LOUISIANA BOARD OF REGENTS
2003-2004 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
UNIVERSITY OF LOUISIANA AT LAFAYETTE

Message from the Commissioner:

The following institutional report represents a critical component of the education community's effort to improve our state's teacher education programs at both public and private universities. This annual report is intended to keep Louisiana's citizens informed about the quality of our teacher preparation. In 2002, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). Last year, the formula was expanded to make the scores an even more meaningful catalyst for continued reform. As was the case last year, the scores have been 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. Teacher preparation accountability is just one of the many benefits Louisiana is reaping from partnerships that have been created between universities and school districts to recruit, prepare, and retain teachers. Our goal is to provide every child in Louisiana caring and qualified teachers in every class every year – to ensure that truly no child is left behind.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The University of Louisiana at Lafayette, a member of the University of Louisiana System, is a public, Doctoral/Research-Intensive institution of higher education offering bachelor's, master's, and doctoral degrees. Its academic programs are administered by the Colleges of Applied Life Sciences, the Arts, B.I. Moody III Business Administration, Education, Engineering, General Studies, Liberal Arts, Nursing and Allied Health Professions, Sciences and Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the

Mission of University (Cont'd)

University promotes regional economics and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.

Student Characteristics of University

During Fall 2002, the University of Louisiana at Lafayette had a total enrollment of 14,341 undergraduate and 1,665 graduate students. A total of 6,807 students were males and 9,199 were females. The majority of the students were from Louisiana with a total of 14,710 in-state students, 533 out-of-state students, and 763 foreign students. Among students enrolled in the undergraduate program, 2,594 were black, 10,698 were white, and 1049 were other races. Among students enrolled in the graduate program, 128 were black, 1,040 were white and 497 were other races.

Accreditation and Approval of Teacher Preparation Program

The University of Louisiana at Lafayette is accredited by the Southern Association of Colleges and Schools (SACS) and by the National Council for the Accreditation of Teacher Education (NCATE). All of the University's teacher preparation programs and Specialized Professional Association reports are approved by the Board of Regents and Board of Elementary and Secondary Education.

Notable Features and Accomplishments of Teacher Preparation Program

- The College of Education's Recruitment and Retention Committee has implemented several strategies for attracting and retaining able teacher candidates. These have included a peer-tutoring program in mathematics for elementary education majors, several teaching academies (seminars) each year on topics of interest to pre-service teachers, and surveys designed to determine and improve candidate satisfaction with the programs and services of the College. Recruitment compact discs and brochures have been developed and are being disseminated to prospective candidates in the secondary schools of our service area.

- A new orientation course, piloted in Fall 2002, is now required for all new candidates in the College of Education. This two-hour course provides

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

instruction in the use of PASS-PORT, the electronic portfolio system that is being implemented as a tool for assessing both candidates and programs.

• The PDS program has expanded to 10 sites: 6 elementary, 2 middle schools and 2 high schools.

• In Fall 2002, the University implemented its new Teacher Warranty. Under this agreement, UL Lafayette graduates who have difficulty with the Louisiana Teacher Assistance and Assessment Program will be provided special assistance to these teachers (including additional course work where needed) at no cost.

• Work has continued on the updating of Pass-Port and planning for implementation.

• $1,513,792 generated in grants.

• Redesigned and/or new undergraduate programs have been approved by the Board of Regents in the areas of Early Childhood (PK-3), Elementary (1-6), Middle School (4-8), and 14 areas of Secondary (7-12) Education. The programs were implemented in Spring 2003.

• Implementation of the newly redesigned Counselor Education Program; which was developed in collaboration with the Department of Psychology (College of Liberal Arts).

• Work continues on the EdD collaborative with Southeastern Louisiana University.

• Conducted a Teacher Cadet Corps Day professional conference for 150 potential educators.

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 2002-2003 including all areas of teaching specialization.   712

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 2002, Fall 2002, and/or Spring 2003.   345

3. Supervising faculty for supervised student teaching and internship experiences.

   a. Number of appointed full time faculty in professional education.   24

   b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2002, Fall 2002, and Spring 2003.   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 2002, Fall 2002, and Spring 2003.   39

   d. Total number of supervising faculty for the teacher preparation program during 2002-2003.   63

4. Student/faculty ratio for student teaching and internship experiences.   5.5:1

5. Student participation in student teaching.

   a. Average number of hours per week required of student participation in supervised student teaching during academic year 2002-2003.   35

   b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2002-2003.   14

   c. Total number of hours required during academic year 2002-2003 for student teaching.   490

LOUISIANA BOARD OF REGENTS
2003-2004 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

