



LOUISIANA BOARD OF REGENTS 2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

Message from the Commissioner:

We are pleased to offer the following reports on teacher education programs in Louisiana's colleges and universities. This information is important to our continuing efforts to keep the public informed about the quality of our teacher preparation programs. Last year (2000-2001) was a baseline year for the reporting of data. This year, the first factor used in our comprehensive accountability program is being released – student passage rates on the teacher certification examination (PRAXIS). Additional factors will be assessed in the coming years in an effort to develop an overall assessment of teacher preparation programs that is meaningful and serves as a catalyst for continued reform. As a result of authentic partnerships now being created between universities and districts to recruit, prepare, and retain teachers, we are building upon our united goal of providing every child in Louisiana caring and qualified teachers in every class every year. We commend our universities and districts for their ongoing commitment to improve education in Louisiana.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The mission of Louisiana State University and A&M College is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts for the benefit of the people of the state, the nation, and the global community.

Student Characteristics of University

During Fall 2000, Louisiana State University in Baton Rouge had a total enrollment of 26,130 undergraduate and 4,740 graduate students. A total of 14,560 students were males and 16,310 were females. The majority of the students were from Louisiana with a total of 26,414 in-state students, 2,777 out-of-state students, and 1,679 foreign students. Among students enrolled in the undergraduate program, 2,546 were black, 20,589 were white, and 2,995 were other races. Among students enrolled in the graduate program, 394 were black, 3,108 were white, and 1,238 were other races.

Accreditation and Approval of Teacher Preparation Program

Louisiana State University and A&M College 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 are approved by the Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- LSU produces approximately 16% of Louisiana's new teachers each year.
- All LSU teacher preparation students have extensive experience in schools with a high proportion of children who qualify for free or reduced-price lunches (poverty schools).
- Of the 84 National Board Certified teachers in Louisiana, 19 (23%) received one or more of their degrees from LSU.
- LSU has developed an extensive School Partnership arrangement with the East Baton Rouge Parish School system which is highlighted by the Highland Elementary and McKinley Middle School Partnerships involving the entire university in which university faculty, pre-service teachers, in-service teachers, and education students work collaboratively to improve children's learning.
- A generous private donation provides fellowship support to twenty-five students each year who pursue LSU's unique 5-year teacher preparation program and who commit to teaching in a Louisiana public school for at least two years.
- The New Teacher Web Site provides new teachers with electronic support in combination with face-to-face support from an LSU faculty member.
- GEAR UP is a successful grant awarded to LSU in a joint venture with EBR Parish Schools, the Young Leader's Academy, and ExxonMobil to increase enrollment of at-risk students in post-secondary schools, increase academic performance of low-income students in middle and high schools, and enhance middle and high school academic and curricular reforms.

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

- In cooperation with Southeastern Louisiana University, math, science and education faculty are designing an innovative 4-8 certification program that will be collaborative, field-based, and focused on teacher preparation in mathematics and the sciences.
- Faculty from the arts and sciences are collaborating with education faculty to develop a new 7-12 certification program in which candidates will earn a degree in an arts and sciences discipline, but will also attain certification through a unique series of field-based professional practice seminars beginning as early as the sophomore year.
- In partnerships with the Colleges of Arts and Sciences, Basic Sciences, and Engineering, the college has received a \$2.5 million gift to endow the Gordon A. Cain Center for Scientific, Technological, Engineering, and Mathematical Literacy.

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 2000-2001 including all areas of teaching specialization.	1,281
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 2000, Fall 2000, and/or Spring 2001.	427

Teacher Preparation Program Data (Cont'd)

3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	84
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	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 2000, Fall 2000, and Spring 2001.	25
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	109
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 2000-2001.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	15
c. Total number of hours required during academic year 2000-2001 for student teaching.	600



LOUISIANA BOARD OF REGENTS 2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

In compliance with the Higher Education Act of 1998, Louisiana has created a Teacher Preparation Accountability System that is assessing the performance of teacher preparation programs within the state. During the first phase of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) is being assessed. During each succeeding year, additional factors will be assessed to examine such areas as: increased quantity in critical shortage areas; ratings by first year teachers of their teacher preparation programs; 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 diligently working to address the need to produce quality teachers who are effective when working with PK-12 students.

