



# LOUISIANA BOARD OF REGENTS

## 2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

#### *Message from the Commissioner:*

*This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.*

***E. Joseph Savoie***  
***Commissioner of Higher Education***

#### **Mission of University**

Louisiana State University at Alexandria serves students and enriches community life by providing high quality academic programs in a learning environment that

- cultivates intellectual, professional, social, and economic growth;
- promotes research, service, and lifelong learning; and
- fosters diversity.

#### **Student Characteristics of University**

During Fall 2003, the university had a total enrollment of 3,061 undergraduate and 0 graduate students. A total of 780 students were males and 2281 were females. The majority of the students were from Louisiana with a total of 3,022 in-state students, 26 out-of-state students, and 13 foreign students. Among students enrolled in the undergraduate program, 573 were black, 2334 were white, and 154 were other races. Among students enrolled in the graduate program, 0 were black, 0 were white, and 0 were other races.

#### **Accreditation and Approval of Teacher Preparation Program**

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Additionally, the university's program for Grades 1-5 has been approved by the Board of Regents and has been submitted to the Board of Elementary and Secondary Education for consideration of full approval during April 2005. The college is currently seeking NCATE accreditation with the site visit planned for Fall 2008.

#### **Notable Features and Accomplishments of Teacher Preparation Program**

- The Louisiana State University at Alexandria's teacher education program was designed through the collaborative efforts of the education faculty, the arts and science faculty, and community stakeholders. The Elementary Education 1-5 program received preliminary and conditional approval in December 2003 and full approval in December 2004.
- The Department of Education offers specialized courses that lead to add-on PK-3 certification.
- The Louisiana State University at Alexandria's teacher education program has formed a professional partnership with Mabel Brasher Elementary School. Two senior level assessment courses are taught on the campus of the elementary school.
- A required one hour technology-information literacy-oriented seminar will be required of all education majors during the sophomore year. This course provides majors with the skills needed to use the Louisiana PASS-PORT system. Through the development and use of information literacy skills, majors become familiar with the research that supports the unit's conceptual framework.
- Field experiences of teacher candidates and teacher interns are tiered, with each tier requiring the application of more intense and more sophisticated professional skills. These experiences occur in multiple schools and at different grade levels with diverse learners and in a variety of school and community environments. Teacher candidates receive 246 hours in classroom settings prior to the teacher intern semester and teacher interns are actively involved in an assigned classroom an average of 525 hours.

**Notable Features and Accomplishments of Teacher Preparation Program (Cont'd)**

- The Louisiana State University at Alexandria Department of Education was awarded a \$165,870.00 LEQSF Board of Regents grant. The grant was developed through collaboration with the mathematics and physical science faculty, educational technology staff, and the education faculty and provided for additional instruction in the areas of mathematics and science, a new state-of-the-art technology center. It also equipped three classrooms with multimedia capabilities.
- During the Fall 2003 semester, teacher candidates under the guidance of Ms. Elaine Beck submitted and were awarded \$7,287.00 for a technology grant and an instructional improvement grant. The submissions of these grants provided teacher candidates with first hand grant writing experience.
- Teacher candidates are offered professional development opportunities each semester that lead to certification to teach Project Wild, Project Aquatic Wild, Wonder of Wetlands, and Project Learning Tree.
- Science methods students presented a program with a physical science focus at the Louisiana Science Teachers Association's Fall 2004 Institute.
- The Department offers support to its graduates who are participating in the Louisiana Teacher Assistance and Assessment Program (LaTAAP). This support is provided by the PK-16+ Coordinator who is LaTAAP trained.
- A cultural diversity fair is planned and facilitated through the collaborative efforts of the social studies and physical education methods courses. The fair consists of visual and oral presentations along with dances from around the world. This event is open to the university and public.