UNIVERSITY OF LOUISIANA AT LAFAYETTE

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 (which began in 2002), 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.
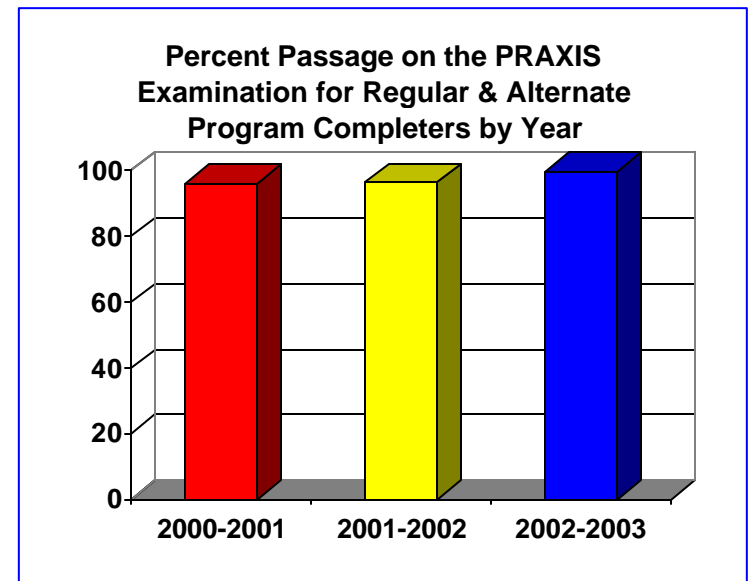
I. INSTITUTIONAL PERFORMANCE INDEX

A. Grade Performance of 2002-2003 Regular and Alternate Certification Program Completers on Certification Index
   (Percentage of students who passed the PRAXIS examination)

Grade: A+
PRAXIS Passage Rate: 99.6%
Scaled Score: 136

This is a difference of 3.3% when compared to the 96.3% passage rate of 2001-2002 regular and alternate certification program completers on the PRAXIS examinations.

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.

Percent Passage on the PRAXIS Examination for Regular & Alternate Program Completers by Year

University of Louisiana at Lafayette (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: 118.2 over 1 year(s)
Total Number of Survey Respondents: 93
Respondents' Scaled Score: 104

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. Scaled scores are not assigned for institutions with fewer than 10 survey respondents over 2 years.

New Teachers' Mean Scores on Satisfaction Surveys

2002-2003

Regular Program Completers

II. QUANTITY INDEX

Grade for Quantity Score

Grade: A
Quantity Score: 270.5
Baseline Score: 240
Percentage of Difference: 12.7%
Scaled Score: 120

The following scale was used to determine quantity grades based upon percentage of difference between the 2002-2003 Quantity Score and Baseline Score:

A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
below C	=	-16% and greater difference

See Appendix C for a breakdown of scores.

Quantity of 2002-2003 Regular & Alternate Program Completers

Percentage of Difference

Between Quantity Score and Baseline Score

4
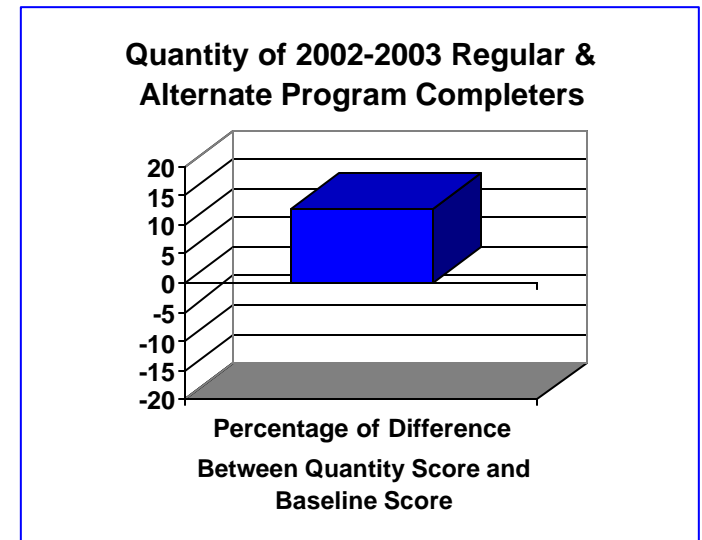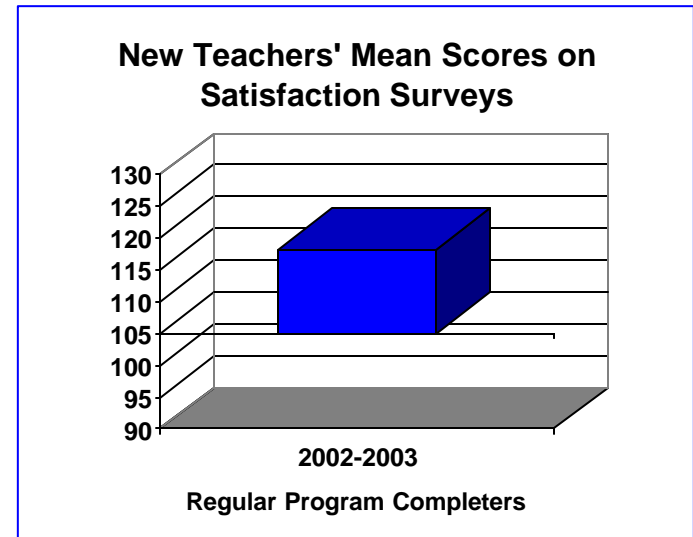
University of Louisiana at Lafayette (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	(Institutional Performance Index + Quantity Index) ÷ 2
	=	{([Certification Scaled Score x .875] + [Graduate Satisfaction Scaled Score x .125]) + Quantity Scaled Score} ÷ 2
	=	{([136 x .875] + [104 x .125]) + 120} ÷ 2
	=	(132 + 120) ÷ 2
	=	252 ÷ 2
	=	126

