



LOUISIANA BOARD OF REGENTS

2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

NORTHWESTERN STATE UNIVERSITY

Message from the Commissioner:

This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.

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-on experiences in which knowledge and skills are augmented and applied.

Student Characteristics of University

During Fall 2003, the university had a total enrollment of 9351 undergraduate and 1154 graduate students. A total of 3459 students were males and 7046 were females. The majority of the students were from Louisiana with a total of 9879 in-state students, 584 out-of-state students, and 42 foreign students. Among students enrolled in the undergraduate program, 2839 were black, 5646 were white, and 866 were other races. Among students enrolled in the graduate program, 271 were black, 823 were white, and 60 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 Board of Elementary and Secondary Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Founded in 1884 as a teacher-training institution, Northwestern State University (NSU) has for 120+ years prepared teachers with curriculum knowledge, classroom savvy, and advanced technology skills.
- In 2003-04, NSU certified 69 undergraduate program completers and 92 alternate certification program completers.
- The College of Education is designated as an Area of Excellence in the field of Educational Technology.
- NSU is the state leader in technology, offering the largest number of courses and degree programs on-line, in comparison to other universities in Louisiana.
- In collaboration with Natchitoches Parish Schools, NSU has established two Professional Development Schools. North Natchitoches Elementary and Natchitoches Junior High provide valuable and intensive field experiences for teacher education majors and on-site support for practitioners and early childhood, elementary, and middle school students.

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

•In collaboration with Region VI Educational Service Center, the College of Education served as a regional support site for National Board Certification candidates; 60+ 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>)

•In collaboration with Region VI Educational Service Center, the College of Education offered content-specific PRAXIS Workshops. In addition, PRAXIS study materials were distributed to all teacher candidates and mock tutorials for PRAXIS PPST (PLATO) were available to enable teacher candidates to be better prepared for testing.

•Over the last three years, Entergy Louisiana provided more than \$70,000 for a collaborative project which annually funded \$2,000 of the NBPTS registration fee for each of ten parish-nominated candidates; five mentors were funded each year to provide support for the candidates.

•NSU was one of the first Louisiana universities to pilot the Practitioner Teacher Program (PREP) in summer 2001. Over the past four years more than 187 students have completed alternate certification requirements and are eligible for teaching positions in Louisiana. Each cohort has remained intact by communicating electronically on a regular basis.

•In the past two years, recruiters for NSU's *TeachNorthwestern* Alternative Certification Program have contacted more than 700 potential participants.

•NSU faculty members are resourceful in obtaining external funding for teacher education programs. Over \$2 million in grant funds were received in the last three 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.

- | | |
|---|------------|
| 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 2003, Fall 2003, and/or Spring 2004. | 217 |
| 3. Supervising faculty for supervised student teaching and internship experiences. | |
| a. Number of appointed full time faculty in professional education. | 20 |
| b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. | 7 |
| c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. | 8 |
| d. Total number of supervising faculty for the teacher preparation program during 2003-2004. | 35 |
| 4. Student/faculty ratio for student teaching and internship experiences. | 6:1 |
| 5. Student participation in student teaching. | |
| a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004. | 11 |
| b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004. | 16 |
| c. Total number of hours required during academic year 2003-2004 for student teaching. | 180 |

Teacher Preparation Program Data

- | | |
|---|------------|
| 1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2003-2004 including all areas of teaching specialization. | 250 |
|---|------------|

**LOUISIANA BOARD OF REGENTS
2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

Northwestern State University

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 the second phase (2002-2004), 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' examination (PRAXIS) and ratings by teachers of their satisfaction with their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: 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 working diligently to produce quality teachers who work effectively with PK-12 students.

