



# LOUISIANA BOARD OF REGENTS 2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

## UNIVERSITY OF LOUISIANA AT MONROE

### *Message from the Commissioner:*

*In compliance with the Higher Education Act of 1998, baseline data are being released on each university in Louisiana with a teacher preparation program as part of a nationwide public accountability effort that began this year. This evaluation of teacher preparation follows earlier and on-going efforts begun in 1999 by Louisiana's Blue Ribbon Commission on Teacher Quality, a systemic reform initiative coordinated by Governor Foster, Board of Regents, and the Board of Elementary and Secondary Education. The information in this report will be used by Regents and BESE as part of a statewide effort to recruit, prepare, and retain more effective teachers throughout the state. To that end, these institutional reports will help colleges and universities, PK-16+ Councils, and PK-16+ Redesign Teams to further improve their programs. Building on this year's data, report cards will be issued on each university annually, beginning next year, to disclose institutional efforts in preparing new teachers.*

*E. Joseph Savoie  
Commissioner of Higher Education*

### **Mission of University**

The mission of the University of Louisiana at Monroe is to serve a student body of approximately 9,500 students offering undergraduate degrees in business administration, education, liberal arts, pharmacy, allied health, nursing, and pure and applied science, in addition to graduate programs in business, education and pharmacy. The University continues to develop and deliver high quality and cost-effective academic and service programs to serve the higher education needs of Louisiana's citizens, business, industry and government. Specifically, The University of Louisiana at Monroe will continue to be recognized for offering excellent academic programs in the health, natural and environmental sciences, business development, education, and family studies consistent with a Carnegie Doctoral Level II University. Additionally, the University is committed to serving as an academic gateway by developing teaching, research, and public service programs to meet the needs of the citizens of Louisiana, the region, and beyond.

### **Student Characteristics of University**

During 1999-2000, the University of Louisiana at Monroe had a total enrollment of 8,669 undergraduate and 1,281 graduate students. A total of 3,668 students were males and 6,282 were females. The majority of the students were from Louisiana with a total of 9,224 in-state students, 585 out-of-state students, and 141 foreign students. Among students enrolled in the undergraduate program, 2,371 were black, 5,888 were white, and 410 were other races. Among students enrolled in the graduate program, 202 were black, 923 were white, and 156 were other races.

### **Accreditation and Approval of Teacher Preparation Program**

University of Louisiana at Monroe 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**

- All 1999-2000 program completers successfully passed all applicable parts of the PRAXIS, including one specialty area test as required for Louisiana certification, for a 100% pass rate. ULM offers support services to assist prospective teachers in their preparation for the PRAXIS.
- In 1999, the university implemented a Teacher Warranty Program that guarantees beginning teachers who graduate from ULM's teacher education programs.
- The Louisiana Components of Effective Teaching are both modeled and taught in methods courses and also serve as benchmark standards for assessing student performances in the methods courses and in student teaching.
- The university is presently developing a third Professional Development School. Activities involving prospective teachers include authentic teaching experiences in PK-12 classrooms, on-site mentoring by exemplary teachers, and meaningful interactions with parents.

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

- Substantive experiences in PK-12 schools are an integral part of all professional courses. Student teaching spans a minimum of 562.5 hours spread over 15 weeks and includes two separate placements with supervising teachers who are fully certified both in the teaching areas and as classroom supervisors.
- Faculty members who supervise student teachers successfully complete Louisiana First Year Teacher Assistance and Assessment Training. Then, student teachers are placed with classroom supervisors who are trained assessors where possible, and student teachers are critiqued and coached using the criteria for first year teachers.
- ULM has the only teacher education program in the state awarded the Louisiana Board of Regents Departmental Excellence through Faculty Excellence (DEFE) grant to further enhance faculty and program development. Five endowed professorships also provide support and enhancement for teacher education.
- The CEHD Instructional Technology Center, designated a Unique Area of Excellence by the University of Louisiana Board of Supervisors, focuses on integrating technology into teaching and also includes a regional technology center in collaboration with the state and City of Monroe Schools.

**Teacher Preparation Program Label**

The following labels will be assigned to all teacher preparation programs in Louisiana during April 2002 in conjunction with Louisiana’s new Teacher Preparation Accountability System: Exemplary, Quality, Satisfactory, At-Risk, and Low-Performing. Labels have not been assigned to universities in this institutional report.

**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 1999-2000 including all areas of teaching specialization.	216
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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 1999, Fall 1999, and/or Spring 2000.	156
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 1999, Fall 1999, and Spring 2000.	28
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	3
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	1
d. Total number of supervising faculty for the teacher preparation program during 1999-2000.	32
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 1999-2000.	37.5
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.	15
c. Total number of hours required during academic year 1999-2000 for student teaching.	562.5



**HEA - Title II  
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*Single-Assessment Institution Level  
Pass-Rate Data: Regular Teacher  
Preparation Program*

<b>Institution Name</b>	University of LA at Monroe
<b>Institution Code</b>	6482
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	112
<b>Number of program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	111

<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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>							
COMMUNICATION SKILLS	500	102	102	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	102	102	100%	1916	1899	99%
PPST READING	710	2			18	15	83%
CBT READING	711	2			32	29	91%
PPST WRITING	720	2			20	16	80%
CBT WRITING	721	2			30	26	87%
PPST MATHEMATICS	730	2			22	16	73%
CBT MATHEMATICS	731	4			48	43	90%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	79	79	100%	1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	27	27	100%	330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	5			216	183	85%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010	34	33	97%	694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	24	24	100%	450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	25	25	100%	445	421	95%
EARLY CHILDHOOD EDUCATION	020	25	24	96%	77	76	99%
BIOLOGY AND GENERAL SCIENCE	030	1			52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	2			65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				66	48	73%

<sup>1</sup> 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.



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ENG LANG LIT COMP PEDAGOGY	043				54	50	93%
MATHEMATICS	060				60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070	1			10	6	60%
SOCIAL STUDIES	080	4			58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	1			63	51	81%
PHYSICAL EDUCATION	090	18	18	100%	132	121	92%
BUSINESS EDUCATION	100				32	27	84%
MUSIC EDUCATION	110				62	55	89%
FRENCH	170				6		
GERMAN	180				1		
SPANISH	190				3		
<b>Other Content Areas</b>							
HOME ECONOMICS EDUCATION	120	1			14	14	100%



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**Aggregate and Summary Institution-Level  
Pass-Rate Data:  
Regular Teacher Preparation Program**

<i>Type of Assessment<sup>2</sup></i>	Statewide					
	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	108	108	100%	1992	1957	98%
Aggregate - Professional Knowledge	111	111	100%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	111	109	98%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	111	111	100%	2057	1795	87%

<sup>1</sup> 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.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> 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 pass rate.