



LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS LOUISIANA STATE UNIVERSITY AT SHREVEPORT

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

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 region. The university provides a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the acquisition, advancement, and dissemination of knowledge. LSUS produces graduates who possess the intellectual resources and the 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 expanding its relationships with business, industry, governmental, educational, and community organizations. Continuing education and public service activities will serve the region and raise the level of education as well as the quality of life for its citizens.

LSUS is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. The university will offer a wide range of baccalaureate programs and will be committed to graduate

Mission of University (Cont'd.)

education through the master's degree, offering graduate programs to meet regional or state needs. LSUS will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and will implement, at a minimum, Selective III admissions criteria. LSUS is located in Region VII.

Student Characteristics of University

During Fall 2005, the university had a total enrollment of 3,940 undergraduate and 430 graduate students. A total of 1,515 students were males and 2,855 were females. The majority of the students were from Louisiana with a total of 4,181 in-state students, 141 out-of-state students, and 48 foreign students. Among students enrolled in the undergraduate program, 968 were black, 2,491 were white, and 481 were other races. Among students enrolled in the graduate program, 112 were black, 282 were white, and 36 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 College of Education and Human Development is continuing its relationship with the LSUS/Midway Professional Development Elementary School which was established under the aegis of the Blue Ribbon Commission with support of CITAL and Title II funding. Since that funding is no longer available, the College and the University have absorbed the cost of continuing to fund the Professor-in-Residence who serves as the on-site coordinator for the program. During 2005-2006 we are offering our elementary language arts courses on-site so that our candidates may immediately put into practice the principles being learned in their classes.

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

- An outgrowth of the aforementioned partnership is the research collaboration undertaken by faculty of the PDS school and the College. Three separate presentations were made by groups from the two institutions at the National Professional Development Schools conference in Spring 2004 with additional such presentations planned for this Spring.
- The unit includes a model classroom for preK-3 and elementary materials and methods experiences, with interactive technology between the University and the PDS school being planned. All of the classrooms in the College are now equipped with technology to provide for the projection of PowerPoint and other presentations. We have a model technology classroom for twenty students which is equipped with state-of-the-art wireless equipment which is used in a variety of courses. The unit has made use of funds from several grants to acquire additional equipment for our classrooms as well as those at the PDS.
- A state-of -the-art technology laboratory is available for instructional purposes as well as for student use. This Macintosh laboratory is equipped with hardware and software for every purpose appropriate for preparing candidates for teaching in preK-12 schools.
- The Curriculum Resources Center (CRC) is a vital part of the College. Among the holdings of the CRC are textbooks and teacher resources used by area schools, curriculum guides, a large variety of children’s literature books, activity books, manipulatives, games, thematic units, and many other resources.
- From its inception, the College has ensured a multi-cultural, multi-ethnic field experience consisting of approximately 70 hours of directed observation and participation in three different school settings during the semester prior to student teaching. These field hours are over and above those required for materials and methods or psychology courses prior to this experience.

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.	98
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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.	133
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	4
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.	13
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	17
4. Student/faculty ratio for student teaching and internship experiences.	8:1
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.	15
c. Total number of hours required during academic year 2005-2006 for student teaching.	450



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 AT SHREVEPORT	HEA Title II 2005-2006 Regular Program Completers	63	63	100%
	HEA Title II 2005-2006 Alternate Program Completers	26	26	100%
	Total Number of 2005-2006 Program Completers	89	89	100%

**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 UNIV - SHREVEPORT
Institution Code	6355
State	Louisiana
Number of Program Completers Submitted	63
Number of Program Completers found, matched, and used in passing rate Calculations¹	63

March 30, 2007

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST READING	710	11	11	100%	310	310	100%
CBT READING	711				14	14	100%
PPST WRITING	720	9			310	310	100%
CBT WRITING	721	1			18	18	100%
PPST MATHEMATICS	730	9			304	304	100%
CBT MATHEMATICS	731				16	16	100%
COMPUTERIZED PPST READING	5710	46	46	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	48	48	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	48	48	100%	1075	1075	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	9			99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	43	43	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	10	10	100%	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	51	51	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030	1			10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	2			100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	2			60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	2			113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	2			112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091	5			105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113				62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				17	17	100%



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas (Cont'd.)							
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				2		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				7		
MIDDLE SCHOOL SCIENCE	439				2		
AGRICULTURE	700				7		



**HEA - Title II
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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	58	58	100%	1405	1405	100%
Aggregate - Professional Knowledge	63	63	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	63	63	100%	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	63	63	100%	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.