



LOUISIANA BOARD OF REGENTS

2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

CENTENARY COLLEGE OF LOUISIANA

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

Centenary is a selective liberal arts college offering programs in the arts, humanities, natural sciences, and social sciences, which strengthen the foundation for students' personal lives and career goals. Students and faculty work together to build a community focused on ethical and intellectual development, respect and concern for human and spiritual values, and the joy of creativity and discovery.

Consistent with its affiliation with the United Methodist Church, the College encourages a lifelong dedication not only to learning but also to serving others. It strives to overcome ignorance and intolerance; to examine ideas critically; to provide an understanding of the forces that have influenced the past, drive the present, and shape the future; and to cultivate integrity, intellectual and moral courage, responsibility, fairness, and compassion.

Mission of University (Cont'd)

In pursuit of these ideals, the College challenges its students throughout their education to write and speak clearly; to read, listen, and think critically; to comprehend, interpret, and synthesize ideas; to analyze information qualitatively and quantitatively; to appreciate the diversity of human cultures; to respect the value of artistic expression; and to recognize the importance of a healthy mind and body and the interdependence of people and the environment. Academic and co-curricular programs, as well as the example of those who teach and work at Centenary, support students in their development and encourage them to become leaders in the work place, the community, the nation, and the world at large.

Student Characteristics of University

During Fall 2001, Centenary College of Louisiana had a total enrollment of 910 undergraduate and 139 graduate students. A total of 406 students were males and 643 were females. The majority of the undergraduates were from Louisiana with a total of 545 in-state students, 331 out-of-state students, and 34 foreign students. Among students enrolled in the undergraduate program, 52 were black, 772 were white, and 52 were other races. Among students enrolled in the graduate program 28 were black, 107 were white, and 4 were other races.

Accreditation and Approval of Teacher Preparation Program

Centenary College of Louisiana is accredited by the Southern Association of Colleges and Schools (SACS). All of the university's teacher preparation programs are approved by the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Centenary College is moving forward with pursuit of NCATE accreditation, planning on the site visit to occur in Spring 2005.
- Centenary 1985 M.Ed. graduate, Tisha Daniels Hoas, has received the 2002 White House's Presidential Award of Excellence in Math and Science Teaching,

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

for secondary science education in Louisiana, administered by the National Science Foundation.

- Centenary's student teachers begin their experience on the first day of class for the college and end it on the last day of class, 8 hours each day for 15 weeks. Although the minimum number of total hours of student teaching required for certification is 270, Centenary's students spend more than twice the minimum number of hours in the classroom and teaching.
- Because Centenary's student teachers have spent many hours in the classroom with full responsibility for teaching individual lessons prior to student teaching, they are very comfortable at the onset of student teaching. With their extensive and successful experience during student teaching, it is not unusual for them to be hired as full-time teachers in the same schools in which they student taught.
- Centenary is now approaching the end of a most successful year of working with E.B. Williams Stoner Hill Professional Development School. All elementary methods classes are taught at Stoner Hill and all elementary student teachers are placed at Stoner Hill. Dr. Naomi Coyle, Centenary's PK-16+ Coordinator, has worked very closely with Mr. Charles Lowder, Principal of Stoner Hill, and all teachers and staff to create a wonderful environment for Centenary's faculty and students to interact with Stoner Hill's faculty and students.
- Caddo Parish's Teachers of the Year for the 2001-2002 school year, Betsy Ross, Pateece Davis, and Martha Goza at the Elementary, Middle, and High School levels, respectively, are all graduates of Centenary College.
- Centenary was recently awarded funds from a \$122,000 LEARN grant, paying tuition for 30 non-certified elementary teachers who are employed on temporary certificates in Caddo Parish, to take all coursework required for certification, except student teaching or internship.

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.	22
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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 2000, Fall 2000, and/or Spring 2001.	15
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.	1
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.	2
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	3
4. Student/faculty ratio for student teaching and internship experiences.	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 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

CENTENARY 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 by mentors of first year teachers' of their teacher preparation programs; 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

Centenary College has been assigned a grade of **A** for the performance of regular and alternate certification program completers on the state teachers' examination (PRAXIS) during 2000-2001. 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 Centenary 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	11 out of 13 students	85%	<i>Regular</i>	<i>6 out of 7 students</i>	<i>86%</i>	Regular	17 out of 20 students	85%
Alternate	4 out of 4 students	100%	<i>Alternate</i>	<i>7 out of 7 students</i>	<i>100%</i>	Alternate	11 out of 11 students	100%
Total	15 out of 17 students	88%	<i>Total</i>	<i>13 out of 14 students</i>	<i>93%</i>	Total	28 out of 31 students	90%

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>).



**HEA - Title II
2000-2001 Academic Year
Regular Program Completers**

Institution Name	Centenary College
Institution Code	6082
State	Louisiana
Number of Program Completers Submitted	7
Number of Program Completers found, matched, and used in passing rate Calculations	7

<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>
Basic Skills				
COMMUNICATION SKILLS	500	6		
GENERAL KNOWLEDGE	510	6		
PPST READING	710			
CBT READING	711	1		
PPST WRITING	720			
CBT WRITING	721	1		
PPST MATHEMATICS	730			
CBT MATHEMATICS	731	1		
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	2		
PRINCIPLES LEARNING & TEACHING K-6	522	3		
PRINCIPLES LEARNING & TEACHING 7-12	524	2		
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010			
ELEM ED CURR INSTRUC ASSESSMENT	011	3		
ELEM ED CONTENT AREA EXERCISES	012	3		
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030			
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1		
ENG LANG LIT COMP PEDAGOGY	043	1		



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

Institution Name	Centenary College
Institution Code	6082
State	Louisiana
Number of Program Completers Submitted	7
Number of Program Completers found, matched, and used in passing rate Calculations	7

<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			
CHEM PHYSICS AND GENERAL SCIENCE	070			
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1		
SOCIAL STUDIES: INTERPRET MATERIALS	083	1		
PHYSICAL EDUCATION	090	1		
BUSINESS EDUCATION	100			
MUSIC EDUCATION	110	1		
HOME ECONOMICS EDUCATION	120			
FRENCH	170			



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

Institution Name	Centenary College
Institution Code	6082
State	Louisiana
Number of Program Completers Submitted	7
Number of Program Completers found, matched, and used in passing rate Calculations	7

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	7		
Aggregate - Professional Knowledge	7		
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	7		
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	7		