

**LOUISIANA BOARD OF REGENTS  
2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS  
SOUTHEASTERN LOUISIANA 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**

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

**Student Characteristics of University**

During Fall 2007, the university had a total enrollment of 13,253 undergraduate and 1,504 graduate students. A total of 5,370 students were males and 9,287 were females. The majority of the students were from Louisiana with a total of 14,153 in-state students, 431 out-of-state students, and 173 foreign students. Among students enrolled in the undergraduate program, 2,338 were black, 10,121 were white, and 794 were other races. Among students enrolled in the graduate program, 177 were black, 1,247 were white, and 80 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**

- Southeastern will graduate the first three doctoral candidates in the new doctoral (Ed.D. in Educational Leadership) degree program at the Spring 2009 graduation. Those graduates are as follows: **Chrissie O'Quin**, Clinton, LA., Principal, Mohican Education Center, East Baton Rouge. **Linda Saucier**, Pine Grove, LA., Principal, St. Helena Elementary, St. Helena Parish Schools. **Sharon Southall**, Denham Springs, LA., Senior Policy Advisor, Louisiana Board of Regents. The Ed.D. degree is being conducted in a consortium arrangement between Southeastern and the University of Louisiana at Lafayette. Currently, there are 56 students enrolled in the degree program as part of the Southeastern cohort.
- The Doctor of Education degree program in Educational Leadership is in its first semester for the Lafourche and Terrebonne Parishes cohort. The program is a consortium arrangement between Southeastern and the University of Louisiana at Lafayette. There are 11 doctoral candidates from Southeastern in the program and they include central office as well as school site administrators. The program is projected to take four years to complete.
- Southeastern's new Community Counseling Center (CCC) utilizes graduate counseling interns, under the supervision of counseling faculty, to provide mental health counseling services to individuals, couples, and families throughout the region. The CCC provides these services at little to no cost to clients. These services are aimed at enhancing the mental well being of children and families throughout southeast Louisiana.
- Graduate counseling students in the Department of Counseling and Human Development enjoy paid practicum and internship experiences with the Tangipahoa Parish School System. The funding for these field-based experiences is made possible through a grant written by Dr. Beth Moulds, Administrator At-Large of the Tangipahoa System. Through this collaborative relationship, critical mental health services are provided by graduate counseling interns to students and their families in K-8 Tangipahoa Parish Public Schools.
- Dr. Colleen Klein-Ezell and Dr. Camille Yates of the Department of Teaching and Learning were approved for a \$150,000 grant for three years from the state department. The purpose of the grant is to work with Tangipahoa Parish early childhood special education personnel and to facilitate collaboration and teaming between regular and special education teachers.

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

- Drs. Becky Parton and Robert Hancock of the Department of Educational Leadership and Technology were awarded a \$395,000 grant from the USDOE titled "Vision 3D - Digital Discovery for the Deaf." This grant funding supports development and research activities related to the blending of early-childhood research with technology. The system will connect the digital and physical world by providing a platform for young deaf children to select tangible toys and receive computer-based multimedia instruction.
- Faculty/staff are publishing four different national journals out of the College of Education and Human Development. Managing editors of the *Journal for Deaf Education Technology* are Dr. Becky Parton and Dr. Jason Hancock. Managing editors of the *Journal of Technology in Administrative Practice* are Dr. Jason Hancock and Dr. Becky Parton. Both Parton and Hancock are faculty members in the Department of Educational Leadership and Technology. Managing editors of the *Southeastern Journal of Educational Leadership* are Dr. Ken Lane, Coordinator of the Educational Leadership doctoral program, and Dr. Mike Richardson, Head of the Department of Educational Leadership and Technology. Dr. Bill Neal, Assistant Dean of the College of Education is the managing editor of the *Journal of the National Association for Alternative Certification*.
- In a collaborative agreement between Southeastern and the country of Panama, Southeastern has hosted 43 teachers who are part of the *English for Life* program in Panama. Because of the Panamanian initiative to make the country bilingual, the Panamanian government has funded professional development activities through Southeastern to remediate these Panamanian teachers' English skills by offering non credit classes in English from Southeastern English faculty. In addition, they also take classes in teacher education pedagogy from College of Education and Human Development faculty along with visitation in local schools. Eventually, 400 teachers will visit Southeastern over the next few years.

**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.	772
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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.	236
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	34
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	5
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.	17
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	56
4. Student/faculty ratio for student teaching and internship experiences. (Note: Adjusted for sections: 3.93 per section)	4.21
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.	15
c. Total number of hours required during academic year 2007-2008 for student 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**

<b>UNIVERSITY</b>	<b>TYPES OF PROGRAMS</b>	<b>TOTAL COMPLETED</b>	<b>NUMBER PASSED</b>	<b>PERCENTAGE PASSED</b>
<b>SOUTHEASTERN LOUISIANA UNIVERSITY</b>	HEA Title II 2007-2008 Regular Program Completers	156	156	100%
	HEA Title II 2007-2008 Alternate Program Completers	57	57	100%
	Total Number of 2007-2008 Program Completers	213	213	100%



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

<b>Institution Name</b>	SOUTHEASTERN LOUISIANA UNIVERSITY
<b>Institution Code</b>	6656
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	157
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	156

March 30, 2009

<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>							
PPST READING	710	55	55	100%	274	274	100%
PPST WRITING	720	54	54	100%	291	291	100%
PPST MATHEMATICS	730	56	56	100%	275	275	100%
COMPUTERIZED PPST READING	5710	90	90	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	91	91	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	91	91	100%	919	919	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	18	18	100%	208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	8			62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	80	80	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	16	16	100%	56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	41	41	100%	438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	8			34	34	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	93	93	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	14	14	100%	86	86	100%
ENG LANG LIT COMP PEDAGOGY	043	14	14	100%	86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	8			17	17	100%



**HEA - Title II  
2007-2008 Academic Year  
Regular Program Completers  
(Cont'd.)**

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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
<b>Academic Content Areas</b>							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				39	37	95%
MIDDLE SCHOOL MATHEMATICS	069	8			22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	15	15	100%	106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	15	15	100%	106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089	6			10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	8			97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	7			80	80	100%
FAMILY AND CONSUMER SCIENCES	120				7		
ART CONTENT KNOWLEDGE	133	1			32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220	2			6		
BIOLOGY CONTENT KNOWLEDGE	235				14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439	8			19	19	100%
AGRICULTURE	700				5		



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*March 30, 2009*

<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
				<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	147	147	100%	1205	1205	100%
Aggregate - Professional Knowledge	163	163	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	170	170	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						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	156	156	100%	1313	1309	100%

Footnotes:

<sup>1</sup> 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.

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

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

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

<sup>5</sup> 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.