

# LOUISIANA BOARD OF REGENTS

## 2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### GRAMBLING STATE 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**

Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are undergirded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the university embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the university seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The university prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The university provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The university affords each student the opportunity to pursue any program of study provided that the student makes

reasonable progress and demonstrates that progress in standard ways. Grambling fosters in its students a commitment to service and to the improvement in the quality of life for all persons.

The university expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, "where everybody is somebody."

#### **Student Characteristics of University**

During Fall 2007, the university had a total enrollment of 4753 undergraduate and 408 graduate students. A total of 2232 students were males and 2929 were females. The majority of the students were from Louisiana with a total of 3074 in-state students, 1779 out-of-state students, and 308 foreign students. Among students enrolled in the undergraduate program, 4195 were black, 163 were white, and 395 were other races. Among students enrolled in the graduate program, 326 were black, 60 were white, and 22 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**

- La GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Grant "CSI: Grambling" funded for \$104,000 for summer of 2007
- Service Learning Grant funded for \$30,000 for Tutoring Eighth Graders at the Grambling Middle Magnet School Preparing for the LEAP Reading and Writing Examinations (fall 2007/spring 2008)
- Title III Grant awarded for \$455,000 for five years to create technology enriched teacher preparation classrooms and seminars to better prepare teacher education candidates at the freshmen experience level
- Teacher Education Department officially changed name to Curriculum and Instruction Department.

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

- Curriculum and Instruction Department Head nominated to serve on the Executive Committee of the NCTE (National Council of Teachers of English) Council on English Education Curriculum and Instruction Faculty Member selected as Kara Vaughn Jackson Endowed Professor.
- Curriculum and Instruction Faculty Member received the Honor Council Award and the Louisiana Reading Association Educator of the Year Award.
- Curriculum and Instruction Department Head presented “Service Learning Project: Mapping Literacy Tutoring for Middle Grades Katrina Evacuees” at the NCTE Conference in New York (November 2007).
- Curriculum and Instruction Faculty Member selected as: 2008 President Elect of the Louisiana Association of Teacher Educators.
- Curriculum and Instruction Faculty Member selected as an ETS PRAXIS Rater for the PLT Examination; an ELCC (Educational Leadership Constituent Council) Program Reviewer; and as an NCATE BOE (Board of Examiner).
- Curriculum and Instruction Faculty Member selected to serve on the Board of Regents Teacher Preparation Articulation Agreement Committee.
- Curriculum and Instruction Faculty Member received the first place “Educators-as-Authors” award in poetry at the Louisiana Reading Association.
- Curriculum and Instruction Faculty Member traveled to Ethiopia and served as: Liaison with the Debre Birhan Teacher College and as a member of the Habitat for Humanity Global Village Program.
- Curriculum and Instruction Faculty Members presented “Keeping the Peace: A Literacy Approach to Teaching Conflict Resolution Skills to Children” at S.O.S. School Violence Conference in Jackson, Mississippi.
- Curriculum and Instruction Faculty Member selected to serve as a Registered Reviewer for the Quality Matters Journal.
- Teacher Education Candidate selected as University of Minnesota Graduate Fellowship Recipient.
- Teacher Education Candidates awarded Certificates of Excellence from ETS from outstanding performance on PRAXIS II:PLT Examination

**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.	14
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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 200, Fall 2007, and/or Spring 2008.	35
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	10
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	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 2007, Fall 2007, and Spring 2008.	0
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	10
4. Student/faculty ratio for student teaching and internship experiences.	3:5
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.	16
c. Total number of hours required during academic year 2007-2008 for student teaching.	560



## **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>GRAMBLING STATE UNIVERSITY</b>	HEA Title II 2007-2008 Regular Program Completers	29	29	100%
	HEA Title II 2007-2008 Alternate Program Completers	17	17	100%
	Total Number of 2007-2008 Program Completers	46	46	100%



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

<b>Institution Name</b>	GRAMBLING STATE UNIVERSITY
<b>Institution Code</b>	6250
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	29
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	29

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>Basic Skills</b>							
PPST READING	710	8			274	274	100%
PPST WRITING	720	10	10	100%	291	291	100%
PPST MATHEMATICS	730	9			275	275	100%
COMPUTERIZED PPST READING	5710	15	15	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	13	13	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	15	15	100%	919	919	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	3			208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	3			62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	11	11	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	6			56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	8			438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	3			34	34	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	15	15	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				86	86	100%
ENG LANG LIT COMP PEDAGOGY	043				86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%



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(Cont'd.)**

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March 30, 2009

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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Academic Content Areas</b>							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	1			39	37	95%
MIDDLE SCHOOL MATHEMATICS	069				22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	2			106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	2			106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	3			97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	5			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				6		
BIOLOGY CONTENT KNOWLEDGE	235	1			14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439				19	19	100%
AGRICULTURE	700				5		



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March 30, 2009

<i>Type of Assessment<sup>2</sup></i>	<b>Statewide</b>					
	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	25	25	100%	1205	1205	100%
Aggregate - Professional Knowledge	31	31	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	28	28	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>	29	29	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.