GRADE FOR PERFORMANCE ON STATE TEACHERS' EXAMINATION

Louisiana State University and A&M College has been assigned a grade of **A** for the performance of regular and alternate certification program completers on the state teachers' examination (PRAXIS). The following scale was used to determine performance grades: A+ (Exemplary) = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C (At-Risk) = 80-85% Passage Rate; Below C (Low Performing) = Below 80% Passage Rate.

PASSAGE RATES OF ALL REGULAR AND ALTERNATE CERTIFICATION PROGRAM COMPLETERS

The following table summarizes passage rates of regular and alternate certification program completers during 1999-2000, 2000-2001, and both years for **Louisiana State University and A&M College**.

1999-2000 PROGRAM COMPLETERS			2000-2001 PROGRAM COMPLETERS			TOTAL 1999-2000 & 2000-2001 PROGRAM COMPLETERS		
Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed
Regular	308 out of 321 students	96%	Regular	305 out of 321 students	95%	Regular	613 out of 642 students	96%
Alternate	34 out of 39 students	87%	Alternate	35 out of 38 students	92%	Alternate	69 out of 77 students	90%
Total	342 out of 360 students	95%	Total	340 out of 359 students	95%	Total	682 out of 719 students	95%

PROCESS TO DETERMINE GRADES

Grades are based upon either the passage rates of program completers during the most recent academic year (2000-2001) OR average passage rates of program completers during the previous two years (1999-2000 and 2000-2001). The highest of the two passage rates is used to determine the actual grade. This process is used to adjust for three conditions: (1) limited number of program completers at institutions with small teacher preparation programs; (2) variance in student populations over a two year time period; and (3) significant improvements occurring at institutions over a two year time period.



PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2000-2001 REGULAR PROGRAM COMPLETERS

ENTRY REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

All regular and alternate certification students must pass the following PRAXIS subtests to be formally admitted to a teacher preparation program at a college or university in Louisiana. Regular students are those who are completing a program of study to graduate with a baccalaureate degree in education. Alternate certification students are those who already possess a baccalaureate degree outside of education and are completing an alternate certification program to become certified to teach.

Type of Assessment: Basic Skills

- (1) Communications Skills and General Knowledge **OR**
- (2) Reading, Writing, and Mathematics

State law requires all students to take all required PRAXIS subtests prior to graduation, but it does not require students to pass the subtests. Individual institutions have developed their own policies that require students to pass the PRAXIS subtests to graduate.

TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

To be certified to teach in Louisiana, individuals must complete an approved teacher preparation program, possess a 2.5 grade point average, pass the Basic Skills subtests, and pass PRAXIS subtests in the following areas:

Type of Assessment: Professional Knowledge

- (1) Professional Knowledge **OR**
- (2) Principles Learning & Teaching K-6 **OR**
- (3) Principles Learning & Teaching 7-12

AND

Type of Assessment: Academic Content Areas The subtests vary according to the areas of certification.

REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998

The Higher Education Act of 1998 requires all institutions in the United States with teacher preparation programs to issue institutional reports on a yearly basis which contain information specified by the U.S. Department of Education. In addition, the Act requires institutions to provide the public with specific information pertaining to the passage rates of regular program completers on individual subtests. The following pages contain a report developed by the Educational Testing Service to provide a breakdown of program completer performance on individual subtests.

A similar report is currently being developed by the Educational Testing Service regarding the performance of 2000-2001 alternate certification program completers on individual subtests. Once the report is received, it will be placed on the Board of Regents web site (<http://www.regents.state.la.us>).

BOARD OF REGENTS CALCULATION

(State data have been used to determine passage rates.)

HEA - Title II 2000-2001 Academic Year Regular Program Completers (Cont'd)

Institution Name	Louisiana State University - BR
Institution Code	6373
State	Louisiana
Number of Program Completers Submitted	327
Number of Program Completers found, matched, and used in passing rate Calculations	325

<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>
Academic Content Areas (Cont'd)				
MATHEMATICS	060	7		
CHEM PHYSICS AND GENERAL SCIENCE	070	6		
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	21	19	90%
SOCIAL STUDIES: INTERPRET MATERIALS	083	21	20	95%
PHYSICAL EDUCATION	090	6		
BUSINESS EDUCATION	100			
MUSIC EDUCATION	110	16	15	94%
HOME ECONOMICS EDUCATION	120			
FRENCH	170			

BOARD OF REGENTS CALCULATION

(State data have been used to determine passage rates.)

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<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	313	309	99%
Aggregate - Professional Knowledge	308	301	98%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	294	283	96%
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	321	305	95%