

# LOUISIANA BOARD OF REGENTS

## 2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### NORTHWESTERN STATE UNIVERSITY

#### *Message from the Commissioner:*

*I would like to congratulate all of our campuses for their hard work to prepare effective new teachers. It is rewarding to find that we have some universities who are preparing new teachers in specific content areas whose students demonstrate as much or more growth in achievement than students taught by experienced teachers as measured by our Value-Added Teacher Preparation Assessment. We anticipate that more universities will have similar findings once they receive the results for their redesigned programs for the first time during summer 2010. Our teacher preparation programs are also to be commended for the outreach that they have provided to students and teachers in schools that surround their universities. These efforts help to strengthen the lives of children both within and outside the school environment.*

*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 2008, the university had a total enrollment of 8053 undergraduate and 1058 graduate students. A total of 2819 students were males and 6292 were females. The majority of the students were from Louisiana with a total of 8324 in-state students, 738 out-of-state students, and 49 international students. Among students enrolled in the undergraduate program, 2298 were black, 4855 were white, and 900 were other races. Among students enrolled in the graduate program, 194 were black, 808 were white, and 56 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**

- In 2009, Northwestern State University (NSU) celebrated its 125<sup>th</sup> anniversary. Founded in 1884 as the state normal school, NSU continues the legacy of preparing 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 2008-2009, NSU certified 64 undergraduate program completers and 48 alternate certification program completers.
- According to findings published by the Louisiana Board of Regents in August 2009, NSU's alternative certification Practitioner Teacher program is shown to be highly effective using value added data. NSU teachers scored at Level 1 in science; Level 2 in social studies, language arts and reading; and Level 3 in mathematics. Levels 1 & 2 are designated for programs whose new teachers' effect is more similar to experienced teachers than new teachers, while level 3 is designated for programs whose new teachers' effect is comparable to all new teachers.
- In the spring of 2009, NSU hosted the annual Student Teaching and Reaching (STAR) conference for high achieving high school juniors and seniors interested in a career in education. Approximately 200 students and teachers from across the state participated in professional development, artistic renderings and performance activities demonstrative of various teaching styles and strategies. NSU faculty were involved in the planning, development and implementation of the day's events.

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

- NSU was approved for a Louisiana Board of Regents SELECT grant in April 2009. The grant goals included designing, implementing, and assessing the effectiveness of all courses required in the Master of Arts Professional Studies Program. All courses were required to meet the Quality Matters Accreditation Standards for Distance Learning.
- The Master of Arts in Teaching Professional Studies Program moved to a 100% online format in January 2009. Courses are now offered on a rotation to assist candidates in earning licensure at their own pace.
- NSU began offering a M.Ed. in Curriculum and Instruction with a concentration in the Professional Teaching Standards for the Teacher Leader in 2009. This unique program partners the M.Ed. program with the process of applying for National Board certification.
- The College Cost Reduction and Access Act of 2007 created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides for students who intend to **teach full-time in high-need subject areas** for at least **four years at schools that serve students from low-income families**. NSU is participating in this federal program and currently 20 regular and alternate certification teacher education candidates are receiving this grant.
- In May 2009, two College of Education faculty members traveled to South Korea as part of the academic exchange agreement between NSU and Kongju National University. The purpose of the visit was to engage in academic and scientific activities including special presentations and cultural and educational experiences in Korea.

**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 2008-2009 including all areas of teaching specialization.	211
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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 2008, Fall 2008, and/or Spring 2009.	109
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	9
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	6
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	8
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	23
4. Student/faculty ratio for student teaching and internship experiences.	4.73
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2008-2009.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	15
c. Total number of hours required during academic year 2008-2009 for student teaching.	525



## LOUISIANA BOARD OF REGENTS 2009-2010 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, 2008-09, and 2009-2010 *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 2003-2010, 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, December 2008, and August 2009. During 2009-10, 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  
2008-2009 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>NORTHWESTERN STATE UNIVERSITY</b>	HEA Title II 2008-2009 Regular Program Completers	64	64	100%
	HEA Title II 2009-2009 Alternate Program Completers	48	48	100%
	Total Number of 2008-2009 Program Completers	112	112	100%



**HEA - Title II  
2008-2009 Academic Year**

<b>Institution Name</b>	NORTHWESTERN STATE UNIVERSITY
<b>Institution Code</b>	6492
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	64
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	64

April 24, 2010

<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	1			178	178	100%
PPST WRITING	720	1			192	192	100%
PPST MATHEMATICS	730	1			184	184	100%
COMPUTERIZED PPST READING	5710	53	53	100%	680	680	100%
COMPUTERIZED PPST WRITING	5720	54	54	100%	670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	54	54	100%	673	673	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	4			96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	7			118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	15	15	100%	550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	38	38	100%	426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				43	43	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	26	26	100%	769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			97	97	100%
ENG LANG LIT COMP PEDAGOGY	043	1			97	97	100%



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<b>Academic Content Areas</b>							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	2			31	30	97%
MIDDLE SCHOOL MATHEMATICS	069				25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	5			81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	5			81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	9			93	93	100%
BUSINESS EDUCATION	100	3			11	11	100%
MUSIC CONTENT KNOWLEDGE	113	17	17	100%	75	75	100%
FAMILY AND CONSUMER SCIENCES	120				1		
ART CONTENT KNOWLEDGE	133				29	29	100%
FRENCH CONTENT KNOWLEDGE	173				4		
SPANISH CONTENT KNOWLEDGE	191				6		
SPEECH COMMUNICATION	220	2			4		
BIOLOGY CONTENT KNOWLEDGE	235				20	20	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
GENERAL SCI CONTENT KNOWLEDGE	435				1		
MIDDLE SCHOOL SCIENCE	439				17	17	100%
AGRICULTURE	700				12	12	100%



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April 24, 2010

<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	55	55	100%	872	872	100%
Aggregate - Professional Knowledge	64	64	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	65	65	100%	1304	1302	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>	64	64	100%	1273	1270	100%

- <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.