

**LOUISIANA BOARD OF REGENTS
2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
LOUISIANA STATE UNIVERSITY AT ALEXANDRIA**

Message from the Commissioner:

Louisiana's teacher preparation reform efforts have brought national attention to our state and we commend everyone who has worked toward our success. It is exciting to find that preliminary results from the state's Value-Added Teacher Preparation Assessment Model have indicated that some teacher preparation programs in our state are demonstrating greater gains in student achievement than experienced teachers, another effort of national significance. These collective initiatives are all designed to improve the education of Louisiana's students and will assist us in meeting our goal of awarding 10,000 additional degrees or certificates by 2015. We are grateful to our campuses for their steadfast dedication to this work in these difficult economic times.

***Dr. Sally Clausen
Commissioner of Higher Education***

Mission of University

Louisiana State University at Alexandria (LSUA) offers Central Louisiana access to affordable baccalaureate and associate degrees in a caring environment that challenges students to seek excellence in and bring excellence to their studies and their lives. LSUA is committed to a reciprocal relationship of enrichment with the diverse community it serves.

Student Characteristics of University

During Fall 2007, the university had a total enrollment of 2573 undergraduate and 0 graduate students. A total of 686 students were males and 1887 were females. The majority of the students were from Louisiana with a total of 2539 in-state students, 23 out-of-state students, and 11 foreign students. Among students enrolled in the undergraduate program, 524 were black, 1884 were white, and 155 were other races. Among students enrolled in the graduate program, 0 were black, 0 were white, and 0 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 seeking initial accreditation from 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

- Two faculty members were named outstanding teachers of the year for 2007 by their professional organizations. Ms. Elaine Beck received the William Craig Outstanding University Science Educator Award given by the Louisiana Science Teachers Association. Dr. Melissa Parks was named the Dance Educator of the Year by the Louisiana Health, Physical Education, Recreation, and Dance Association.
- In November 2007, nine teacher candidates, along with their instructor, presented a workshop titled *Everything I Ever Needed to Know About Science I Learned in Kindergarten* at the Louisiana Science Teachers Association conference in Lafayette. Learning Cycle Model Lessons were the basis of the learning center activities presented at the workshop.
- On January 26, 2008, teacher candidates paired with education faculty to present at the Mid-Winter Conference of the Louisiana Association of School Librarians. Candidates, along with their instructors, presented workshops titled, *Building Vocabulary through Authentic Children's Literature*, *Mardi Gras Across the World*, and *ABC Books and Letter Recognition*.
- At the STAR celebration held on LSUA's campus on April 18, 2008, twenty-nine teacher candidates conducted hands-on breakout sessions to teach the high school students teaching methodology. Sessions included such topics as movement in the classroom, measurement, use of math manipulatives, phonics, and scientific inquiry.

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

- Teacher candidates enrolled in Children’s Literature presented an Author Fair for students in identified elementary schools. Teacher candidates also participated in a simplified action research project that was related to the Author Fair. Candidates collected and analyzed pre- and post-fair survey results to determine the impact of the fair on students’ dispositions toward reading and writing. Survey results revealed a greater appreciation for the writing process and greater interest in reading the works of the authors featured during the fair.
- Family Math Night (Fall 2007) and Family Literacy Night (Spring 2008) at Mable Brasher Elementary School, LSUA’s Professional Development School, provided teacher candidates with opportunities to connect with local schools and interact with families of students. Events planned by teacher candidates enrolled in Health and Physical Education Methods incorporated movement into the mathematical and literacy activities.
- Two Department of Education faculty were recipients of endowed professorships. Dr. Clarence E. Golemon received the Cliff E. Laborde, Sr. Endowed Professorship in Education, and Dr. Fred Litton received the Jack and Sue Ellen Jackson Endowed Professorship in Education.
- The Department of Education received three of the major university awards at the annual Employee Recognition Dinner. Dr. Callum Johnston received the Bolton Award for Teaching Excellence, the most prestigious honor bestowed on an LSUA faculty member. Dr. Julie Gill received the Advisor of the Year award, and Dr. Judy Rundell was named Boss of the Year.
- The Department of Education faculty collectively was awarded grants totaling \$51,915.34. One grant focused on the integration of movement in the classroom and involved interactions with Department of Education faculty, LSUA’s PDS’s faculty and students, university content faculty, and the community.

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 2007-2008 including all areas of teaching specialization.	54
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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 2007, Fall 2007, and/or Spring 2008.	25
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	2
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	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 2007, Fall 2007, and Spring 2008.	0
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	2
4. Student/faculty ratio for student teaching and internship experiences.	12.5:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-2008.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	14
c. Total number of hours required during academic year 2007-2008 for student teaching.	490



LOUISIANA BOARD OF REGENTS 2008-2009 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

In compliance with the Higher Education Opportunity 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 was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked 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. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, and 2008-09 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2009, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007 and December 2008. During 2008-09, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
LOUISIANA STATE UNIVERSITY AT ALEXANDRIA	HEA Title II 2007-2008 Regular Program Completers	23	23	100%
	HEA Title II 2007-2008 Alternate Program Completers	2	2	100%
	Total Number of 2007-2008 Program Completers	25	25	100%



**HEA - Title II
2007-2008 Academic Year
Regular Program Completers**

Institution Name	LOUISIANA STATE UNIVERSITY - ALEXANDRIA
Institution Code	9911
State	Louisiana
Number of Program Completers Submitted	23
Number of Program Completers found, matched, and used in passing rate Calculations¹	23

March 30, 2009

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	17	17	100%	274	274	100%
PPST WRITING	720	16	16	100%	291	291	100%
PPST MATHEMATICS	730	15	15	100%	275	275	100%
COMPUTERIZED PPST READING	5710	5			919	919	100%
COMPUTERIZED PPST WRITING	5720	5			900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	6			919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	2			208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	22	22	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	1			438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				34	34	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	22	22	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				86	86	100%
ENG LANG LIT COMP PEDAGOGY	043				86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%



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<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							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	1			39	37	95%
MIDDLE SCHOOL MATHEMATICS	069				22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113				80	80	100%
FAMILY AND CONSUMER SCIENCES	120				7		
ART CONTENT KNOWLEDGE	133				32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235				14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439				19	19	100%
AGRICULTURE	700				5		



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<i>Type of Assessment²</i>	Statewide					
	<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	22	22	100%	1205	1205	100%
Aggregate - Professional Knowledge	25	25	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	23	23	100%	1353	1351	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	23	23	100%	1313	1309	100%

Footnotes:

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.