

LOUISIANA BOARD OF REGENTS 2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS NORTHWESTERN STATE UNIVERSITY

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

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs.

Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Student Characteristics of University

During Fall 2007, the university had a total enrollment of 7977 undergraduate and 1060 graduate students. A total of 2744 students were males and 6293 were females. The majority of the students were from Louisiana with a total of 8285 in-state students, 699 out-of-state students, and 53 international students. Among students enrolled in the undergraduate program, 2265 were black, 4804 were white, and 838 were other races. Among students enrolled in the graduate program, 247 were black, 737 were white, and 75 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

- Founded in 1884 as a teacher-training institution, Northwestern State University (NSU) has for 125 years prepared teachers for the classroom. Graduates of teacher and other professional school personnel programs demonstrate content, pedagogical, and professional knowledge and skills; display professional dispositions, interact and work with diverse candidates, faculty, and PK-12 students; and incorporate educational technology to help all students learn.
- In 2007-2008, NSU certified 50 undergraduate program completers and 51 alternate certification program completers.
- According to findings published by the Louisiana Board of Regents in October 2007, NSU's alternative certification teacher preparation programs are shown to be highly effective using value added data. NSU teachers scored at Levels 1 and 2 in science, social studies and mathematics. Levels 1 & 2 are designated for programs whose new teachers' effect is more similar to experienced teachers than new teachers.
- Faculty in teacher education and educational technology worked with four school districts (Natchitoches, Desoto, Winn and Iberia) to implement the state's *Turn on to Learning* one laptop per child initiative in spring 2008. More than 300 6th grade students participated in this program.
- As of fall 2007, over one hundred Northwestern trained teachers have earned National Board Certification.
- Northwestern received over \$177,500 in grants to promote geography education in Louisiana and other parts of the USA.

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

- In 2007-2008, Northwestern and Chungnam Office of Education in Korea developed and implemented an International Friendship and Study Abroad Agreement. Two different groups of teacher candidates (fall and spring) provided instruction in core content areas in English to Korean students for a two-month time period. Two different groups of Northwestern faculty visited Korean classrooms, observed instruction, and provided seminars to Chungnam teachers and Office of Education staff.
- Northwestern College of Education and Kongju National University in Korea developed a Memorandum of Understanding for purposes of engaging in joint projects including the exchange of faculty and students and the development of joint ventures to include international student practicum and the hosting of visiting scholars and study tours.
- In July 2008, Teacher Education, Languages and Communication, and Human Performance faculty provided professional development and activities for 30 Korean Middle School and Secondary School teachers participating in the “Korean Teachers English Education Program: A Taste of Louisiana, Natchitoches Style. Chungnam Office of Education, South Korea, sponsored 30 teachers to Natchitoches to participate in this program, as a result of the International Friendship and Study Abroad Agreement.
- The “Transition to Teaching” (T2T) grant awarded \$54,000 to 54 alternate certification candidates teaching in critical shortage areas in the Northwestern service region. In addition, candidates were provided human and financial resources that supported planning and instruction in the classroom and influenced candidate impact on student learning.
- Northwestern offers the largest number of courses and degree programs online, in comparison to other Louisiana universities.

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.	241
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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 2007, Fall 2007, and/or Spring 2008.	97
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	15
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	1
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 20067 Fall 2007, and Spring 2008.	5
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	21
4. Student/faculty ratio for student teaching and internship experiences.	4.61
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 2006-2007.	15
c. Total number of hours required during academic year 2007-2008 for student teaching. (includes a minimum of 180 hours for actual teaching).	525



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
NORTHWESTERN STATE UNIVESITY	HEA Title II 2007-2008 Regular Program Completers	50	50	100%
	HEA Title II 2007-2008 Alternate Program Completers	51	51	100%
	Total Number of 2007-2008 Program Completers	101	101	100%



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

Institution Name	NORTHWESTERN STATE UNIVERSITY
Institution Code	6492
State	Louisiana
Number of Program Completers Submitted	50
Number of Program Completers found, matched, and used in passing rate Calculations¹	50

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	6			274	274	100%
PPST WRITING	720	7			291	291	100%
PPST MATHEMATICS	730	7			275	275	100%
COMPUTERIZED PPST READING	5710	43	43	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	42	42	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	42	42	100%	919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	4			208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	23	23	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	24	24	100%	438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				34	34	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	26	26	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			86	86	100%
ENG LANG LIT COMP PEDAGOGY	043	2			86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%



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<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
TECHNOLOGY EDUCATION	050				274	274	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	3			291	291	100%
MIDDLE SCHOOL MATHEMATICS	069				275	275	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			919	919	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	7			900	900	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				919	919	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	7					
BUSINESS EDUCATION	100				208	208	100%
MUSIC CONTENT KNOWLEDGE	113	6			62	62	100%
FAMILY AND CONSUMER SCIENCES	120				14	14	100%
ART CONTENT KNOWLEDGE	133				594	593	100%
FRENCH CONTENT KNOWLEDGE	173				56	56	100%
SPANISH CONTENT KNOWLEDGE	191				438	437	100%
SPEECH COMMUNICATION	220	1			34	34	100%
BIOLOGY CONTENT KNOWLEDGE	235						
CHEMISTRY CONTENT KNOWLEDGE	245				796	796	100%
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439				86	86	100%
AGRICULTURE	700				86	86	100%
					17	17	100%



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March 30, 2009

<i>Type of Assessment²</i>				Statewide		
	<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	49	49	100%	1205	1205	100%
Aggregate - Professional Knowledge	51	51	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	52	52	100%	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	50	50	100%	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.