

2017 EPP Annual Report

CAEP ID:	10199	AACTE SID:	1910
Institution:	University of New Orleans		
Unit:	College of Education and Human Development		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 102

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Title II Higher Education Act, Board of Regents Data and Reports, Louisiana Department of Education, Teach Louisiana: <http://www.uno.edu/coehd/resources.aspx>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. Assessments and data across all programs do not consistently indicate that candidates meet national professional standards.	(ITP)
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The EPP went through its NCATE legacy visit in the Fall 2015. At the time of the visit three initial programs were nationally recognized, seven initial programs were recognized with conditions and four initial programs were not recognized. As of the Spring 2017 semester, four more programs have gained national recognition including: Mild/Moderate 1-5 (UG), Mild/Moderate 1-5 (MAT), Mild Moderate 6-12 (MAT), and Early Intervention Birth-5 (MAT). In the Spring 2017 semester three additional programs [Elementary 1-5 (UG), Elementary 1-5 (MAT), and Science 6-12 (MAT)] submitted response to conditions reports and are awaiting final results in September 2017.

Not Recognized Programs:

Since the secondary social studies programs were deemed "Not Nationally Recognized," an action plan has been developed to address the major issues associated with the program. A full time faculty member, who is secondary social studies certified, now serves as the program coordinator. Funding has been allocated to secure a consultant identified through the National Council for the Social Studies (NCSS) to support the program coordinator. The consultant will collaborate with the program coordinator to revise assessments and rubrics. Since the interim dean of the unit is also head of College of Liberal Arts, there are expanded opportunities to work across departments. For instance, a vacancy advertisement for a position in geography includes a preference for Louisiana licensure in the area of secondary social studies. Joint appointments across colleges will provide an opportunity for program enhancement through shared resources.

The two programs in secondary mathematics (UG and MAT) are also deemed "Not Nationally Recognized." A full time faculty member, who is secondary math certified, now serves as the program coordinator and is working closely with the previous coordinator to align assessments with NCTM standards.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1. The unit assessment plan does not include comprehensive and integrated measures to manage and improve the unit's operations	(ITP)	(ADV)
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The staff of the college office, headed by the dean, along with department chairs are responsible for the systematic collection, review, and analysis of data related to unit operations. Information from the provost and the offices of academic and business affairs are shared with the EPP's leadership team at monthly leadership team meetings. Additional agenda items for these meetings are recommended by chairs, the assistant dean, faculty, and the assessment coordinator. Topics, such as scheduling, enrollment data, grant opportunities, workload policies, program reviews, strategic planning, and budgetary reviews are among agenda items. Initiatives and policy changes are also shared from state level deans' meeting and from the Louisiana Department of Education. Chairs disseminate information from these meetings to faculty at department meetings and are often charged with related tasks. Some of the conversations and work related to these tasks occurs during the bi-weekly program improvement meetings. The Dean of the college meets monthly with the chairs of Curriculum and Instruction and Special Education, and Educational Leadership Counseling and Foundations to discuss and analyze data in reference to budgeting, technology, and faculty performance and effectiveness.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

1. The unit has no formal system to manage and coordinate field experiences to ensure that candidates in the program for continuing preparation of teachers are placed in a variety of settings.	(ADV)
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At the time of the onsite visit, data was not available related to the documentation and tracking of field placements for candidates in the M.Ed. in Curriculum and Instruction. All of the candidates in this program are already certified teachers and most are employed in the Greater New Orleans Area. Candidates are allowed to fulfill field experience requirements within in his/her own classroom and school. Effective fall 2015, the unit requires all M.Ed. in C&I candidates to document field experiences via a LiveText public form. The assessment coordinator tracks field experience information and shares it with the graduate coordinator of the program. During monthly program improvement meetings, the chair of the Curriculum and Instruction and Special Education remind faculty to have teacher candidates fill out the electronic form to track field experiences and to remind teacher candidates that filling out the

form is mandatory for all teacher candidates in the M.Ed. program. Teacher candidates also have access to the field experience handbook located on the EPP's website. The handbook makes teacher candidates aware of the importance of field experience data, and how it collected and used to inform EPP improvement.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

The EPP is working diligently to align assessments and unit operations to the new CAEP standards. The information listed below will highlight a few of the initiatives in progress to meet the CAEP standards.

Standard 1.

1.1-The EPP is in the process of redesigning the Traditional and Masters of Arts in Teaching programs. As a result of the redesign, the initial teacher preparation programs will be aligned with INTASC and state competency standards.

Standard 2.

2.1-The re-designed Traditional and Masters of Arts in Teaching teacher preparation programs will now include a one-year residency for student teaching /internship. The redesign has resulted in continuous conversations with area P-12 schools. The P-12 schools have been actively involved with the re-design process and help to inform the EPP on ways to prepare candidates effectively and improve candidates' knowledge, skills, and dispositions.

Standard 3.

3.1-The EPP has secured funding from the Louisiana State Department of Education for teacher preparation in the areas of Mild Moderate Disabilities and has applied for another grant in the area of Significant Disabilities. Both areas are considered high need fields. The EPP secured Believe and Prepare grants and in the process has met with school administration to identify needs and used work place data to identify critical shortages of teachers. Based on the information gathered the EPP wrote and secured funding for the Mild Moderate and Significant Disabilities programs.

Standard 4.

4.1-The State's Data Dashboard will be used by the EPP as one measure to assess completer value-added measures, student growth percentiles, and student learning and development objectives.

4.2-In the redesigned programs teacher candidates will be assessed using the state proprietary instrument (COMPASS) for teacher observation to demonstrate that completers can apply knowledge, skills and dispositions.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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Position: Assessment Coordinator

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.