



Factual Corrections to the BOE Report

We applaud our team for learning about the unique aspects of the professional education unit at Northern Arizona University and portraying them in their report. Following are factual correction we perceive to be appropriate to point out at this time.

SECTION I OVERVIEW

QUESTION 1: THIRD PARAGRAPH –

“The unit offers 38 initial programs, plus an additional two (mathematics and science) certification-only programs for individuals with a bachelor’s degree through AZUN – the Arizona

University Network. Interviews confirmed, however, that most candidates in the AZUN programs do complete an M.S.Ed. as well. Of the 38 initial certification programs, 20 are at the undergraduate level and 18 are at the master’s degree level. The unit lists career and technical education (CTE) (business, family and consumer sciences, and industrial technology) as a single program, but the total count reflects each of the CTE programs separately. In addition, the unit lists the bilingual multicultural education (BME) program, with bilingual and ESL emphases, as an initial program at the master’s level, but for this report the BME program is included in advanced programs for teachers.”

CORRECTION: The report listed 18 bachelor’s and 18 master’s initial programs plus two post degree certification programs (38 total initial programs). During the site visit, however, the BME program originally included as an initial program was re-classified as an advanced program (resulting in 17 master’s initial programs). Therefore the first number of 38 should be 35, the second number of 38 should be 37, and the number 18 should be changed to 17.

QUESTION 1: FOURTH PARAGRAPH –

“The unit offers five advanced programs for teachers (elementary, secondary, science, BME, and ECE); five advanced programs for other school professionals (OSP) at the master’s level (two technology, school psychology, school counseling, speech pathology), three advanced programs for OSP as a post- degree certificate (all in educational leadership), and three doctoral degrees for OSP (one in educational leadership, one in curriculum and instruction, and one in school psychology). The IR does not list the doctoral degrees.

CORRECTION: The educational technology facilitator is a certificate and not a master’s program. Conversely, one of our principal programs is a master’s program rather than a post-degree certificate program. Therefore, in the list of advanced master’s programs, the

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educational technology citing should be changed from two to one, and the list should also include one educational leadership program. One educational technology program should be added to the list for the three post-degree advanced programs, and the reference to these programs being “all in educational leadership” should be changed to “two in educational leadership”.

QUESTION 3: SECOND PARAGRAPH –

“According to the preconditions document, NAU offers professional education programs at these off-site campuses: Apache Junction; Yavaipa/Prescott; Bullhead City; Chandler-Gilbert/Phoenix, ...”

CORRECTION: “Yavaipa” is misspelled, and should be “Yavapai”.

QUESTION 3: THIRD PARAGRAPH –

“Four programs are offered only through distance learning technologies: the advanced educational technology facilitator program, the advanced educational leader program, the initial career and technical B.S.Ed. program, and the initial career and technical M.Ed. program.”

CORRECTION: The term “technology” was left off of the “educational technology leader” program and should be included.

III STANDARDS

STANDARD 1A, INITIAL TEACHER PREPARATION, FIRST PARAGRAPH –

“The unit offers 38 programs at the initial level. Of those 38 programs, two are nationally accredited by NASM and 28 were submitted to specialized professional associations (SPAs) for review.”

CORRECTIONS: There were 30 program reports submitted to their respective SPAs for review. This, along with the re-classification of BME to an advanced program, results in the following number changes: the two number “38”s should both be changed to “37”, and the number “28” should be changed to “30”.

STANDARD 1A, INITIAL TEACHER PREPARATION, FIRST PARAGRAPH –

“Among those programs submitted, the unit received national recognition for the following programs: (1, 2) biology education at the bachelor's and master's levels; (3, 4) chemistry education at the bachelor's and master's levels; (5, 6) earth science education at the bachelor's and master's levels; (7, 8) elementary education at the bachelor's and master's levels; (9, 10) English education at the bachelor's and master's levels; (11, 12) physical science education at the bachelor's and master's levels; and (13, 14) physics education at the bachelor's and master's levels.”

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CORRECTIONS: There are actually two initial English education programs at the master’s level, and the post-degree science program also received national recognition, so a more accurate statement would be:

“... (7, 8) elementary education at the bachelor's and master's levels; (9, 10, 11) English education at the bachelor's and two at the master's levels; (12, 13) physical science education at the bachelor's and master's levels; (14, 15) physics education at the bachelor's and master's levels, and (16) the AZUN post-degree program.”

