



LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

Message from the Commissioner:

The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The mission of Louisiana State University and A&M College is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts.

Student Characteristics of University

During Fall 2005, the university had a total enrollment of 25,709 undergraduate and 4855 graduate students. A total of 14,622 students were males and 15,942 were females. The majority of the students were from Louisiana with a total of 24,581 in-state students, 4318 out-of-state students, and 1665 foreign students. Among students enrolled in the undergraduate program, 2323 were black, 20,673 were white, and 2713 were other races. Among students enrolled in the graduate program, 390 were black, 2884 were white, and 1581 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

- All teacher certification programs are heavily field-based, providing extensive P-12 experiences with diverse populations.
- P-12 school partnerships support learning communities in which on-site university faculty collaborate with pre- and in-service teachers to deliver on-site coursework and professional development experiences focused on performance-based P-12 student needs.
- Undergraduate PK-3 and secondary certification programs are delivered in collaboration with faculty in the School of Human Ecology, College of Agriculture, and in the Colleges of Arts & Sciences and Basic Sciences respectively. Secondary education candidates earn degrees in arts and sciences disciplines.
- The LSU Writing Project, a mature site of the National Writing Project, serves 10 parishes in southern Louisiana, creating a large network of teacher consultants who engage in Writing Project work through continuity programs and various service activities, including workshops for experienced, new, and uncertified teachers and for P-12 school administrators.
- "Analyzing and Building Science Inquiry Skills through Evidence-Based Technology Integration," a \$300,000 grant funded by the National Science Foundation, links teacher access to science inquiry skills and earth science activities.

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

- The Coastal Roots Project integrates earth science and biology grade level expectations while fostering a sense of environmental stewardship and leading youth in self-sustaining coastal wetland restoration activities. The project is an interdisciplinary effort involving the College of Education, the LSU Department of Horticulture, the LSU AgCenter, and the LA Office of State Parks.
- The Delta Express Program is a collaborative venture which addresses educational, health, and social needs of at-risk children displaced by Hurricanes Katrina and Rita. Approximately 200 College of Education majors and other LSU students enrolled in service-learning courses participated in activities which serve the children of Renaissance Village, a FEMA trailer park in Baker, LA.
- The Louisiana Positive Behavioral Support (LPBS) program, funded by the LA Department of Education, provides support to the Statewide Positive Behavioral Support Team, related professional development, and evaluation of school-wide LPBS. LPBS is a discipline system that focuses on favorable behavior and effective strategies enforcing such behavior.
- A \$5.5 million GEAR UP grant for 2006-2012 supports partnerships with the East Baton Rouge Parish and the City of Baker School Systems, Volunteers in Public Schools, the Baton Rouge Area Chamber of Commerce, the Baton Rouge Parents University, the Young Leaders' Academy, Teach for America, and the National Writing Project.
- The Virtual Museum, a collaborative effort between the College of Education's French Education Project and the LSU Museum of Natural Science and LSU Department of Geology & Geophysics, provides Louisiana teachers access to museum holdings and earth science exhibits.

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 2005-2006 including all areas of teaching specialization.	1415
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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 2005, Fall 2005, and/or Spring 2006.	416
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	87
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	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 2005, Fall 2005, and Spring 2006.	9
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	96
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 2005-2006.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	14
c. Total number of hours required during academic year 2005-2006 for student teaching.	490



LOUISIANA BOARD OF REGENTS 2006-2007 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

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 subsequent phases (2002-2003, 2003-04, and 2004-05), 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' Praxis examinations and ratings by teachers of their teacher preparation programs) were assessed. In the future, additional factors will be assessed to examine such areas as ratings of programs by first year teachers' mentors and growth of learning of students taught by new teachers. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in Louisiana are working diligently to produce quality teachers who work 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 during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://asa.regents.state.la.us/TE/reports/2006>. The documents provide an overview of the quantity of program completers and the passage rates of program completers at individual universities.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITIES	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE	HEA Title II 2005-2006 Regular Program Completers	313	306	98%
	HEA Title II 2005-2006 Alternate Program Completers	41	39	95%
	Total Number of 2005-2006 Program Completers	354	345	98%

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
REGULAR PROGRAM COMPLETERS
ARE LOCATED ON THE FOLLOWING PAGES.**

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
ALTERNATE PROGRAM COMPLETERS
ARE NOT YET AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE
FOR DISSEMINATION TO THE PUBLIC.**



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Scores**

Institution Name	LOUISIANA STATE UNIVERSITY - BR
Institution Code	6373
State	Louisiana
Number of Program Completers Submitted	313
Number of Program Completers found, matched, and used in passing rate Calculations¹	313

March 30, 2007

					Statewide		
<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>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	26	26	100%	310	310	100%
CBT READING	711	1			14	14	100%
PPST WRITING	720	25	25	100%	310	310	100%
CBT WRITING	721	1			18	18	100%
PPST MATHEMATICS	730	25	25	100%	304	304	100%
CBT MATHEMATICS	731	1			16	16	100%
COMPUTERIZED PPST READING	5710	272	272	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	273	273	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	273	273	100%	1075	1075	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	15	15	100%	99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	171	169	99%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	2			17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	124	122	98%	494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				50	50	100%



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Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	165	164	99%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030	7			10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	32	30	94%	100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	32	32	100%	100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050	1			1		
MATHEMATICS: CONTENT KNOWLEDGE	061	13	13	100%	60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070	5			9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	27	27	100%	113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	27	27	100%	112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091	9			105	105	100%
BUSINESS EDUCATION	100	1			7		
MUSIC CONTENT KNOWLEDGE	113	18	18	100%	62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133	8			17	17	100%



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Academic Content Areas (Cont'd.)							
FRENCH CONTENT KNOWLEDGE	173	1			5		
SPANISH CONTENT KNOWLEDGE	191				2		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235	4			7		
MIDDLE SCHOOL SCIENCE	439				2		
AGRICULTURE	700	4			7		



**HEA - Title II
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Passage Rate Report**

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March 30, 2007

				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	299	299	100%	1405	1405	100%
Aggregate - Professional Knowledge	312	308	99%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	295	292	99%	1440	1434	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	313	306	98%	1474	1464	99%

Notes:

- 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.