I. INSTITUTIONAL PERFORMANCE INDEX

**A. Grade Performance of 2003-2004 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS examination)**

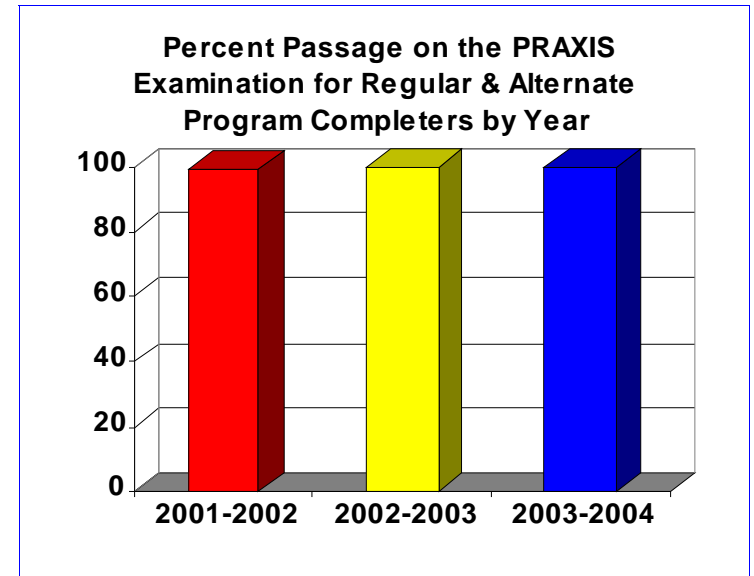
Grade: A+
PRAXIS Passage Rate: 100%
Scaled Score: 136

The 2003-2004 PRAXIS passage rate has changed by 0.9% from the 2001-2002 rate of 99.1% and 0% from the 2002-2003 rate of 100%.

The following scale was used to determine passage rate grades:

- A+ = 98%-100% Passage Rate
- A = 92%-97% Passage Rate
- B = 86%-91% Passage Rate
- C = 80%-85% Passage Rate
- Below C = below 80% Passage Rate

See Appendix A for a breakdown of scores.



I. INSTITUTIONAL PERFORMANCE INDEX (continued)

B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

Grade: A

Mean Score of Survey Respondents: 120.73 over 1 year

Total Number of Survey Respondents: 36

Respondents' Scaled Score: 110

The following scale was used to determine grades for mean responses on surveys:

- A+ = 128 & above
- A = 117.0 – 127.9
- B = 107.0 – 116.9
- C = 93.0 – 106.9
- Below C = below 93.0

See Appendix B for a breakdown of scores.

II. QUANTITY INDEX

Grade for Quantity Score

Grade: A+

Quantity Score: 238

Baseline Score: 130

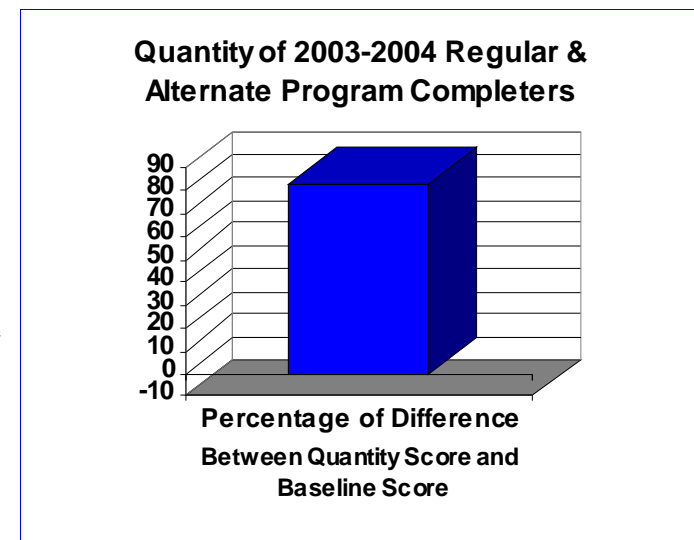
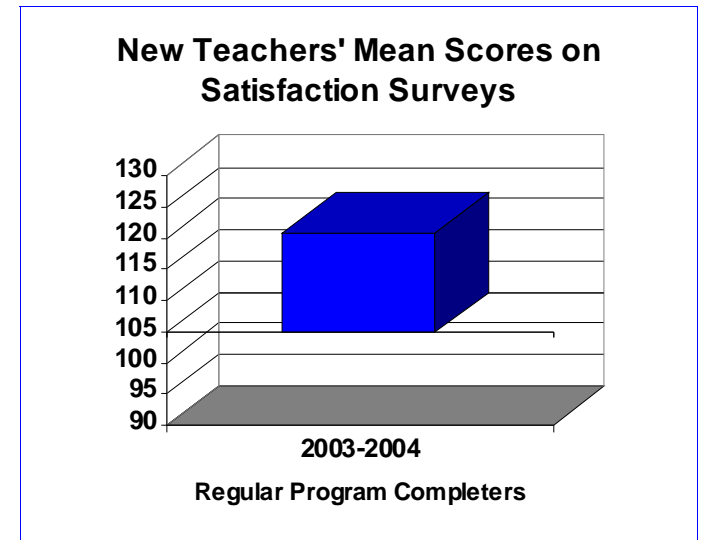
Percent Difference from Baseline: 83.07%

