



# LOUISIANA BOARD OF REGENTS

## 2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### LOUISIANA STATE UNIVERSITY AT SHREVEPORT

#### *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 examination (PRAXIS) – student passage rates on the teacher certification program is being released – 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**

Louisiana State University in Shreveport (LSUS) is a regional university primarily serving the educational and cultural needs of the Shreveport/Bossier metropolitan area and the Ark-La-Tex. The university provides a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the creation, acquisition, and dissemination of knowledge. LSUS produces graduates who possess the intellectual resources and professional and personal skills that enable them to be effective and productive members of an ever-changing global community.

LSUS will meet the social, cultural, technological, and economic development needs of the region and expand its relationships with business, industry, and governmental, educational and community organizations. Continuing education and public service

#### **Mission of University (Cont'd)**

activities will serve the region and raise the level of education as well as the quality of life for its citizens.

Located in Region VII, LSUS is categorized as a SREB Four-Year 5 institution and as a Carnegie Master's College and University I. The university will offer a wide range of baccalaureate programs and be committed to graduate education through the master's degree, offering graduate programs to meet regional/state needs. LSUS will enroll students in need of no more than one developmental education course, will limit associate degree offerings to 2+2 programs, will conduct research appropriate to academic programs offered and necessary for program accreditation, and will implement Selective III admissions criteria.

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

During Fall 2000, Louisiana State University in Shreveport had a total enrollment of 4,106 undergraduate and 686 graduate students. A total of 1,567 students were males and 2,539 were females. The majority of the students were from Louisiana with a total of 3,970 in-state students, 121 out-of-state students, and 15 foreign students. Among students enrolled in the undergraduate program, 664 were black, 2,438 were white, and 318 were other races. Among students enrolled in the graduate program, 150 were black, 487 were white, and 49 were other races.

#### **Accreditation and Approval of Teacher Preparation Program**

Louisiana State University at Shreveport 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**

- Preliminary discussions, interviewing and selection of faculty, and establishing of goals for the Professional Development school site were completed during the report year. The Professional Development School Advisory Council was also established.
- The College of Education and the College of Business at LSU in Shreveport share a common building and with that collaboration, resources have been merged to provide two additional PC based computer labs with faculty and students from both colleges using the classrooms jointly. In addition, “smart” instructional classrooms have been created in the building with College of Education and College of Business faculty having access to online data through a dedicated computer, an Elmo display system, access to compressed distance learning options, and video tape presentation capabilities. All of this is provided to students through an integrated projection system. Plans have been initiated to add one smart room each year until all education classrooms have such capabilities.
- The College of Education at Louisiana State University in Shreveport maintains a state-of-the-art educational technology laboratory. This Macintosh laboratory is equipped with hardware and software for every purpose appropriate for preparing students for teaching in the K-12 schools.
- The Curriculum Resources Center (CRC) is a vital part of the College of Education. Among the holdings of the CRC are textbooks and teacher resources used by the school system, curriculum guides, a large variety of children’s literature books, activity books, manipulatives, games, thematic units, and many other resources.

**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.	187
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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.	118
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.	15
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.	14
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	29
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 2000-2001.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	14
c. Total number of hours required during academic year 2000-2001 for student teaching.	490



## LOUISIANA BOARD OF REGENTS 2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

### LOUISIANA STATE UNIVERSITY AT SHREVEPORT

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 State University at Shreveport** has been assigned a grade of **A** for the performance of regular and alternate certification program completers on the state teachers' examination (PRAXIS). 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 State University at Shreveport**.

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	53 out of 57 students	93%	Regular	77 out of 80 students	96%	Regular	130 out of 137 students	95%
Alternate	17 out of 18 students	94%	Alternate	43 out of 45 students	96%	Alternate	60 out of 63 students	95%
Total	70 out of 75 students	93%	Total	120 out of 125 students	96%	Total	190 out of 200 students	95%

#### 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**

<b>Institution Name</b>	Louisiana State Univ. - Shreve
<b>Institution Code</b>	6355
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	80
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	80

<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>
<b>Basic Skills</b>				
COMMUNICATION SKILLS	500	74	74	100%
GENERAL KNOWLEDGE	510	75	75	100%
PPST READING	710	1		
CBT READING	711	3		
PPST WRITING	720	1		
CBT WRITING	721	3		
PPST MATHEMATICS	730	2		
CBT MATHEMATICS	731	2		
<b>Professional Knowledge</b>				
PROFESSIONAL KNOWLEDGE	520	17	17	100%
PRINCIPLES LEARNING & TEACHING K-6	522	49	48	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	14	12	86%
<b>Academic Content Areas</b>				
EDUCATION IN THE ELEMENTARY SCHOOL	010	5		
ELEM ED CURR INSTRUC ASSESSMENT	011	54	53	98%
ELEM ED CONTENT AREA EXERCISES	012	54	54	100%
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030			
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	7		
ENG LANG LIT COMP PEDAGOGY	043	7		



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

<b>Institution Name</b>	Louisiana State Univ. - Shreve
<b>Institution Code</b>	6355
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	80
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	80

<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>
<b>Academic Content Areas (Cont'd)</b>				
MATHEMATICS	060	1		
CHEM PHYSICS AND GENERAL SCIENCE	070			
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	6		
SOCIAL STUDIES: INTERPRET MATERIALS	083	6		
PHYSICAL EDUCATION	090	6		
BUSINESS EDUCATION	100			
MUSIC EDUCATION	110			
HOME ECONOMICS EDUCATION	120			
FRENCH	170			



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

<b>Institution Name</b>	Louisiana State Univ. - Shreve
<b>Institution Code</b>	6355
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	80
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	80

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	79	79	100%
Aggregate - Professional Knowledge	80	77	96%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	79	77	97%
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</b>	80	77	96%