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.

Note: The Institutional Performance Index is computed using only PRAXIS passage rate data for institutions with fewer than 10 survey respondents over 2 years.

B. Teacher Preparation Performance Label	=	Exemplary
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

UNIVERSITY OF LOUISIANA AT LAFAYETTE

PRAXIS EXAMINATION
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2002-2003 PROGRAM COMPLETERS

	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2002-2003 Regular Program Completers	188	189	**99.5%**
2002-2003 Alternate Program Completers	50	50	**100%**
Total	238	239	**99.6%**

HEA - Title II
2002-2003 Academic Year
Regular Program
Completers
Passage Rate Report

Institution Name	UNIVERSITY OF LA AT LAFAYETTE
Institution Code	6672
State	Louisiana
Number of Program Completers Submitted	189
Number of Program Completers found, matched, and used in passing rate Calculations[1]	189

					Statewide		
Type of Assessment	*Assessment Code Number*	*Number Taking Assessment*	*Number Passing Assessment*	*Institutional Pass Rate*	*Number Taking Assessment*	*Number Passing Assessment*	*Statewide Pass Rate*
Basic Skills							
COMMUNICATION SKILLS	500	14	14	100%	122	122	100%
GENERAL KNOWLEDGE	510	18	18	100%	119	119	100%
PPST READING	710	42	42	100%	209	209	100%
CBT READING	711	78	78	100%	1030	1030	100%
PPST WRITING	720	48	48	100%	223	223	100%
CBT WRITING	721	73	73	100%	1006	1006	100%
PPST MATHEMATICS	730	39	39	100%	209	209	100%
CBT MATHEMATICS	731	81	81	100%	1015	1015	100%
COMPUTERIZED PPST READING	5710	1			84	84	100%
COMPUTERIZED PPST WRITING	5720	1			94	94	100%
COMPUTERIZED PPST MATHEMATICS	5730	1			99	99	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520				12	12	100%
PRINCIPLES LEARNING & TEACHING K-6	522	130	130	100%	1198	1195	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				1		
PRINCIPLES LEARNING & TEACHING 7-12	524	57	56	98%	544	532	98%

HEA - Title II
2002-2003 Academic Year Regular Program Completers Passage Rate Report

Institution Name	UNIVERSITY OF LA AT LAFAYETTE
Institution Code	6672
State	Louisiana
Number of Program Completers Submitted	189
Number of Program Completers found, matched, and used in passing rate Calculations[1]	189

					Statewide		
Type of Assessment	***Assessment Code Number***	***Number Taking Assessment***	***Number Passing Assessment***	***Institutional Pass Rate***	***Number Taking Assessment***	***Number Passing Assessment***	***Statewide Pass Rate***
Academic Content Areas							
ELEM ED CURR INSTRUC ASSESSMENT	011	111	111	100%	861	860	100%
ELEM ED CONTENT AREA EXERCISES	012	111	111	100%	861	861	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	14	14	100%	177	176	100%
EARLY CHILDHOOD EDUCATION	020				96	96	100%
BIOLOGY AND GENERAL SCIENCE	030	4			37	36	97%
ENGLISH LANGUAGE AND LITERATURE	040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	10	10	100%	76	74	97%
ENG LANG LIT COMP PEDAGOGY	043	10	10	100%	76	76	100%
MATHEMATICS	060	3			55	52	95%
CHEM PHYSICS AND GENERAL SCIENCE	070				6		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	10	10	100%	109	106	97%
SOCIAL STUDIES: INTERPRET MATERIALS	083	10	10	100%	109	108	99%
PHYSICAL EDUCATION	090	13	13	100%	133	133	100%
BUSINESS EDUCATION	100	3			15	15	100%
MUSIC EDUCATION	110	6			87	84	97%
FAMILY AND CONSUMER SCIENCES	120	1			5		
FRENCH	170				4		