Scaled Score: 140

The following scale was used to determine quantity grades based upon percentage of difference between the 2002-2003 Quantity Score and Baseline Score:

- A+ = +15% and above
- A = +5% to +14% difference
- B = -3% to +4% difference
- C = -4% to -15% difference
- Below C = -16% and greater difference

See Appendix C for a breakdown of scores.



III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([136 \times .875] + [110 \times .125]) + 140\} \div 2$
	=	$(132.75 + 140) \div 2$
	=	$272.75 \div 2$
	=	136.4

Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.

B. Teacher Preparation Performance Label	=	Exemplary
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

APPENDIX A

NORTHWESTERN STATE UNIVERSITY

**PRAXIS EXAMINATION
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2003-2004 PROGRAM COMPLETERS**

TYPES OF COMPLETERS	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2003-2004 Regular Program Completers	69	69	100%
2003-2004 Alternate Program Completers	92	92	100%
Total	161	161	100%

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	NORTHWESTERN STATE UNIVERSITY
Institution Code	6492
State	Louisiana
Number of Program Completers Submitted	69

<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>
Basic Skills							
COMMUNICATION SKILLS	500						
GENERAL KNOWLEDGE	510						
PPST READING	710	2					
CBT READING	711	26	26	100%			
PPST WRITING	720	2					
CBT WRITING	721	26	26	100%			
PPST MATHEMATICS	730	1					
CBT MATHEMATICS	731	25	25	100%			
COMPUTERIZED PPST READING	5710	22	22	100%			
COMPUTERIZED PPST WRITING	5720	22	22	100%			
COMPUTERIZED PPST MATHEMATICS	5730	24	24	100%			
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520						
PRINCIPLES LEARNING & TEACHING K-6	522	40	40	100%			
PRINCIPLES LEARNING & TEACHING 5-9	523						
PRINCIPLES LEARNING & TEACHING 7-12	524	28	28	100%			
Academic Content Areas							
ELEMENTARY EDUCATION	011						
ELEM ED CURR INSTRUC ASSESSMENT	011	2					
ELEM ED CONTENT AREA EXERCISES	012	2					



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	NORTHWESTERN STATE UNIVERSITY
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Number of Program Completers Submitted	69

<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							
ELEMENTARY ED CONTENT KNOWLEDGE	014	30	30	100%			
EARLY CHILDHOOD EDUCATION	020	8					
BIOLOGY AND GENERAL SCIENCE	030	2					
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2					
ENG LANG LIT COMP PEDAGOGY	043	2					
MATHEMATICS	060	1					
MATHEMATICS CONTENT KNOWLEDGE	061						
CHEM PHYSICS AND GENERAL SCIENCE	070						
SOCIAL STUDIES	080						
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	6					
SOCIAL STUDIES: INTERPRET MATERIALS	083	6					
PHYSICAL EDUCATION	090	7					
PHY EDUCATION: CONTENT KNOWLEDGE	091						
BUSINESS EDUCATION	100	1					
MUSIC EDUCATION	110	5					
MUSIC CONTENT KNOWLEDGE	113	2					
FAMILY AND CONSUMER SCIENCES	120						
MIDDLE SCHOOL SUBJECTS: CK	146						
FRENCH	170						



