

**LOUISIANA BOARD OF REGENTS
2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE**

Message from the Commissioner:

Louisiana's teacher preparation reform efforts have brought national attention to our state and we commend everyone who has worked toward our success. It is exciting to find that preliminary results from the state's Value-Added Teacher Preparation Assessment Model have indicated that some teacher preparation programs in our state are demonstrating greater gains in student achievement than experienced teachers, another effort of national significance. These collective initiatives are all designed to improve the education of Louisiana's students and will assist us in meeting our goal of awarding 10,000 additional degrees or certificates by 2015. We are grateful to our campuses for their steadfast dedication to this work in these difficult economic times.

***Dr. Sally Clausen
Commissioner of Higher Education***

Mission of University

As the flagship institution of the state, the vision of Louisiana State University is to be a leading research-extensive university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development. Designated as a land-, sea-, and space-grant institution, the mission of Louisiana State University is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts.

Student Characteristics of University

During Fall 2007, the university had a total enrollment of 23,397 undergraduate and 4,622 graduate students. A total of 13,498 students were males and 14,521 were females. The majority of the students were from Louisiana with a total of 22,356 in-state students; 4,195 out-of-state students; and 1,468 foreign students. Among students enrolled in the undergraduate program, 2,124 were black; 18,795 were white; and 2,478 were other races. Among students enrolled in the graduate program, 358 were black; 2,756 were white; and 1,508 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). In addition, the university is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are approved by the Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Partnership school network includes over 40 schools in eight different school districts.
- The COE's Positive Behavior Support program, supported by a state contract, works with over 900 schools in every parish in the state.
- GEAR UP for at-risk youth includes partnerships with local school systems; Volunteers in Public Schools; the local Chamber of Commerce; the YWCA; Teach for America; and the LSU Writing Project (National Writing Project).
- LA State Youth Opportunities (LSYOU) helps at-risk students from the Greater Baton Rouge area and the New Orleans Recovery School District succeed in high school and also serves as an outreach to the community, an LSU service-learning site, and a field site for teacher candidates. The AT&T Foundation recently funded the four year follow-up to the LSYOU NOLA Program.
- Improving Content Literacy Practices in World History increases teacher and student knowledge and classroom use of curriculum-based measurement progress monitoring procedures and evidence-based vocabulary instruction in sixth grade social studies.
- The LA School Improvement Grant provides staff support of schools and districts in making improvement efforts at all necessary levels, including authentic family engagement.

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

- The Professional Development Partnership State Coordination Grant supports work with West Baton Rouge Parish Schools and Families Helping Families of Greater Baton Rouge through the creation of professional development schools which embrace inclusive practices and engagement in continuous improvement to close achievement gaps among student subgroups.
- East Feliciana Literacy for All supports literacy-based professional development for East Feliciana Parish teachers.
- The LSU Writing Project, which serves 10 parishes in southern Louisiana by creating a large network of teacher consultants who engage in Writing Project work through continuity programs and various service activities, now includes school administrators.
- LSU Writing Project /Iberville Parish Partnership enables teachers to use visual tools such as phonic faces to meet elementary student literacy needs, building on the National Writing Project’s history of successful professional development by incorporating Writing Project methods to help participants achieve success in their classrooms.
- Early Reading First: Project Recovery, recently funded by the US Department of Education, in partnership with the University of New Orleans, will be instituted in seven preschool classrooms in six schools in New Orleans where the children are identified as at risk based on family income levels and disruptions from Hurricanes Katrina and Rita. The program’s goal is to enhance literacy practices by offering more opportunities for literacy-based activity in both teacher instruction and in play centers.
- The NOAA Bay- Watershed Education and Training (BWET) Grant recently awarded \$300,000 over three years to the College of Education’s LSU Coastal Roots Program and its various partners. This grant extends the college’s efforts aimed at engaging hundreds of school-aged children in actively working toward the restoration of Louisiana’s coast and marshes to address our coastal needs.

Teacher Preparation Program Data

The following data have been provided about the teacher preparation program.

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2007-2008 including all areas of teaching specialization.	1158
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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 200, Fall 2007, and/or Spring 2008.	355
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	63
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	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 2007, Fall 2007, and Spring 2008.	28
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	91
4. Student/faculty ratio for student teaching and internship experiences.	4:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-2008.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	14
c. Total number of hours required during academic year 2007-2008 for student teaching.	490



LOUISIANA BOARD OF REGENTS

2008-2009 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

In compliance with the Higher Education Opportunity 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 subsequent phases (2002-2003, 2003-04, and 2004-05), the *quantity* of program completers at each institution was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked effectively with PK-12 students.

During 2005-06, it was not possible to implement the Teacher Preparation Accountability System due to the closure of universities and schools in Louisiana and the inability to collect data from displaced teachers and mentors due to Hurricane Katrina and Hurricane Rita. A decision was made to revise the Teacher Preparation Accountability System. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, and 2008-09 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2009, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007 and December 2008. During 2008-09, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE	HEA Title II 2007-2008 Regular Program Completers	271	267	99%
	HEA Title II 2007-2008 Alternate Program Completers	15	15	100%
	Total Number of 2007-2008 Program Completers	286	282	99%



**HEA - Title II
2007-2008 Academic Year
Regular Program Completers**

Institution Name	LOUISIANA STATE UNIVERSITY - BR
Institution Code	6373
State	Louisiana
Number of Program Completers Submitted	271
Number of Program Completers found, matched, and used in passing rate Calculations¹	271

March 30, 2009

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST READING	710	19	19	100%	274	274	100%
PPST WRITING	720	20	20	100%	291	291	100%
PPST MATHEMATICS	730	17	17	100%	275	275	100%
COMPUTERIZED PPST READING	5710	218	218	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	216	216	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	220	220	100%	919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	30	30	100%	208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	3			14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	131	130	99%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	4			56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	103	102	99%	438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				34	34	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	154	154	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	25	25	100%	86	86	100%
ENG LANG LIT COMP PEDAGOGY	043	25	25	100%	86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%



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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	12	10	83%	39	37	95%
MIDDLE SCHOOL MATHEMATICS	069				22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	24	24	100%	106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	24	24	100%	106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	8			97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	29	29	100%	80	80	100%
FAMILY AND CONSUMER SCIENCES	120				7		
ART CONTENT KNOWLEDGE	133	14	14	100%	32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235	2			14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245	2			3		
PHYSICS CONTENT KNOWLEDGE	265	1			1		
MIDDLE SCHOOL SCIENCE	439				19	19	100%
AGRICULTURE	700				5		



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<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	236	236	100%	1205	1205	100%
Aggregate - Professional Knowledge	271	269	99%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	271	269	99%	1353	1351	100%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	271	267	99%	1313	1309	100%

Footnotes:

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.