	<p>a. The courses of this program do not exhibit the rigor required for candidates to meet high standards associated with the early childhood generalist certification of the National Board for Professional Teaching Standards. The assessments specified are frequently based on participation in discussion and response to test items rather than involving candidates in authentic experiences that require their application of the knowledge, skills, and dispositions associated with supporting the learning of young children in urban settings. Field experience descriptions typically indicate that candidates will observe, teach, and assess students in early childhood/child care settings but do not specify how these experiences will be directed to enable assessment of candidate impact on the learning of P-4 students. Some of the text materials suggested for the program are more appropriate for study by initial than advanced candidates. <i>Please revise the courses of this program to reflect high expectations for the performance of advanced teacher candidates as they demonstrate the knowledge, skills, and dispositions associated with the successful learning of young children in urban schools.</i></p>
<p>3. <i>(Advanced) Master's Degree - Education - Elementary and Secondary</i></p>	<p>a. The new courses, <i>Survey of Assessment and Assessment Practicum</i>, to be required in these programs introduce topics of considerable importance for educators; however, the empirical base for both courses arises from special education. Although appropriate assessment and accommodation to the learning needs of students who qualify for special education services is important, so is the ability of the teacher to identify and respond to the learning needs of students who are English language learners, who are adjusting to change in personal or family contexts, or who lack prerequisite knowledge bases. The focus on disabilities of students is intensified in the redesigned secondary program by requirement of the new <i>School-Age Language Learning Problems</i> course. <i>In the next iteration of these concentrations, please broaden the focus of the required courses to include the appropriate uses of formal and informal classroom assessment and instruction to support the achievement of the full range of diversities that impact the achievement of learners in urban schools.</i></p>

**D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p><i>No Recommendations.</i></p>

**SECTION II.**

**CERTIFICATION EVALUATION**

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>1. (Advanced) Master's Degree - Education</i>	<i>The Louisiana Department of Education did not review this program since it did not address initial certification.</i>