



LOUISIANA BOARD OF REGENTS

2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

UNIVERSITY OF LOUISIANA AT LAFAYETTE

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

The University of Louisiana at Lafayette, a member of the University of Louisiana System, is a public, Doctoral/Research-Intensive institution of higher education offering associate, bachelor's, master's, and doctoral degrees. Its academic programs are administered by the Colleges of Applied Life Sciences, the Arts, Business Administration, Education, Engineering, General Studies, Liberal Arts, Nursing and Allied Health Professions, Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.

Student Characteristics of University

During Fall 2000, University of Louisiana at Lafayette had a total enrollment of 14,057 undergraduate and 1,685 graduate students. A total of 6,839 students were males and 8,903 were females. The majority of the students were from Louisiana with a total of 14,327 in-state students, 665 out-of-state students, and 750 foreign students. Among students enrolled in the undergraduate program, 2,533 were black, 10,350 were white, and 1,174 were other races. Among students enrolled in the graduate program, 123 were black, 1,112 were white, and 450 were other races.

Accreditation and Approval of Teacher Preparation Program

The University of Louisiana at Lafayette 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

- The College of Education has implemented a Recruitment and Retention Committee dedicated to ascertaining how the institution can more effectively attract and serve its pre-service teachers. This committee has implemented a peer-tutoring program in mathematics for elementary education majors. The College also grants credit to high school students participating in the Teacher Cadet Program.
- The College has developed various on-line resources for its students, including: **Blackboard**, a resource whereby faculty present coursework, class notes, and grades online and students have access to a chat room; **Launch PAD**, a web resource with online materials, mini-courses, and mentoring features to support new teachers, pre-service teachers, and those working in Professional Development Schools; and **PASS-PORT**, a web-based tool for Louisiana universities to gather and evaluate performance data on pre-service teachers which provides for the creation of electronic portfolios and serves as a tool for guiding teacher candidates through the stages of pre-service teacher development and evaluation.

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

- T.H.E. | QUEST Center on the UL Lafayette campus, funded by the U.S. Department of Education, provides professional development in technology integration for university faculty from all 19 colleges/universities in Louisiana with four-year teacher preparation programs.
- UL Lafayette’s College of Education collaborated with Region IV which received a LEARN grant for \$296,000 to increase the number of certified teachers in the region. The College helps the region implement the grant and works with uncertified public school teachers to assist them in working toward meeting state certification requirements.
- In Spring 2000, the UL Lafayette began its Professional Development School (PDS) initiative with three schools in Lafayette Parish, expanded to eight in the fall of 2000 and ten in the fall of 2001. The University has the only PDS school in the nation whose focus is exclusively on counseling. An additional benefit of PDS partnerships is the provision of academic enrichment, innovative teacher training, and increased parent involvement.
- A 2+2 program in Elementary Education allows students to complete 64 hours of freshman and sophomore courses through Louisiana State University-Eunice and take 60 hours on the Eunice campus through UL Lafayette for a degree in Elementary Education. The program will provide approximately 25-40 certified teachers to the Eunice area each year. Two of the PDS schools were established in Eunice to accommodate students from this program.
- Although the reported ETS passing rate was 96%, further investigation has revealed that nearly all of the 2000-2001 cohorts have passed all tests since the end of the reporting period, raising the University’s pass rate to approximately 99%.

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.	726
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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.	284
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.	30
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	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 2000, Fall 2000, and Spring 2001.	29
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	59
4. Student/faculty ratio for student teaching and internship experiences.	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 2000-2001.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	14
c. Total number of hours required during academic year 2000-2001 for student teaching.	490



LOUISIANA BOARD OF REGENTS 2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

UNIVERSITY OF LOUISIANA AT LAFAYETTE

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

University of Louisiana at Lafayette 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 **University of Louisiana at Lafayette**.

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	232 out of 239 students	97%	Regular	200 out of 209 students	96%	Regular	432 out of 448 students	96%
Alternate	51 out of 51 students	100%	Alternate	31 out of 31 students	100%	Alternate	82 out of 82 students	100%
Total	283 out of 290 students	98%	Total	231 out of 240 students	96%	Total	514 out of 530 students	97%

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	University of LA at Lafayette
Institution Code	6672
State	Louisiana
Number of Program Completers Submitted	210
Number of Program Completers found, matched, and used in passing rate Calculations	209

<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	191	191	100%
GENERAL KNOWLEDGE	510	187	187	100%
PPST READING	710	7		
CBT READING	711	3		
PPST WRITING	720	9		
CBT WRITING	721	1		
PPST MATHEMATICS	730	9		
CBT MATHEMATICS	731	4		
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	66	65	98%
PRINCIPLES LEARNING & TEACHING K-6	522	90	90	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	51	50	98%
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010	15	15	100%
ELEM ED CURR INSTRUC ASSESSMENT	011	108	103	95%
ELEM ED CONTENT AREA EXERCISES	012	108	108	100%
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030	2		
ENGLISH LANGUAGE AND LITERATURE	040	1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	10	10	100%
ENG LANG LIT COMP PEDAGOGY	043	10	9	90%



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

Institution Name	University of LA at Lafayette
Institution Code	6672
State	Louisiana
Number of Program Completers Submitted	210
Number of Program Completers found, matched, and used in passing rate Calculations	209

<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	5		
CHEM PHYSICS AND GENERAL SCIENCE	070			
SOCIAL STUDIES	080	1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	23	22	96%
SOCIAL STUDIES: INTERPRET MATERIALS	083	22	21	95%
PHYSICAL EDUCATION	090	20	20	100%
BUSINESS EDUCATION	100	3		
MUSIC EDUCATION	110	4		
HOME ECONOMICS EDUCATION	120	2		
FRENCH	170	1		



**HEA - Title II
2000-2001 Academic Year
Regular Program
Completers**

Institution Name	University of LA at Lafayette
Institution Code	6672
State	Louisiana
Number of Program Completers Submitted	210
Number of Program Completers found, matched, and used in passing rate Calculations	209

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	201	201	100%
Aggregate - Professional Knowledge	207	205	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	195	188	96%
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	209	200	96%