2012 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. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

211

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?
Exhibit Room in preparation for Fall 2013 review - Standard I and II (click on visitor's pass, 1AD5E5E1 password):
https://www.livetext.com/

Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).

   No Change / Not Applicable

2. 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

3. 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

4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.

   No Change / Not Applicable

5. Significant changes as the result of a natural disaster or other unforeseen circumstances.

   No Change / Not Applicable

6. 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

7. Significant change (25 percent increase or decrease) in **Budget**

   No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in **Candidate enrollment**

   No Change / Not Applicable

9. Significant change (25 percent increase or decrease) in **Size of the full-time faculty**

   No Change / Not Applicable

Section IV. Areas for Improvement

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

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)

All areas have been met successfully.

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

ê Std. 1   ê Std. 2   b Std. 3   ê Std. 4   ê Std. 5   ê Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

a. Program faculty completed a program self-assessment on all target standards in Fall 2012. Then, two goals were set for every program to work toward during 2013. In February 2013 program faculty met again to revise plans in preparation for School of Education Target Timelines development. The timelines were developed for offsite review materials submitted in March 2013. (attached)
b. Strong collaborative relationships are emerging between institutions of higher education and P-12 schools because of the work with the new state superintendent. Meetings have been held with teacher education administrators/faculty, P-12 teachers/administrators, and state department personnel. The focus is on impacting P-12 student learning.
c. Administrators were surveyed about the competence of our graduates.
d. Performance evaluations were revised to include a stronger emphasis on the valuable work clinical faculty make to P-12 schools. This is believed to have been the primary reason why more faculty members have developed school partnerships than in the past.
e. Three grants were funded to aid P-12 schools in working with ELL and special needs students.
f. The number of hours of field/clinical experiences has increased in most programs. Less observation and more teaching experience is apparent in coursework.
g. Online discussion forums have been set up for peers to discuss field/clinical experiences with each other.
h. A Field/Clinical Experience survey was developed and disseminated in Fall 2012 and will be revised in 2013. This survey tracks field/clinical experiences more effectively than the system used previously.
i. More field experiences have been developed to provide interaction between candidates and families in the school community.
j. Instances of peer critiquing and reflection are beginning to appear. Video analysis and live observations will be used for this in the future.

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

Please see online Exhibit Room submitted in March 2013. Go to https://www.livetext.com/ and click on visitor's pass and the password is 1AD5E5E1. Go to Institutional Report, Standard II.

Exhibits that support the narrative: Target Timelines for Standard III Institutional Report - Standard III

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