**Teacher Preparation Program Data**

- |   |    |
|---|----|
| 1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2003-2004 including all areas of teaching specialization. | 78 |
|---|----|

**Teacher Preparation Program Data (Cont'd)**

- |   |       |
|---|-------|
| 2. Total number of students enrolled in the regular teacher preparation program and alternate certification program including all areas of teaching specialization who participated in programs of supervised student teaching or supervised internships during Summer 2003, Fall 2003, and/or Spring 2004. | 38    |
| 3. Supervising faculty for supervised student teaching and internship experiences.  |       |
| a. Number of appointed full time faculty in professional education.   | 4     |
| b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004.   | 0     |
| c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004.   | 0     |
| d. Total number of supervising faculty for the teacher preparation program during 2003-2004.  | 4     |
| 4. Student/faculty ratio for student teaching and internship experiences  | 4.5:1 |
| 5. Student participation in student teaching.   |       |
| a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004.  | 38    |
| b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004.  | 15    |
| c. Total number of hours required during academic year 2003-2004 for student teaching.  | 570   |

**LOUISIANA BOARD OF REGENTS  
2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

**Louisiana State University - Alexandria**

In compliance with the Higher Education Act of 1998, Louisiana created a Teacher Preparation Accountability System to assess the performance of teacher preparation programs within the State. During the first phase (2001-2002) of the accountability system, the performance of the regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2004), the quantity of program completers at each institution and the performance of each institution (e.g., performance of regular and alternate certification students on the state teachers' examination (PRAXIS) and ratings by teachers of their satisfaction with their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the State are working diligently to produce quality teachers who work effectively with PK-12 students.

**I. INSTITUTIONAL PERFORMANCE INDEX**

**A. Grade Performance of 2003-2004 Regular and Alternate Certification Program Completers on Certification Index  
(Percentage of students who passed the PRAXIS examination)**

*Grade: A*

*PRAXIS Passage Rate: 94%*

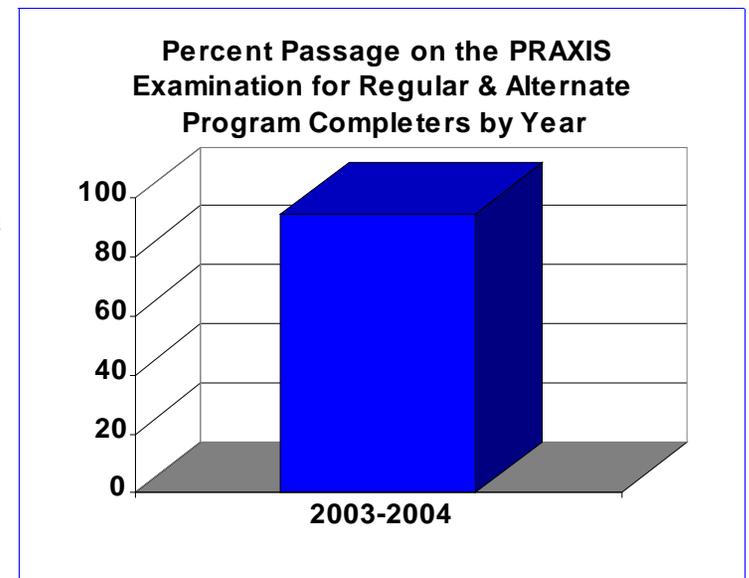
*Scaled Score: Baseline Year (Score will be calculated in 2005-06)*

This is the first year that Louisiana State University – Alexandria has participated in the Teacher Preparation Accountability System.

The following scale was used to determine passage rate grades:

A+	=	98%-100% Passage Rate
A	=	92%-97% Passage Rate
B	=	86%-91% Passage Rate
C	=	80%-85% Passage Rate
Below C	=	below 80% Passage Rate

See Appendix A for a breakdown of scores.



## Louisiana State University - Alexandria (Continued)

### I. INSTITUTIONAL PERFORMANCE INDEX (continued)

#### B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

*Grade: A*

*Mean Score of Survey Respondents: 119.62 over 1 year*

*Total Number of Survey Respondents: 20*

*Respondents' Scaled Score: Baseline Year (Score will be calculated in 2005-06)*

The following scale was used to determine grades for mean responses on surveys:

A+ = 128 & above

A = 117.0 – 127.9

B = 107.0 – 116.9

C = 93.0 – 106.9

Below C = below 93.0

See Appendix B for a breakdown of scores.

