



LOUISIANA BOARD OF REGENTS

2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

NORTHWESTERN STATE UNIVERSITY

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

Northwestern State University is a responsive institution committed to excellence in academic and professional programs that provide students with universally applicable knowledge and skills. It emphasizes adaptability to change; lifelong willingness to learn; and professional, personal, and social relationships to enhance the quality of life.

Essential to this vision is a learner-centered environment that facilitates acquisition of knowledge and skills necessary to adapt to changing ideas, trends, and technology; that develops programs that earn national recognition for excellence and innovation; that attracts and develops exceptional students and faculty, supporting them with technical and personal resources needed to promote optimal learning of analytical thinking skills, advanced knowledge in fields of specialization, and beneficial personal and social interactions; and that forms partnerships with business, industry, and the professions that provide opportunities for hands-one experiences in which knowledge and skills are augmented and applied.

Student Characteristics of University

During 1999-2000, Northwestern State University had a total enrollment of 8,270 undergraduate and 1,022 graduate students during 1999-2000. A total of 3,135 students were males and 6,157 were females. The majority of the students were from Louisiana with a total of 8,717 in-state students, 533 out-of-state students, and 42 foreign students. Among students enrolled in the undergraduate program, 2,079 were black, 5,346 were white, and 845 were other races. Among students enrolled in the graduate program, 210 were black, 751 were white, and 61 were other races.

Accreditation and Approval of Teacher Preparation Program

Northwestern State University 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

- Founded in 1884 as a teacher-training institution, Northwestern State University (NSU) has for 118 years prepared teachers with curriculum knowledge, classroom savvy, and advanced technology skills.
- NSU furnishes a significant number of the state's certified teachers: 45% of all certified teachers in the service area and 7.74% of all certified teachers in Louisiana.
- NSU graduates tend to stay in the profession and in the state: NSU has the lowest departure rate (8%) of teachers leaving the profession after one year and one of the highest rates of retention of teachers in the state.
- The College of Education is designated as an Area of Excellence in the field of Educational Technology.
- By producing 60% of the states electronic distance learning courses, NSU has a positive impact on pre-service and in-service educators throughout the state.

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

- In collaboration with Natchitoches Parish Schools, NSU’s Professional Development School at North Natchitoches Elementary provides valuable and intensive field experiences for teacher education majors and on-site support for the practitioners and elementary students.
- In collaboration with Region VI Educational Service Center, the College of Education served as a regional support site for National Board Certification candidates; 50+ candidates participated in ten support meetings. In conjunction, a website has been developed at NSU to provide local, state, and national information about National Board Certification. (<http://www.education.nsula.edu/nbpts/index.html>)
- Entergy Louisiana provided \$34,200 for a collaborative project which funded \$2,000 of the NBPTS registration fee for each of ten parish-nominated candidates; five mentors were funded to provide support for the candidates.
- NSU was one of the first Louisiana universities to pilot the Practitioner Teacher Program (PREP) in summer 2001. Thirty-five students are currently in the second semester of their internship. The cohort remains intact by communicating electronically on a regular basis.
- NSU faculty members are resourceful in obtaining external funding for teacher education programs. Over \$550,000 in grant funds were received in the last two years. For the same period, Microsoft Education Partnership provided \$300,000 in computer application software and educational products.
- Through Science Out of This World, a math/science online learning program, NSU provides nationally award-winning resources, content, and lab activities for PK-12 students and teachers globally.

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.	294
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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.	145
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.	9
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	8
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.	23
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	40
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.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	15
c. Total number of hours required during academic year 2000-2001 for student teaching.	450



LOUISIANA BOARD OF REGENTS
2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM
NORTHWESTERN STATE UNIVERSITY

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

Northwestern State University 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 **Northwestern State University**.

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	108 out of 119 students	91%	Regular	100 out of 106 students	94%	Regular	208 out of 225 students	92%
Alternate	31 out of 32 students	97%	Alternate	22 out of 24 students	92%	Alternate	53 out of 56 students	95%
Total	139 out of 151 students	92%	Total	122 out of 130 students	94%	Total	261 out of 281 students	93%

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**

Institution Name	Northwestern State University
Institution Code	6492
State	Louisiana
Number of Program Completers Submitted	106
Number of Program Completers found, matched, and used in passing rate Calculations	106

<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>
Basic Skills				
COMMUNICATION SKILLS	500	90	90	100%
GENERAL KNOWLEDGE	510	89	89	100%
PPST READING	710	11	11	100%
CBT READING	711	5		
PPST WRITING	720	12	12	100%
CBT WRITING	721	4		
PPST MATHEMATICS	730	13	13	100%
CBT MATHEMATICS	731	4		
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	20	18	90%
PRINCIPLES LEARNING & TEACHING K-6	522	52	51	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	33	32	97%
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010	5		
ELEM ED CURR INSTRUC ASSESSMENT	011	44	42	95%
ELEM ED CONTENT AREA EXERCISES	012	43	43	100%
EARLY CHILDHOOD EDUCATION	020	14	14	100%
BIOLOGY AND GENERAL SCIENCE	030			
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1		
ENG LANG LIT COMP PEDAGOGY	043	1		



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

Institution Name	Northwestern State University
Institution Code	6492
State	Louisiana
Number of Program Completers Submitted	106
Number of Program Completers found, matched, and used in passing rate Calculations	106

<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>
Academic Content Areas (Cont'd)				
MATHEMATICS	060	1		
CHEM PHYSICS AND GENERAL SCIENCE	070			
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1		
SOCIAL STUDIES: INTERPRET MATERIALS	083	1		
PHYSICAL EDUCATION	090	18	17	94%
BUSINESS EDUCATION	100	4		
MUSIC EDUCATION	110	10	10	100%
HOME ECONOMICS EDUCATION	120	4		
FRENCH	170			



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

Institution Name	Northwestern State University
Institution Code	6492
State	Louisiana
Number of Program Completers Submitted	106
Number of Program Completers found, matched, and used in passing rate Calculations	106

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	106	106	100%
Aggregate - Professional Knowledge	105	101	96%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	102	99	97%
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 Rates	106	100	94%