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	NORTHWESTERN STATE UNIVERSITY
Institution Code	6492
State	Louisiana
Number of Program Completers Submitted	69

<i>Type of Assessment</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>
Aggregate - Basic Skills	50	50	100%			
Aggregate - Professional Knowledge	68	68	100%			
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	66	66	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 Rates	69	69	100%			

APPENDIX B

NORTHWESTERN STATE UNIVERSITY

***HEA - Title II
2002-2003 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.***

Items	Mean by Item	Number of Responses			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.67	0	0	12	24
2. Plan a series of activities that help my students achieve those objectives.	3.53	0	2	13	21
3. Successfully identify individual student differences in the context of a whole class.	3.47	0	0	19	17

* As written, the survey contains 35 items. Technical difficulties with administration caused item 35 not to be administered. This score represents an adjustment to the 34-item mean to represent its equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores for the accountability system.

4. Implement accommodations for individual student differences.	3.28	0	3	20	13
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.5	0	0	18	18
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.58	0	2	11	23
7. Integrate a variety of materials to achieve lesson objectives.	3.53	0	1	15	20
8. Change or adjust a lesson to respond to my students' outcomes.	3.42	0	2	17	17
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.19	0	4	21	11
10. Implement teacher-directed or student-centered activities that result in student learning.	3.53	0	0	17	19
11. Successfully plan for individual student differences in the context of a whole class.	3.14	0	5	21	10
12. Open, develop, and close a lesson effectively.	3.64	0	0	13	23
13. Integrate technology into my lessons.	3.36	0	2	19	15
14. Successfully present content at a developmentally appropriate level.	3.53	0	0	17	19
15. Effectively use appropriate formal and informal assessment techniques.	3.47	0	1	17	18
16. Provide timely feedback to my students.	3.5	0	2	14	20
17. Produce evidence of student academic growth.	3.33	0	3	18	15

18. Employ effective teaching practices as modeled by faculty.	3.42	0	1	19	16
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.42	0	2	17	17
20. Teach in one or more subject areas.	3.33	1	2	17	16
21. Communicate effectively with students.	3.61	0	1	12	23
22. Encourage participation from all students.	3.69	0	1	9	26
23. Monitor the ongoing performance of students.	3.69	0	0	11	25
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.39	0	3	16	17
25. Maintain a positive learning environment.	3.61	0	1	12	23
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.39	0	3	16	17
27. Manage and adjust my time to ensure that learning objectives are met.	3.31	0	4	17	15
28. Clearly communicate my expectations for appropriate behavior to my students.	3.42	0	1	19	16
29. Monitor and respond to appropriate student behavior in an effective way.	3.42	0	2	17	17
30. Monitor and respond to inappropriate student behavior in an effective way.	3.44	0	0	20	16

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.25	0	3	21	12
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.31	0	2	21	13
33. Collaboratively and effectively work with colleagues.	3.44	0	1	18	17
34. Understand the importance of and plan for professional development.	3.47	0	1	17	18
Overall		poor			excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	technical difficulties: data not collected				

APPENDIX C

NORTHWESTERN STATE UNIVERSITY

2004-2005 POINTS FOR QUANTITY INDEX

BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001.

QUANTITY POINTS

A. 2003-2004 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching	Program Completers TOTAL
69	92	22	183

B. BONUS POINTS

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas	Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/ Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching
MINORITIES	7	13	7
MATHEMATICS	1	8	1

SCIENCE	General Science	2	6	
	Biology	2	6	
	Chemistry		2	
	Physics		2	
	Earth Science			
	Environmental Science			
MIDDLE SCHOOL			10	
SPECIAL EDUCATION		1	25	6
MALE	Early Childhood			
	Elementary	1	1	
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		5	4	
Subtotals for Bonus Points		19	77	14
TOTAL BONUS POINTS		110/2 = 55		

TOTAL POINTS: 183 + 55 = 238