



LOUISIANA BOARD OF REGENTS

2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOUISIANA TECH UNIVERSITY

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.

Mission of University

The mission of Louisiana Tech University is a comprehensive public university committed to quality in teaching, in research and creative activity, and in public service. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level education in its areas of strength; it offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise. It maintains as its highest priority, the education of its students and encourages its students to regard learning as a lifelong process. At Tech, advanced technology supports quality teaching, research, administration, and service.

Student Characteristics of University

During Fall 2003, the university had a total enrollment of 9,739 undergraduate and 2,221 graduate students. A total of 5,836 students were males and 6,124 were females. The majority of the students were from Louisiana with a total of 9,771 in-state students, 1,463 out-of-state students, and 726 foreign students. Among students enrolled in the undergraduate program, 1,523 were black, 7,206 were white, and 1,010 were other races. Among students enrolled in the graduate program, 364 were black, 1,209 were white, and 648 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

- The Unit celebrated 50 years of continuous association with NCATE and achieved continuing accreditation.
- All Unit programs have been redesigned in alignment with national and state standards.
- Louisiana Tech University provides to partner school systems a quality assurance of candidates completing its teacher education degree programs.

- The College sponsors special workshops and other programs preparing teachers for National Board Certification. This program assisted 100 area teachers to achieve national certification.

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

- ? Louisiana Tech University and the Claiborne Parish School System, which serves approximately 2,700 students in PK-12 schools, have extensive partnership initiatives for professional development and services to students. Athens High School, a fourth year Professional Development School with Louisiana Tech, exceeded its growth targets for the third consecutive year, receiving an award for its academic growth. Teacher candidates and faculty conduct site-based tutoring in reading.
- SciTEC, a Science and Technology Education Center in the College of Education, provides a variety of services, outreach programs, and clinical experiences for candidates and P-12 schools, serving over 15,000 individuals annually.
- Teacher candidates have sequential clinical experiences in multiple schools with diverse learners and high poverty indices beginning with the freshman year and continuing through student teaching.
- Teacher candidates receive electronic mentorship from National Board Certified teachers who demonstrate best practices.
- In addition to excellent undergraduate teaching degrees, the unit offers successful alternative certification programs. Completers during the report year posted 100% Pass Rates on all parts of PRAXIS.
- The Professional Development and Research Institute on Blindness focuses on providing appropriate preparation for teachers of blind children and research on issues important in the field.
- A generous private donation supports tuition scholarships for cohort school faculty pursuing masters' degrees in teaching programs (Tech-Professional Outreach Program) or professional development and serves about 30 teachers and administrators per year.

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. 291

Teacher Preparation Program Data

- 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, Winter, and/or Spring 2004. 164
- 3. Supervising faculty for supervised student teaching and internship experiences.
 - a. Number of appointed full time faculty in professional education. 19
 - b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, Winter, and Spring 2004. 3
 - 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, Winter, and Spring 2004. 19
 - d. Total number of supervising faculty for the teacher preparation program during 2003-2004. 41
- 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 2003-2004. 40
 - b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004. 12
 - c. Total number of hours required during academic year 2003-2004 for student teaching. 400

LOUISIANA BOARD OF REGENTS 2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

Louisiana Tech University

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 0% from the 2001-2002 rate of 100% and 0% from the 2002-2003 rate of 100%.

The following scale was used to determine passage rate grades:

