



LOUISIANA BOARD OF REGENTS

2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

Message from the Commissioner:

This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are 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. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

Louisiana State University in Shreveport (LSUS) is a regional university primarily serving the educational and cultural needs of the Shreveport/Bossier metropolitan area and the Ark-La-Tex region. The university provides a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the acquisition, advancement, and dissemination of knowledge. LSUS produces graduates who possess the intellectual resources and the professional and personal skills that enable them to be effective and productive members of an ever-changing global community.

LSUS will meet the social, cultural, technological, and economic development needs of the region and expanding its relationships with business, industry, governmental, educational, and community organizations. Continuing education and public service activities will serve the region and raise the level of education as well as the quality of life for its citizens.

Mission of the University (Cont'd)

LSUS is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. The university will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. LSUS will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and will implement, at a minimum, Selective III admissions criteria. LSUS is located in Region VII.

Student Characteristics of University

During Fall 2003, Louisiana State University in Shreveport had a total enrollment of 3,655 undergraduate and 722 graduate students. A total of 1,623 students were males and 2,754 were females. The majority of the students were from Louisiana with a total of 4,175 in-state students, 179 out-of-state students, and 23 foreign students. Among students enrolled in the undergraduate program, 780 were black, 2,380 were white, and 495 were other races. Among students enrolled in the graduate program, 163 were black, 493 were white, and 66 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 Board of Elementary and Secondary Education.

Notable Features and Accomplishments of Teacher Preparation Program

- The College of Education and Human Development is continuing its relationship with the LSUS/Midway Professional Development Elementary School which was established under the aegis of the Blue Ribbon Commission with support of CITAL and Title II funding. Since that funding is no longer available, the College and the University have absorbed the cost of continuing to fund the Professor-in-Residence who serves as the on-site coordinator for the program. During 2004-2005, the university is offering elementary language arts

courses on-site so that candidates may immediately put into practice the principles being learned in their classes.

- An outgrowth of the aforementioned partnership is the research collaboration undertaken by faculty of the professional development school and the College. Three separate presentations were made by groups from the two institutions at the National Professional Development Schools conference in Spring 2004 with additional such presentations planned for this Spring.
- The unit includes a model classroom for preK-3 and elementary materials and methods experiences, with interactive technology between the University and the PDS school being planned. All of the classrooms in the College are now equipped with technology to provide for the projection of PowerPoint and other presentations. A model technology classroom exists for twenty students which is equipped with state-of-the-art wireless equipment which is used in a variety of courses. The unit has made use of funds from several grants to acquire additional equipment for classrooms as well as those at the PDS.
- From its inception, the College has ensured a multi-cultural, multi-ethnic field experience consisting of approximately 70 hours of directed observation and participation in three different school settings during the semester prior to student teaching. These field hours are over and above those required for materials and methods or psychology courses prior to this experience.
- Elementary education candidates enrolled in ED 319: Reading Practicum are assigned students for tutorials through the Lighthouse Project at the Highland Center. Students needing assistance in reading and/or writing literacy through a tutorial setting are identified and receive tutorial sessions at least twice weekly during the Fall and Spring terms. Goals include meeting the needs of children with literacy concerns, especially in reading and writing, providing the opportunity for teacher candidates to participate in diverse field experiences, and offering literacy support via community service.
- Library Science students read approximately 100 hours each academic year in the Clinic Waiting room and distribute books to the children as a part of our collaboration with Shriners' Children's Hospital.

Teacher Preparation Program Data

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2003 – 2004 including all areas of teaching specialization. 606

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 2003, Fall 2003, and/or Spring 2004. 129
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 2003, Fall 2003, and Spring 2004. 4
 - b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, Spring 2004. 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 2003, Fall 2003, and Spring 2004. 12
 - d. Total number of supervising faculty for the teacher preparation program during 2003-2004. 17
4. Student/faculty ratio for student teaching and internship experiences. 7.5:1
5. Student participation in student teaching.
 - a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004. 35
 - b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004. 14
 - c. Total number of hours required during academic year 2003-2004 for student teaching. 450

**LOUISIANA BOARD OF REGENTS
2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

Louisiana State University - Shreveport

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 (2002-2004), 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

