

2011 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID:	11895	AACTE SID:	228
Institution:	Auburn University Montgomery		
Unit:	School of Education		

Section I - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2010-2011 academic year?

213

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2010-2011 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section II. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

No Change / Not Applicable

2. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

No Change / Not Applicable

3. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

No Change / Not Applicable

4. Significant change (25 percent increase or decrease) in budget

No Change / Not Applicable

5. Significant change (25 percent increase or decrease) in candidate enrollment

No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in size of the full-time faculty

No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in significant changes as the result of a natural disaster

No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in delivery of a program in whole or in significant part by a non-profit or for-profit partner

No Change / Not Applicable

9. Addition or removal of a level of preparation (e.g., a master's degree).

No Change / Not Applicable

Section III. Areas for Improvement

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

1.	Not all stakeholders are involved in the development of the unit assessment system.	(ITP)	(ADV)

2.	Rubrics used to assess some indicators of candidate performances are not written in such a way as to provide consistent developmental assessment as candidates progress through the program.	(ITP)	(ADV)
3.	The unit does not systematically ensure the fairness, accuracy, and consistency of all assessments or whether they are predictors of candidates' success.	(ITP)	(ADV)

II.1 Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

The assessment system is fully developed.
A stakeholder meeting is planned for 2012 to gather input for instructional and programmatic changes.

Section IV: Units with Regular/Continuous Improvement Accreditation Option

C.1. Summarize evidence indicating progress toward target level performance on the standard(s) selected by the unit

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A discussion forum was developed to further communication efforts between candidates during the Professional Internships. A revised Field Experience Form was developed for cooperating teachers to improve feedback on the competence of our candidates during field experiences.
A cooperating teacher survey was disseminated to gather input on intern competence.
Additional Memorandums of Agreement were signed by school and university personnel.
Ongoing orientation/support was provided to new Mentor Teachers in assessment system and supervisory responsibilities.

C.2. Summarize data that demonstrate continuous improvement of candidate performance and program quality in the area of content knowledge

Strict requirements are in effect for all initial certification candidates to enter Professional Education and Professional Internship. (see exhibit)
All advanced candidates must have a GPA of 3.0 or higher before they begin the Advanced Practicum courses of each program.
All advanced certification candidates must pass Praxis II in their subject areas before they graduate.
All candidates must have a rating of at least "2" on all indicators on School of Education assessment system (tied to Conceptual Framework) before they graduate.
Candidate monitoring systems were developed during 2011 (to implement in 2012) in every program without such a system to ensure weak candidates are supported throughout their programs so that they graduate with the knowledge, skills, and dispositions to be effective educators.
Praxis II study guides were purchased so that candidates have more support as they study.
Praxis II study sessions were developed for secondary education majors to improve their scores.

Exhibits that support the narrative:  Praxis II Policy  Admission Requirements for Candidates

Notes on C.2: Standard 1 will be the focus of the 2010-2011 Annual Report. Please submit sample data/evidence/exhibit(s) - no more than two - that demonstrate continuing to meet standard 1 related to content knowledge only. The sample can be from a single program but should be representative of the unit as whole. For selection of exhibits, please use NCATE's Exhibit List provided as a guide.

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