Also, the numbering of subsequent programs in the paragraph should increase accordingly, so those programs recognized with conditions should range from #17 – 26, and those not nationally recognized should range from #27 – 30.

STANDARD 1A, INITIAL TEACHER PREPARATION, SECOND PARAGRAPH –

“Programs with State Board approval are (29,30) art education at the bachelors and master's levels and three programs at both undergraduate and graduate levels in career and technical education: (31,32) business education, (33,34) family and consumer science education, and (35,36) industrial technology education at the bachelor's and master's levels. (37,38) Music education at the bachelor's and master's levels is accredited by NASM.”

CORRECTIONS: In the original count of programs, all three of the BSEd career and technical education emphases were counted together as one undergraduate program, as were the three MEd emphases counted as one graduate program. To be consistent with this as well as to include modifications of the numbering from the changes in the preceding paragraph, this paragraph would more accurately read,

“Programs with State Board approval are (31,32) art education at the bachelors and master's levels and (33,34) career and technical education at both undergraduate and graduate levels (with three program emphases of business education, family and consumer science education, and industrial technology education), and (35) the post-degree AZUN program in mathematics education, which is a new program. (36,37) Music education at the bachelor's and master's levels is accredited by NASM.”

STANDARD 1B, INITIAL TEACHER PREPARATION, THIRD PARAGRAPH –

“Data from 2008 surveys support these findings as follows: among 393 teacher candidates surveyed, 83.6 percent indicate a moderate to high degree of planning ability (Exhibit 1B.4.1) and 76.2 percent indicate a moderate to high degree of instructional abilities (Exhibit 1B.4.1). Among the teacher alumni surveyed, 81 percent believed they were adequately prepared to plan and instruct; no N was provided (Exhibit 1B.4.2).”

CORRECTIONS: Exhibit 1B.4.1 shows percentages of respondents indicating a higher than moderate degree of preparation, which is stated in

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the table's subtitle. The data for those indicating a "moderate" degree of preparation are not included. Similarly, Exhibit 1B.4.2 show the percentages of alumni who responded they were either "adequately prepared" or "well prepared" in each variable (also stated in the table subtitle). These degrees of measurement were accurately stated in other places in the team's report. Therefore, the sentence should read.

"... 83.6 percent indicate a **higher than moderate** degree of planning ability (Exhibit 1B.4.1) and 76.2 percent indicate a **higher than moderate** degree of instructional abilities (Exhibit 1B.4.1). Among the teacher alumni surveyed, 81 percent believed they were adequately **or well** prepared to plan and instruct ..."

STANDARD 1C, INITIAL TEACHER PREPARATION, FIRST PARAGRAPH –

The comment is made that there were no evidence of pedagogical or professional assessments for the physical education program. This is in error. These data for the physical education program are clearly labeled in the exhibit room under Exhibit 1.2a12. Data for this program are also included along with all secondary education programs' data in the tables in which aggregated data from secondary education programs are reported. Physical education program pedagogical and professional assessments and rubrics are included in Exhibits 1.1a35 – 1.1a44. Although these were not clearly labeled as physical education program-specific in the exhibit titles, either physical education and/or the course in which these were used were included in the titles of the assignments posted. We ask that the statement referring to the lack of assessment evidence for physical education be stricken in the third sentence of this paragraph.

STANDARD 1C, INITIAL TEACHER PREPARATION, SECOND PARAGRAPH –

"Data provided indicate that overall, 195 candidates (87%) demonstrated a solid understanding of behavioral, motivation, and cognitive learning and human development theories (IR page 26). Data presented show 80 percent and higher rates of understanding the elements. No N's were provided.

CORRECTION: If "Data provided" refers to the data tables in Exhibit 1.2a02, Initial Elementary Education Pedagogy, and Exhibit 1.2a09, Initial Secondary Education Pedagogy, the N is represented in the data tables under the TaskStream "Authors Evaluated" column. The N's varied by the theory measured. A more accurate statement for the last sentence would be, "The N's were provided by item."

