

LOUISIANA BOARD OF REGENTS 2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS GRAMBLING 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

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 2008, the university had a total enrollment of 4,804 undergraduate and 449 graduate students. A total of 2,118 students were males and 3,135 were females. The majority of the students were from Louisiana with a total of 2,937 in-state students, 1,813 out-of-state students, and 503 foreign students. Among students enrolled in the undergraduate program, 4,186 were black, 93 were white, and 525 were other races. Among students enrolled in the graduate program, 357 were black, 66 were white, and 26 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 \$104,373.09 for summer of 2008.
- Faculty member invited to be a reviewer for the *English Journal* (a national peer reviewed journal).
- Faculty member’s conference presentation proposal, “Making Drama Classics Come Alive Through Group Projects” has been accepted by NCTE (National Council of Teachers of English) for fall 2009 conference in Philadelphia.

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

- Faculty Member book chapter, “Faculty Perceptions of the Critical Dimensions of Leadership,” accepted for publication by University Press of America, Inc.
- Faculty Member invited to participate in the Oxford Round Table in Oxford, England.
- Faculty Member elected as Vice President of the North Louisiana Reading Council.
- Faculty Member presented at the Annual Conference of International Society for Exploring Teaching and Learning in Las Vegas, Nevada.
- Faculty Member selected to be honored at the 2009 NAFEO Conference.
- Faculty Member selected as the Kara Vaughn Jackson Endowed Professor.
- Faculty Member was selected as: 2008 President Elect of the Louisiana Association of Teacher Educators; an ETS PRAXIS Rater for the PLT Examination; an ELCC Program Reviewer; and as a member of the NCATE Board of Examiners (BOE).
- Faculty Member received the first place “Educators-as-Authors” award in poetry at the Louisiana Reading Association.
- Faculty Member was one of six individuals in the country nominated for the 2008 NCTE (National Council of Teachers of English) CEE (Council on English Education) Executive Committee.

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.	13
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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.	41
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	12
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	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 2008, Fall 2008, and Spring 2009.	0
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	12
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 2008-2009.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	16
c. Total number of hours required during academic year 2008-2009 for student teaching.	560



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**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
GRAMBLING STATE UNIVERSITY	HEA Title II 2008-2009 Regular Program Completers	18	18	100%
	HEA Title II 2009-2009 Alternate Program Completers	12	12	100%
	Total Number of 2008-2009 Program Completers	30	30	100%



HEA - Title II 2008-2009 Academic Year

Institution Name	GRAMBLING STATE UNIVERSITY
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	18
Number of Program Completers found, matched, and used in passing rate Calculations¹	18

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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	3			178	178	100%
PPST WRITING	720	3			192	192	100%
PPST MATHEMATICS	730	3			184	184	100%
COMPUTERIZED PPST READING	5710	12	12	100%	680	680	100%
COMPUTERIZED PPST WRITING	5720	12	12	100%	670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	11	11	100%	673	673	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	2			68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	4			118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	9			550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	4			426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	2			43	43	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	13	13	100%	769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			97	97	100%
ENG LANG LIT COMP PEDAGOGY	043	2			97	97	100%



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Academic Content Areas							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061				31	30	97%
MIDDLE SCHOOL MATHEMATICS	069				25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	2			93	93	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC CONTENT KNOWLEDGE	113				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				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%



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

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April 24, 2010

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	15	15	100%	872	872	100%
Aggregate - Professional Knowledge	20	20	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	17	17	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						
Summary Totals and Pass Rates⁵	18	18	100%	1273	1270	100%

- ¹ 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.
- ² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- ³ Number of completers who took one or more tests in a category and within their area of specialization.
- ⁴ Number who passed all tests they took in a category and within their area of specialization.
- ⁵ 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.