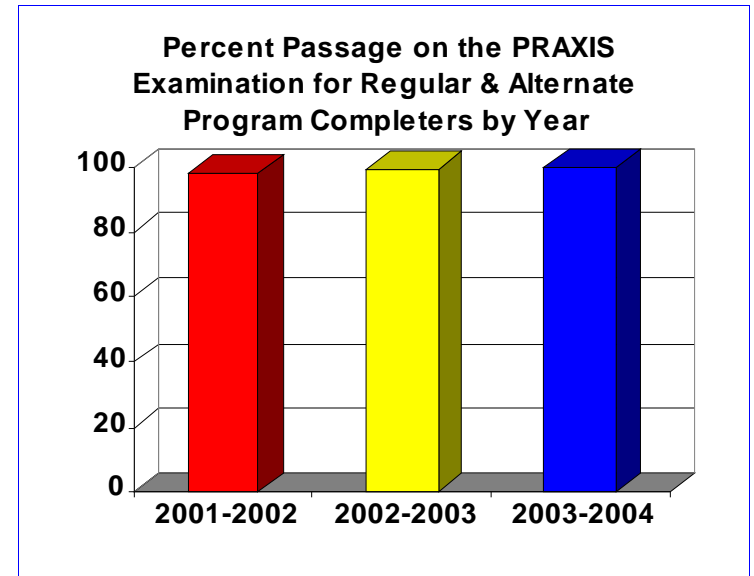
**A. Grade Performance of 2003-2004 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS examination)**

Grade: A+
PRAXIS Passage Rate: 100%
Scaled Score: 136

The 2003-2004 PRAXIS passage rate has changed by 1.9% from the 2001-2002 rate of 98.1% and 1% from the 2002-2003 rate of 99%.

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.



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 over 1 year

Total Number of Survey Respondents: 27

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.

II. QUANTITY INDEX

Grade for Quantity Score

Grade: A

Quantity Score: 137.5

Baseline Score: 125

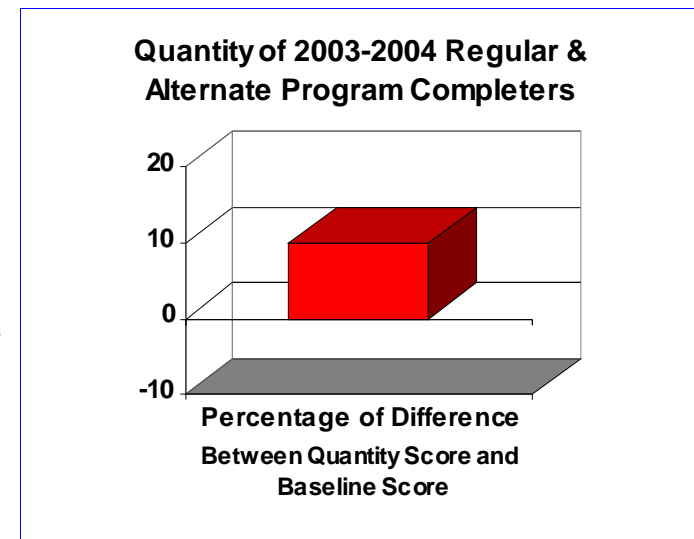
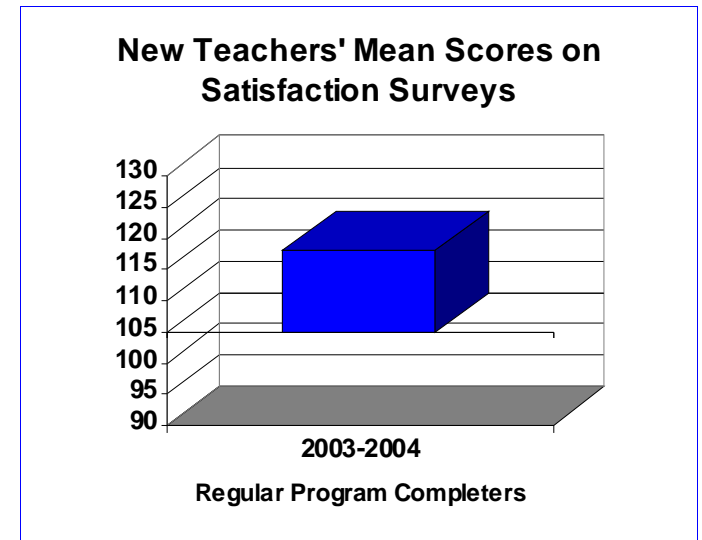
Percent Difference from Baseline: +10%

Scaled Score: 112

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.



III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([136 \times .875] + [104 \times .125]) + 112\} \div 2$
	=	$(132 + 112) \div 2$
	=	$244 \div 2$
	=	122

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.

