

**LOUISIANA BOARD OF REGENTS  
2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS  
TULANE UNIVERSITY**

***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**

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom.

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

**Student Characteristics of University**

During Fall 2007, the university had a total enrollment of 6449 undergraduate and 3738 graduate students. A total of 5100 students were males and 5419 were females. The majority of the students were from Louisiana with a total of 807 in-state students, 8698 out-of-state students, and 682 foreign students. Among students enrolled in the undergraduate program, 551 were black, 4537 were white, and 1361 were other races. Among students enrolled in the graduate program, 304 were black, 2359 were white, and 1407 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 pursuing national accreditation. 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**

- Tulane's Teacher Preparation and Certification Programs received approval for 3 programs (PreK-3 Early Childhood; 6-12 Secondary; and K-12 Dance) in August 2005. The unit received second-stage approval from SBES in December of 2005. Three (3) students were formally admitted to the non-masters alternate certification programs and completed student teaching/internships in SY 2005-06, increasing to seven (7) completers in SY 2007-08.
- Tulane University does not have a Department, College or School of Education, therefore the Teacher Preparation and Certification Program is housed directly under Newcomb-Tulane College and collaborates internally with all university schools. Our students complete content-based, subject-specific degrees through the School of Liberal Arts, School of Science and Engineering, School of Business and School of Continuing Studies.

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

- Students can complete all of the certification coursework except the final student teaching or internship credits while undergraduates. Students can also enroll in all courses as full-time teachers, attending courses held in the evening, one day per week, developed specifically for the needs of working candidates, teachers and non-teachers.

**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 2007-08 including all areas of teaching specialization.	0
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.	7
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

**Teacher Preparation Program Data (Cont'd)**

3. Supervising faculty for supervised student teaching and internship experiences.	
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.	3
4. Student/faculty ratio for student teaching and internship experiences.	7:3
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-08.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-08.	13
c. Total number of hours required during academic year 2007-08 for student teaching.	455



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### 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
TULANE UNIVERSITY	HEA Title II 2007-2008 Regular Program Completers			N/A
	HEA Title II 2007-2008 Alternate Program Completers	7	7	100%
	Total Number of 2007-2008 Program Completers	7	7	100%