A+ = 98%-100% Passage Rate

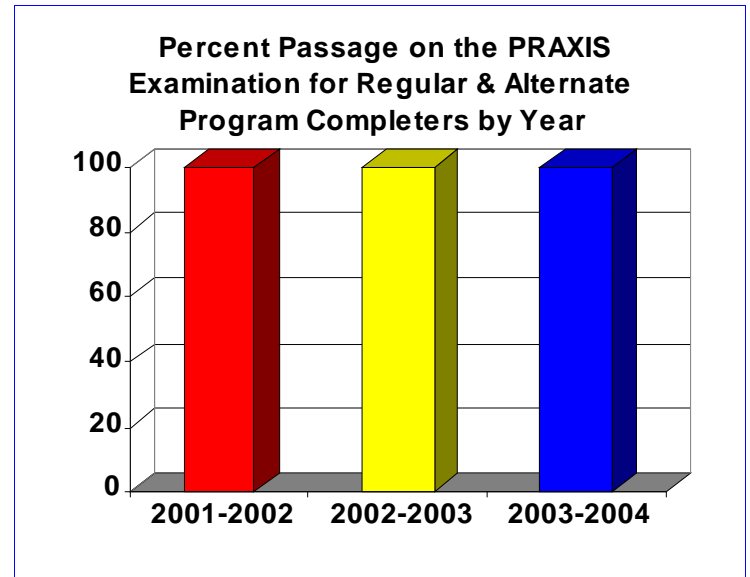
A = 92%-97% Passage Rate

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: 117.35 over 1 year

Total Number of Survey Respondents: 39

Respondents' Scaled Score: 102

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: 189.5

Baseline Score: 136

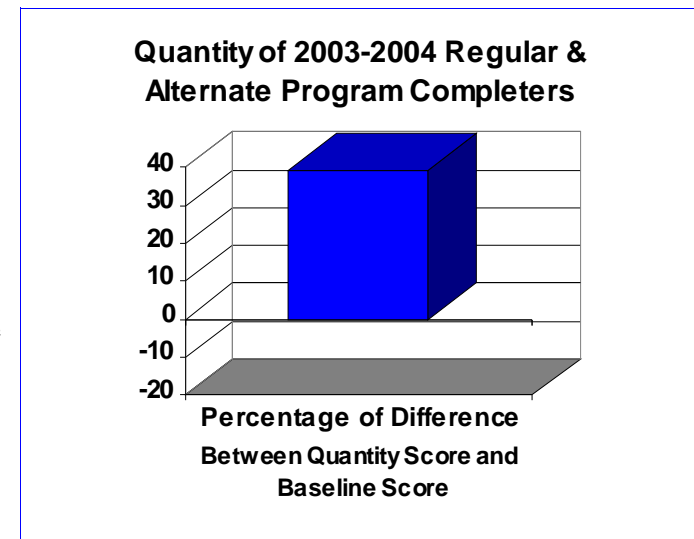
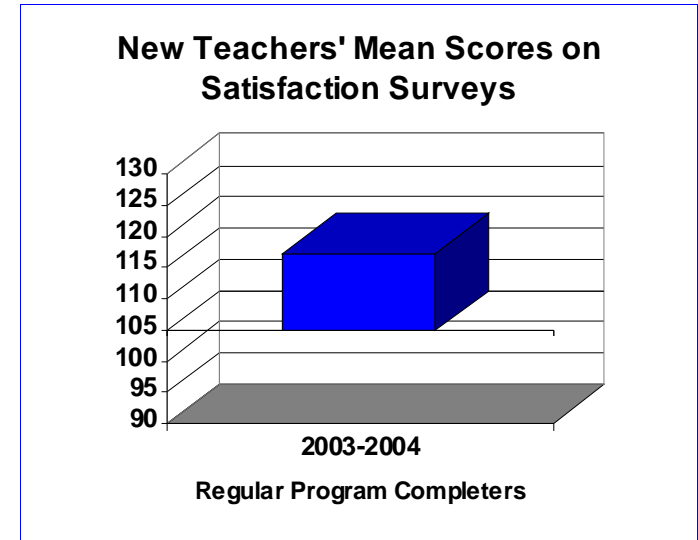
Percent Difference from Baseline: 39.33%

Scaled Score: 140

The following scale was used to determine quantity grades based upon percentage 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.



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III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([136 \times .875] + [102 \times .125]) + 140\} \div 2$
	=	$(131.75 + 140) \div 2$
	=	$271.75 \div 2$
	=	135.9

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	=	Exemplary
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 TECH UNIVERSITY

**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	90	90	100%
2003-2004 Alternate Program Completers	68	68	100%
Total	158	158	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 TECH UNIVERSITY
Institution Code	6372
State	Louisiana
Number of Program Completers Submitted	90

<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	7			97	97	100%
CBT READING	711	22	22	100%	605	605	100%
PPST WRITING	720	5			96	96	100%
CBT WRITING	721	22	22	100%	601	601	100%
PPST MATHEMATICS	730	7			85	85	100%
CBT MATHEMATICS	731	22	22	100%	585	585	100%
COMPUTERIZED PPST READING	5710	56	56	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	58	58	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	56	56	100%	513	513	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520				4		
PRINCIPLES LEARNING & TEACHING K-6	522	57	57	100%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523	2			5		
PRINCIPLES LEARNING & TEACHING 7-12	524	31	31	100%	453	449	99%
Academic Content Areas							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	6			135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	6			136	135	99%