STANDARD 1D, INITIAL TEACHER PREPARATION, FOURTH PARAGRAPH -

"Survey data from 2008 support these conclusions as follows: student teachers responded to seven measures concerning their abilities to foster learning among their students. The responses indicate that they were moderately prepared. For example, 77.4 percent (N = 185) of elementary majors fostered holistic learning, as did 67 percent (N=2) of early childhood majors, 73.33 percent (N = 31) of special

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education/elementary education dual majors, and 55.74 percent (N= 67) of secondary majors. Results for the remaining measures can be accessed at Exhibit 1D.3.1.”

CORRECTION: The N for early childhood education in the Exhibit 1D.3.1 table was 20 rather than 2.

STANDARD 1D, ADVANCED TEACHER PREPARATION, THIRD PARAGRAPH –

“Summary data from 2008 (from Exhibits 1.2b., 1d2.1, 1.2b. and 1.2a) show candidates (N = 85) demonstrated the ability to impact student learning. Candidates either met (i.e., score of 2) or exceeded (i.e. score of 3) on all measures required in the capstone courses.”

CORRECTIONS: For clarification, the exhibits showing these data are 1.2b02, 1.2b04, and 1D2.1. Exhibits 1.2a address initial programs, and would not be relevant to this section.

STANDARD 1E, OTHER SCHOOL PROFESSIONALS, FOURTH PARAGRAPH –

“The unit offers a master’s degree in Educational Technology for the Technology Facilitator and a master’s degree in Educational Technology for the Technology Leader. Both of these programs are recognized by ISTE.”

CORRECTION: The technology facilitator program completers receive a NAU certificate, not a master’s degree. Therefore, the sentence would more accurately read:

“The unit offers a **certificate** in Educational Technology for the Technology Facilitator and a master’s degree in Educational Technology for the Technology Leader.”

STANDARD 1G, INITIAL TEACHER PROGRAMS, SECOND PARAGRAPH -

“The summary data on the Disposition Evaluation of Initial Candidates by Program Grade Level (Exhibit 1G.2.3) indicate that the majority of candidates demonstrated competency in each key disposition as illustrated by their performance on the seven indicators. For example, 72.3 percent of initial candidates exceeded the "confidence" disposition (N = 669). However, no data were presented for art, physical education, family and consumer sciences, and career and technical education.”

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CORRECTION: The data for all secondary programs were presented in aggregate, which included data for the art, physical education, family and consumer sciences, and career and technical education programs. Therefore, data from these programs were represented as thoroughly as were data from the other secondary education programs, and we request the last sentence be stricken from the report.

STANDARD 1G, INITIAL TEACHER PROGRAMS, SECOND PARAGRAPH -

“Employers (N=145) responded that unit graduates whom they currently employ rated above average and outstanding on each measure as follows: 43 percent for confidence; 73 percent for openness; 60 percent for ethics; and 69 percent for empathy (Exhibit 1G.4.1).”

CORRECTIONS: The exhibit that portray these data is Exhibit 1G.4.2. Also, when adding the percentages for the “above average” and “outstanding” categories in this table, the disposition of “openness” equals 47%, “ethics” equals 42%, and “empathy” equals 49%.

STANDARD 1: OVERALL ASSESSMENT OF STANDARD

“The unit has 16 nationally recognized programs, which is one indicator of overall effectiveness.”

CORRECTION: According to the Table 2 Addendum supplied to the team at the beginning of the site visit, and Table 3 in the IR, the unit has 19 NCATE nationally recognized programs (the 16 initial teacher programs noted in Standard 1a first paragraph, plus bilingual/multicultural education, educational technology facilitator and educational technology leader).

STANDARD 2A: SUMMARY OF FINDINGS, LAST PARAGRAPH –

“The unit assessment system and the steps for maintaining and improving the assessment system are limited to the COE main campus and do not include the extended campuses or distance learning programs.”