HEA - Title II
2002-2003 Academic Year Regular Program Completers Passage Rate Report

Institution Name	UNIVERSITY OF LA AT LAFAYETTE
Institution Code	6672
State	Louisiana
Number of Program Completers Submitted	189
Number of Program Completers found, matched, and used in passing rate Calculations[1]	189

				Statewide		
Type of Assessment[2]	**Number Taking Assessment**[3]	**Number Passing Assessment**[4]	**Institutional Pass Rate**	**Number Taking Assessment**[3]	**Number Passing Assessment**[4]	**Statewide Pass Rate**
Aggregate - Basic Skills	140	140	100%	1456	1456	100%
Aggregate - Professional Knowledge	187	186	99%	1755	1740	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	175	175	100%	1562	1549	99%
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 Rates[5]	189	188	99%	1780	1752	98%

HEA - Title II
2002-2003 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.

APPENDIX B

UNIVERSITY OF LOUISIANA AT LAFAYETTE

TEACHER PREPARATION PROGRAM ACCOUNTABILITY SURVEY
2002-2003 Data

total number of cases = 93

Mean Total Survey Score (out of 33 questions) = 111.47

Mean Total Survey Score (adjusted) = 118.23[*]

Item Scores by Question

	mean by item	number of responses			
		strongly disagree	disagree	agree	strongly agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.46	0	2	46	45
2. Plan a series of activities that help my students achieve those objectives.	3.45	0	2	47	44
3. Successfully identify individual student differences in the context of a whole class.	3.25	0	6	58	29
4. Implement accommodations for individual student differences.	3.24	0	11	49	33
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.45	0	3	45	45
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.57	0	0	40	53
7. Integrate a variety of materials to achieve lesson objectives.	3.45	0	2	47	44
8. Change or adjust a lesson to respond to my students' outcomes.	3.29	1	4	55	33
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.29	0	7	52	34

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[*] As written, the survey contains 35 items. Technical difficulties with administration caused items 14 and 35 not to be administered. This score represents an adjustment to the 33-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.

10. Implement teacher-directed or student-centered activities that result in student learning.	3.37	0	3	52	38
11. Successfully plan for individual student differences in the context of a whole class.	3.20	0	9	56	28
12. Open, develop, and close a lesson effectively.	3.48	0	2	44	47
13. Integrate technology into my lessons.	3.43	0	6	41	46
14. Successfully present content at a developmentally appropriate level.	technical difficulties: data not collected				
15. Effectively use appropriate formal and informal assessment techniques.	3.32	0	6	51	36
16. Provide timely feedback to my students.	3.41	0	5	44	44
17. Produce evidence of student academic growth.	3.24	0	11	49	33
18. Employ effective teaching practices as modeled by faculty.	3.39	0	4	49	40
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.55	0	1	40	52
20. Teach in one or more subject areas.	3.43	1	5	40	47
21. Communicate effectively with students.	3.49	0	0	47	46
22. Encourage participation from all students.	3.54	0	3	37	53
23. Monitor the ongoing performance of students.	3.41	1	4	43	45
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.37	1	8	40	44
25. Maintain a positive learning environment.	3.53	0	1	42	50
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.37	1	4	48	40
27. Manage and adjust my time to ensure that learning objectives are met.	3.35	2	3	48	40
28. Clearly communicate my expectations for appropriate behavior to my students.	3.41	1	2	47	43
29. Monitor and respond to appropriate student behavior in an effective way.	3.39	1	3	47	42
30. Monitor and respond to inappropriate student behavior in an effective way.	3.23	4	3	54	32

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.16	3	8	52	30
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.18	3	7	52	31
33. Collaboratively and effectively work with colleagues.	3.39	1	4	45	43
34. Understand the importance of and plan for professional development.	3.31	1	3	55	34
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

UNIVERSITY OF LOUISIANA AT LAFAYETTE

2003-2004 CALCULATION OF 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 SCORE

A.   2002-2003 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2002 – June 30, 2003.

B.   BONUS POINTS

In addition, one-half a point is assigned to every 2002-2003 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers
MINORITIES		30	7
MATHEMATICS		3	2
SCIENCE	General	4	2
	Biology	2	4
	Chemistry		
	Physics		
	Earth		
	Environmental		
MIDDLE SCHOOL			
SPECIAL EDUCATION		7	2
MALE	Early Childhood		
	Elementary		
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)			
TOTAL		46	17

16