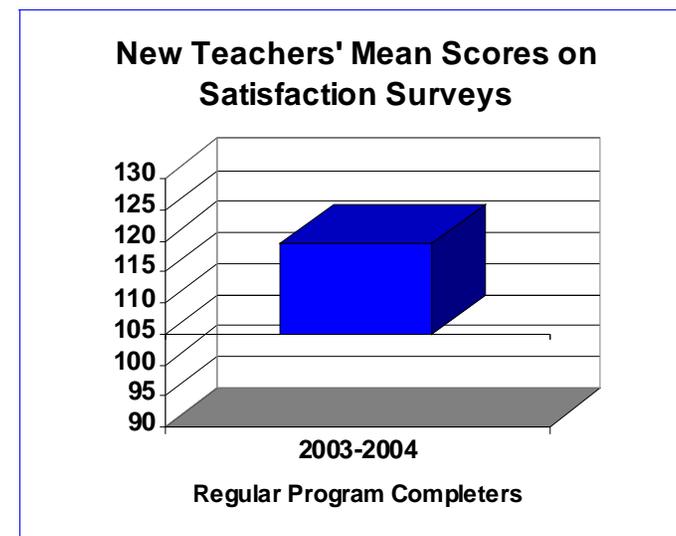
### II. QUANTITY INDEX

#### Grade for Quantity Score

*Quantity Score: 35*

*Scaled Score: Baseline Year (Score will be calculated in 2005-06)*

This is the first year that Louisiana State University – Alexandria has participated in the Teacher Preparation Accountability System; consequently, it is not possible to calculate an increase in quantity over baseline. This year's data will serve as baseline data for the following years.



Louisiana State University - Alexandria (Continued)

**III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL**

<b>A. Teacher Preparation Performance Score</b>	=	Baseline Year (Score will be calculated in 2005-06)
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*Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.*

<b>B. Teacher Preparation Performance Label</b>	=	<b>NOT ASSIGNED: FIRST YEAR IN ACCOUNTABILITY SYSTEM</b>
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

## APPENDIX A

### LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

#### PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2003-2004 PROGRAM COMPLETERS

<b>TYPES OF COMPLETERS</b>	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2003-2004 Regular Program Completers	33	35	94%
2003-2004 Alternate Program Completers	--	--	--
<b>Total</b>	<b>33</b>	<b>35</b>	<b>94%</b>

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

<b>Institution Name</b>	LOUISIANA STATE UNIVERSITY – ALEX.
<b>Institution Code</b>	9911
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	35

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>							
COMMUNICATION SKILLS	500				4		
GENERAL KNOWLEDGE	510				5		
PPST READING	710	5			97	97	100%
CBT READING	711	11	11	100%	605	605	100%
PPST WRITING	720	4			96	96	100%
CBT WRITING	721	13	13	100%	601	601	100%
PPST MATHEMATICS	730	4			85	85	100%
CBT MATHEMATICS	731	9			585	585	100%
COMPUTERIZED PPST READING	5710	14	14	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	13	13	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	17	17	100%	513	513	100%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520				4		
PRINCIPLES LEARNING & TEACHING K-6	522	35	34	97%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				5		
PRINCIPLES LEARNING & TEACHING 7-12	524				453	449	99%
<b>Academic Content Areas</b>							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	3			135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	3			136	135	99%



**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

<b>Institution Name</b>	LOUISIANA STATE UNIVERSITY – ALEX.
<b>Institution Code</b>	9911
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	35

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	32	31	97%	780	773	99%
EARLY CHILDHOOD EDUCATION	020				86	86	100%
BIOLOGY AND GENERAL SCIENCE	030				29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				87	87	100%
ENG LANG LIT COMP PEDAGOGY	043				87	87	100%
MATHEMATICS	060				21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083				96	96	100%
PHYSICAL EDUCATION	090				58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110				28	28	100%
MUSIC CONTENT KNOWLEDGE	113				4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		



**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

<b>Institution Name</b>	LOUISIANA STATE UNIVERSITY – ALEX.
<b>Institution Code</b>	9911
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	35