CORRECTION: We are not sure whether inaccuracies in this statement should be addressed in this report, but based on the fact that an incorrect factual statement was made, we decided it would be appropriate to address here. The steps for maintaining and improving the assessment system are, in fact, implemented at the extended campuses and in distance learning programs. For example, our principal and superintendent programs are exclusively housed at extended campuses, and the faculty members in these programs are very involved in maintaining and improving the assessment system. Additionally, faculty members stationed at extended campuses and/or who teach in distance learning programs actively participate in faculty meetings via telephone, ITV, or face-to-face and participate in assessment system discussions and modifications. Additionally they are members of the PEU Steering Committee and provide input to assessment system maintenance and improvement. Use of the electronic portfolio system for collecting and evaluating key assessment is mandatory for all PEU

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faculty associated with programs housed in the college of education, and faculty from extended campuses and distance learning are involved in using the system as well as being trained or training others to use it. Therefore, we ask that this statement be stricken from the report.

STANDARD 2B: INITIAL TEACHER PREPARATION PROGRAMS, SECOND PARAGRAPH, LAST SENTENCE –

“For programs based outside of the COE, lead faculty summarize and analyze the data and provide the data to the COE assistant dean.”

CORRECTION: The data these faculty members provide to the assistant dean are only those data collected in course-based assessments not housed in the electronic portfolio or student teaching evaluation systems. Perhaps a more accurate statement would be,

“For programs based outside of the COE, lead faculty summarize and analyze the data. They provide data not collected in the electronic portfolio or student teaching evaluation systems to the COE assistant dean.”

STANDARD 4A: DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES, THIRD PARAGRAPH –

“The unit presented data in Exhibit 4.04 of candidate performance results relative to diverse experiences for: initial programs, the elementary education M.Ed., Ed. Psych. programs, the BME program, the secondary M.Ed., principal programs, and Ed. Tech. programs.”

CORRECTIONS: 1) “performance” is misspelled; 2) Exhibit 4.04 did not present diversity data for the Ed. Psych. Programs – the ed. psych. course data presented in this exhibit were for courses taught in the initial programs. There were, however, examples of diversity curricular components for the ed. psych. programs in the hard copy exhibit room. Perhaps the sentence should read:

“The unit presented **curricular components for the Ed. Psych. programs** and data in Exhibit 4.04 of candidate performance results relative to diverse experiences for: initial programs, the elementary education M.Ed., the BME program, the secondary M.Ed., principal programs, and Ed. Tech. programs.”

STANDARD 5A: QUALIFIED FACULTY, FOURTH PARAGRAPH -

“A review of a summary of faculty vitae provided by the unit shows proof of faculty degrees and certifications. The department chairs are responsible for verifying faculty qualifications. The director of student services has the responsibility of checking credentials.”

CORRECTION: The director of student services has the responsibility of checking credentials only for the university supervisors and

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cooperating teachers. The paragraph should read:

“A review of a summary of faculty vitae provided by the unit shows proof of faculty degrees and certifications. The department chairs are responsible for verifying faculty qualifications. The director of student services has the responsibility of checking credentials for university supervisors and cooperating teachers.”

STANDARD 6A: UNIT LEADERSHIP AND AUTHORITY, LAST PARAGRAPH –

“The unit maintains collaboration between other units through USTEC, which addresses programmatic developments within the Unit.”

CORRECTION: USTEC only involves secondary education faculty from across the university. It is the PEU steering committee that addresses programmatic developments within the Unit, and suggest that USTEC be changed to PEU steering committee.

STANDARD 6A: UNIT LEADERSHIP AND AUTHORITY, LAST PARAGRAPH –

There are representatives from other campuses and colleges serving on various committees, including the Unit Curriculum Committee and the PEU Steering Committee. This presence of extended campus faculty helps maintain campus consistency and communication about all program changes.”

CORRECTION: The “Unit Curriculum Committee” should be the “University Curriculum Committee”.

STANDARD 6D. UNIT FACILITIES, FIRST PARAGRAPH –

“The unit has adequate campus and school facilities to support candidates in meeting standards. The unit occupies primarily one building- Eastburn Education Building. Eastburn includes office space for faculty members, three computer labs, a curriculum library, and 14 classrooms with seating capacities ranging from 20 to 60 occupants (see Exhibit 6D.1).”

CORRECTIONS: 1) the building is actually named “Eastburn Education Center”. 2) Exhibit 6D.1 lists seating capacities up to 70 occupants.

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