B. Teacher Preparation Performance Label	=	High Performing
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

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2003-2004 PROGRAM COMPLETERS

TYPES OF COMPLETERS	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2003-2004 Regular Program Completers	59	59	100%
2003-2004 Alternate Program Completers	25	25	100%
Total	84	84	100%

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report

Institution Name	LOUISIANA STATE UNIV – SHREVEPORT
Institution Code	6355
State	Louisiana
Number of Program Completers Submitted	59

<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>
Basic Skills							
COMMUNICATION SKILLS	500				4		
GENERAL KNOWLEDGE	510				5		
PPST READING	710	2			97	97	100%
CBT READING	711	39	39	100%	605	605	100%
PPST WRITING	720	3			96	96	100%
CBT WRITING	721	37	37	100%	601	601	100%
PPST MATHEMATICS	730	3			85	85	100%
CBT MATHEMATICS	731	37	37	100%	585	585	100%
COMPUTERIZED PPST READING	5710	15	15	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	16	16	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	16	16	100%	513	513	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520				4		
PRINCIPLES LEARNING & TEACHING K-6	522	44	44	100%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				5		
PRINCIPLES LEARNING & TEACHING 7-12	524	14	14	100%	453	449	99%
Academic Content Areas							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	2			135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	2			136	135	99%



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	39	39	100%	780	773	99%
EARLY CHILDHOOD EDUCATION	020				86	86	100%
BIOLOGY AND GENERAL SCIENCE	030	3			29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	4			87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	4			87	87	100%
MATHEMATICS	060				21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4			96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083	4			96	96	100%
PHYSICAL EDUCATION	090	2			58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110				28	28	100%
MUSIC CONTENT KNOWLEDGE	113				4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

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<i>Type of Assessment</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>
Aggregate - Basic Skills	56	56	100%	1203	1203	100%
Aggregate - Professional Knowledge	58	58	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	54	54	100%	1364	1350	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	59	59	100%	1542	1521	99%

APPENDIX B

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

***HEA - Title II
2003-2004 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.***

Items	Mean by Item	Number of Responses			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.52	0	2	9	16
2. Plan a series of activities that help my students achieve those objectives.	3.37	0	2	13	12
3. Successfully identify individual student differences in the context of a whole class.	3.22	0	2	17	8
4. Implement accommodations for individual student differences.	3.07	0	3	19	5

* As written, the survey contains 35 items. Technical difficulties with administration caused item 35 not to be administered. This score represents an adjustment to the 34-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.

Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.3	0	2	15	10
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.44	0	1	13	13
7. Integrate a variety of materials to achieve lesson objectives.	3.48	0	2	10	15
8. Change or adjust a lesson to respond to my students' outcomes.	3.37	0	1	15	11
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.22	0	2	17	8
10. Implement teacher-directed or student-centered activities that result in student learning.	3.44	0	1	13	13
11. Successfully plan for individual student differences in the context of a whole class.	3.11	0	4	16	7
12. Open, develop, and close a lesson effectively.	3.48	0	1	12	14
13. Integrate technology into my lessons.	3.26	0	4	12	11
14. Successfully present content at a developmentally appropriate level.	3.41	0	1	14	12
15. Effectively use appropriate formal and informal assessment techniques.	3.3	0	1	17	9
16. Provide timely feedback to my students.	3.48	0	1	12	14
17. Produce evidence of student academic growth.	3.22	0	3	15	9
18. Employ effective teaching practices as modeled by faculty.	3.41	0	1	14	12
Instruction					

19. Relate examples, real-life situations, or current events to the content being taught.	3.52	0	1	11	15
20. Teach in one or more subject areas.	3.44	0	2	11	14
21. Communicate effectively with students.	3.44	0	3	9	15
22. Encourage participation from all students.	3.44	0	2	11	14
23. Monitor the ongoing performance of students.	3.48	0	1	12	14
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.33	0	3	12	12
25. Maintain a positive learning environment.	3.48	0	1	12	14
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.37	0	2	13	12
27. Manage and adjust my time to ensure that learning objectives are met.	3.48	0	2	10	15
28. Clearly communicate my expectations for appropriate behavior to my students.	3.44	0	2	11	14
29. Monitor and respond to appropriate student behavior in an effective way.	3.44	0	1	13	13
30. Monitor and respond to inappropriate student behavior in an effective way.	3.3	0	1	17	9

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.22	0	1	19	7

32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.26	0	1	18	8
33. Collaboratively and effectively work with colleagues.	3.56	0	0	12	15
34. Understand the importance of and plan for professional development.	3.3	1	2	12	12
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

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

2004-2005 POINTS FOR 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 POINTS

A. 2003-2004 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching	Program Completers TOTAL
59	25	25	109

B. BONUS POINTS

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas	Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/ Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching
MINORITIES	11	5	9
MATHEMATICS	1	1	1

SCIENCE	General Science			
	Biology	3	5	
	Chemistry			
	Physics			
	Earth Science			
	Environmental Science			
MIDDLE SCHOOL				
SPECIAL EDUCATION		5	1	12
MALE	Early Childhood			
	Elementary	1		1
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)			1	
Subtotals for Bonus Points		21	13	23
TOTAL BONUS POINTS		<i>57/2 = 28.5</i>		

TOTAL POINTS: 109 + 28.5 = 137.5