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Regular Program
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Passage Rate Report**

Institution Name	LOUISIANA TECH UNIVERSITY
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State	Louisiana
Number of Program Completers Submitted	90

<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>
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	42	42	100%	780	773	99%
EARLY CHILDHOOD EDUCATION	020	6			86	86	100%
BIOLOGY AND GENERAL SCIENCE	030	3			29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	9			87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	9			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	6			96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083	6			96	96	100%
PHYSICAL EDUCATION	090	6			58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				2		
BUSINESS EDUCATION	100	1			9		
MUSIC EDUCATION	110	1			28	28	100%
MUSIC CONTENT KNOWLEDGE	113				4		
FAMILY AND CONSUMER SCIENCES	120	1			7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		



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

Institution Name	LOUISIANA TECH UNIVERSITY
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State	Louisiana
Number of Program Completers Submitted	90

<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	85	85	100%	1203	1203	100%
Aggregate - Professional Knowledge	90	90	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	81	81	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	90	90	100%	1542	1521	99%

APPENDIX B

LOUISIANA TECH UNIVERSITY

TEACHER PREPARATION PROGRAM ACCOUNTABILITY SURVEY

***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.	3.46	1	0	18	20
2. Plan a series of activities that help my students achieve those objectives.	3.33	1	2	19	17
3. Successfully identify individual student differences in the context of a whole class.	3.15	1	6	18	14

* 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.

4. Implement accommodations for individual student differences.	3.13	1	8	15	15
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.38	1	0	21	17
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.44	0	2	18	19
7. Integrate a variety of materials to achieve lesson objectives.	3.46	0	2	17	20
8. Change or adjust a lesson to respond to my students' outcomes.	3.33	1	2	19	17
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.21	0	2	27	10
10. Implement teacher-directed or student-centered activities that result in student learning.	3.41	0	1	21	17
11. Successfully plan for individual student differences in the context of a whole class.	3.05	1	7	20	11
12. Open, develop, and close a lesson effectively.	3.56	0	1	15	23
13. Integrate technology into my lessons.	3.38	2	0	18	19
14. Successfully present content at a developmentally appropriate level.	3.33	0	2	22	15
15. Effectively use appropriate formal and informal assessment techniques.	3.38	1	0	21	17
16. Provide timely feedback to my students.	3.36	0	3	19	17
17. Produce evidence of student academic growth.	3.31	1	2	20	16

18. Employ effective teaching practices as modeled by faculty.	3.41	1	1	18	19
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.59	0	3	10	26
20. Teach in one or more subject areas.	3.28	1	5	15	18
21. Communicate effectively with students.	3.54	1	1	13	24
22. Encourage participation from all students.	3.46	1	1	16	21
23. Monitor the ongoing performance of students.	3.44	1	0	19	19
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.23	0	4	22	13
25. Maintain a positive learning environment.	3.46	1	1	16	21
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.31	1	3	18	17
27. Manage and adjust my time to ensure that learning objectives are met.	3.28	0	5	18	16
28. Clearly communicate my expectations for appropriate behavior to my students.	3.33	1	1	21	16
29. Monitor and respond to appropriate student behavior in an effective way.	3.38	1	1	19	18
30. Monitor and respond to inappropriate student behavior in an effective way.	3.33	1	2	19	17

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.26	0	7	15	17
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.18	1	7	15	16
33. Collaboratively and effectively work with colleagues.	3.46	1	1	16	21
34. Understand the importance of and plan for professional development.	3.36	1	1	20	17
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 TECH UNIVERSITY

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
90	68	2	160

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	4	18	
MATHEMATICS	3	10	1

SCIENCE	General Science	3	3	
	Biology	3	2	
	Chemistry		1	
	Physics			
	Earth Science			
	Environmental Science			
MIDDLE SCHOOL				
SPECIAL EDUCATION		2	7	
MALE	Early Childhood			
	Elementary		1	
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		1		
Subtotals for Bonus Points		16	42	1
TOTAL BONUS POINTS		59/2 = 29.5		

TOTAL POINTS: 160 + 29.5 = 189.5