



LOUISIANA BOARD OF REGENTS 2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOUISIANA TECH UNIVERSITY

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

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 2000, Louisiana Tech University had a total enrollment of 8,921 undergraduate and 1,442 graduate students. A total of 5,153 students were males and 5,210 were females. The majority of the students were from Louisiana with a total of 8,711 in-state students, 1,271 out-of-state students, and 381 foreign students. Among students enrolled in the undergraduate program, 1,292 were black, 6,901 were white, and 728 were other races. Among students enrolled in the graduate program, 204 were black, 867 were white, and 371 were other races.

Accreditation and Approval of Teacher Preparation Program

Louisiana Tech University is accredited by the Southern Association of Colleges and Schools (SACS) and 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 offers successful alternative certification programs. Completers during the report years posted 100% Pass Rates on all parts of PRAXIS.
- The program completer in the 2000 – 2001 cohort who had not passed ALL required PRAXIS examinations by the reporting deadline has now passed all parts, yielding a 100% pass rate.
- Candidates continue to post PRAXIS mean scores higher than state certification requirements. In basic skills assessments the mean scores range from 9 – 15 points above; professional knowledge from 11 – 14 points higher; Content Knowledge (early childhood/elementary) 17 – 163 points higher; and secondary content 10 – 77 points higher.
- Teacher candidates have sequential clinical experiences in multiple schools with diverse learners and high poverty indices.
- Teacher candidates receive electronic mentorship from National Board Certified teachers who demonstrate best practices.

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

- Louisiana Tech University provides to partner school systems a quality assurance of candidates completing its teacher education degree programs. The program offers workshops, additional site-based mentoring, or courses to any teachers with indicated need for improvement at no cost to the district/teacher.
- 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.
- Louisiana Tech University and the Claiborne Parish School System, which serves approximately 650 students in PK-12 schools, have extensive partnership initiatives. University faculty from the College of Engineering and Science, College of Education, and College of Liberal Arts contribute up to 3 days each week at the school site, providing demonstration teaching and professional development activities for the faculty and staff, while teacher candidates conduct site-based tutoring in reading.
- T.H.E. QUEST, a grant-driven program, provides extensive technology application training and support for faculty from all discipline areas who participate in teacher preparation.
- 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.
- Two additional clinical faculty and Tech program graduates received National Board Certification. Tech sponsored special workshops and other programs for faculty preparing for National Board Certification.

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.	270
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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.	125
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.	25
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	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 2000, Fall 2000, and Spring 2001.	11
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	37
4. Student/faculty ratio for student teaching and internship experiences.	3:1
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.	12
c. Total number of hours required during academic year 2000-2001 for student teaching.	400



LOUISIANA BOARD OF REGENTS
2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM
LOUISIANA TECH UNIVERSITY

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 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 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

Louisiana Tech University has been assigned a grade of **A+ (Exemplary)** 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 **Louisiana Tech University**.

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	64 out of 72 students	89%	<i>Regular</i>	<i>111 out of 112 students</i>	<i>99%</i>	Regular	175 out of 184 students	95%
Alternate	20 out of 20 students	100%	<i>Alternate</i>	<i>24 out of 24 students</i>	<i>100%</i>	Alternate	44 out of 44 students	100%
Total	84 out of 92 students	91%	<i>Total</i>	<i>135 out of 136 students</i>	<i>99%</i>	Total	219 out of 228 students	96%

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	Louisiana Tech University
Institution Code	6372
State	Louisiana
Number of Program Completers Submitted	112
Number of Program Completers found, matched, and used in passing rate Calculations	112

<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	91	91	100%
GENERAL KNOWLEDGE	510	87	87	100%
PPST READING	710	10	10	100%
CBT READING	711	9		
PPST WRITING	720	11	11	100%
CBT WRITING	721	8		
PPST MATHEMATICS	730	10	10	100%
CBT MATHEMATICS	731	12	12	100%
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	5		
PRINCIPLES LEARNING & TEACHING K-6	522	63	63	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	44	44	100%
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010	1		
ELEM ED CURR INSTRUC ASSESSMENT	011	54	54	100%
ELEM ED CONTENT AREA EXERCISES	012	54	54	100%
EARLY CHILDHOOD EDUCATION	020	3		
BIOLOGY AND GENERAL SCIENCE	030	4		
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	10	10	100%
ENG LANG LIT COMP PEDAGOGY	043	10	9	90%



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

Institution Name	Louisiana Tech University
Institution Code	6372
State	Louisiana
Number of Program Completers Submitted	112
Number of Program Completers found, matched, and used in passing rate Calculations	112

<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	7		
CHEM PHYSICS AND GENERAL SCIENCE	070	3		
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	10	10	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	10	10	100%
PHYSICAL EDUCATION	090	9		
BUSINESS EDUCATION	100	1		
MUSIC EDUCATION	110	3		
HOME ECONOMICS EDUCATION	120			
FRENCH	170	1		



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

Institution Name	Louisiana Tech University
Institution Code	6372
State	Louisiana
Number of Program Completers Submitted	112
Number of Program Completers found, matched, and used in passing rate Calculations	112

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	110	110	100%
Aggregate - Professional Knowledge	112	112	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	106	105	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	112	111	99%