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
				<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	30	30	100%	1203	1203	100%
Aggregate - Professional Knowledge	35	34	97%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	35	33	94%	1364	1350	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates</b>	35	33	94%	1542	1521	99%

**APPENDIX B**

**LOUISIANA STATE UNIVERSITY AT ALEXANDRIA**

***HEA - Title II  
2003-2004 Academic Year  
Alternate Certification Program Completers  
Passage Rate Reports have not yet  
been provided to states by  
the Educational Testing Service.***

Items	Mean by Item	Number of Responses			
		Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Planning</b>					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.7	0	0	6	14
2. Plan a series of activities that help my students achieve those objectives.	3.7	0	0	6	14
3. Successfully identify individual student differences in the context of a whole class.	3.05	0	3	13	4

\* As written, the survey contains 35 items. Technical difficulties with administration caused item 35 not to be administered. This score represents an adjustment to the 34-item mean to represent its equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores for the accountability system.

4. Implement accommodations for individual student differences.	2.95	0	2	17	1
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.3	0	2	10	8
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.65	0	0	7	13
7. Integrate a variety of materials to achieve lesson objectives.	3.7	0	0	6	14
8. Change or adjust a lesson to respond to my students' outcomes.	3.35	0	1	11	8
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.35	0	1	11	8
10. Implement teacher-directed or student-centered activities that result in student learning.	3.5	0	1	8	11
11. Successfully plan for individual student differences in the context of a whole class.	2.9	0	5	12	3
12. Open, develop, and close a lesson effectively.	3.6	0	0	8	12
13. Integrate technology into my lessons.	3.1	1	2	11	6
14. Successfully present content at a developmentally appropriate level.	3.65	0	0	7	13
15. Effectively use appropriate formal and informal assessment techniques.	3.4	0	2	8	10
16. Provide timely feedback to my students.	3.35	0	1	11	8
17. Produce evidence of student academic growth.	3.3	0	1	12	7

18. Employ effective teaching practices as modeled by faculty.	3.4	0	1	10	9
<b>Instruction</b>					
19. Relate examples, real-life situations, or current events to the content being taught.	3.55	0	0	9	11
20. Teach in one or more subject areas.	3.7	0	0	6	14
21. Communicate effectively with students.	3.55	0	0	9	11
22. Encourage participation from all students.	3.7	0	0	6	14
23. Monitor the ongoing performance of students.	3.4	0	2	8	10
<b>Management</b>					
24. Facilitate learning by organizing available space, materials, and equipment.	3.35	0	2	9	9
25. Maintain a positive learning environment.	3.7	0	0	6	14
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.45	0	1	9	10
27. Manage and adjust my time to ensure that learning objectives are met.	3.55	0	1	7	12
28. Clearly communicate my expectations for appropriate behavior to my students.	3.45	0	0	11	9
29. Monitor and respond to appropriate student behavior in an effective way.	3.3	0	1	12	7
30. Monitor and respond to inappropriate student behavior in an effective way.	3.2	0	3	10	7

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.1	0	4	10	6
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.45	0	0	11	9
33. Collaboratively and effectively work with colleagues.	3.45	0	2	7	11
34. Understand the importance of and plan for professional development.	3.35	0	1	11	8
Overall		poor			excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	technical difficulties: data not collected				

## APPENDIX C

### LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

#### 2004-2005 POINTS FOR QUANTITY INDEX

#### BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001.

#### QUANTITY POINTS

##### A. 2003-2004 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching	Program Completers TOTAL
35	0	0	35

##### B. BONUS POINTS

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas	Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/ Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching
MINORITIES			
MATHEMATICS			

SCIENCE	General Science			
	Biology			
	Chemistry			
	Physics			
	Earth Science			
	Environmental Science			
<b>MIDDLE SCHOOL</b>				
<b>SPECIAL EDUCATION</b>				
MALE	Early Childhood			
	Elementary			
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)				
<b>Subtotals for Bonus Points</b>		0	Not Applicable	0
<b>TOTAL BONUS POINTS</b>		0		

**TOTAL POINTS: 35 + 0 = 35**