



LOUISIANA BOARD OF REGENTS

2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

UNIVERSITY OF NEW ORLEANS

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

The University of New Orleans is the university of a new, revitalized New Orleans partnership with Louisiana and the world for the 21st century – committed to: habits of creative discovery, standards of rigorous learning for all our students, faculty, and staff, and practices of responsive engagement with the needs of our students and community to sustain cultural, economic, and educational adaptation and development that enable our city, state, and nation to grow to meet the challenges and opportunities of competition and cooperation of a new era.

Student Characteristics of University

During fall 2003, the university had a total enrollment of 13,338 undergraduate and 4,022 graduate students. A total of 7,469 students were males and 9,891 were

Student Characteristics of University (Cont'd)

females. The majority of the students were from Louisiana with a total of 15,659 in-state students, 838 out-of-state students, and 863 foreign students. Among students enrolled in the undergraduate program, 3,196 were black, 7,321 were white, and 2,821 were other races. Among students enrolled in the graduate program, 737 were black, 2,323 were white, and 962 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

- A total of 2,180 students were enrolled in the College of Education and Human Development: 971 students were seeking a baccalaureate degree; 570 candidates were seeking teacher certification through alternate routes or seeking add-on certification to existing certificates; 453 students were seeking a master's degree, and 186 students were seeking doctorate degrees.
- UNO received a \$10,000 award and a grade of "A" from the Louisiana Board of Regents for its ability to prepare teacher candidates
- Newly redesigned teacher preparation programs in PK-3, 1-5, 4-8, and 6-12 English, mathematics, science, and social studies have been implemented, and candidates who are prepared in these new programs will participate in expanded field activities that are sequenced and provide the candidates more opportunities to observe and to teach in diverse classrooms prior to program completion.

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

- Eighty participants in the Teach Greater New Orleans (TGNO) 2004 cohort began the program in June 2004. These teachers attend classes in the TGNO alternate certification program while they teach in high-need schools and high-need subject areas. Of these teachers, 37 are special education teachers, 16 teach math, 11 teach science, and 16 teach middle school language arts or social studies. These individuals are transitioning to teaching from careers such as law, banking, social services, and engineering. Funding for this program is provided in part from a \$1.8 million U.S. Department of Education Transition to Teaching grant.
- The UNO College of Education and Human Development has been named a recipient of a Wallace Foundation Grant for \$230,000 to be used in partnership with Orleans Parish to prepare new school leaders through the UNO Urban Leaders Academy.
- The third floor of the Education Building continues being renovated into state-of-the-art classrooms with a teaching, learning, and technology focus where teacher candidates can prepare to teach in classrooms equipped with modern technology.
- In June 2004 the Board of Elementary and Secondary Education approved the application of UNO to manage a low-performing charter school in Orleans Parish as a professional development school. The Capdau-UNO Charter School opened its doors in August 2004 with 261 students. College personnel are on the campus at Capdau in the form of student teachers, School Improvement Council members, counselors, tutors, reading volunteers, special education advisors, and health and physical education program liaisons.
- The UNO College of Education and Human Development has applied to the Board of Elementary and Secondary Education for a second turnaround charter school, Nelson Elementary (528 PK-8 students), for the 2005-2006 school year.
- The College had \$3.4 million in funded research and training grants. An additional \$1 million was awarded by the U.S. Department Education to support the UNO Charter School Initiative

Teacher Preparation Program Data

1. Total number of students formally admitted to the regular teacher 329

Teacher Preparation Program Data (Cont'd)

preparation program and enrolled in one or more courses during academic year 2003-2004 including all areas of teaching specialization.

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. 150
3. Supervising faculty for supervised student teaching and internship experiences.
 - a. Number of appointed full time faculty in professional education. 14
 - b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. 1
 - 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. 23
4. Student/faculty ratio for student teaching and internship experiences. 6.5 :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 2003-2004. 30
 - b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004. 15
 - c. Total number of hours required during academic year 2003-2004 for student teaching. 450

LOUISIANA BOARD OF REGENTS
2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

University of New Orleans

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

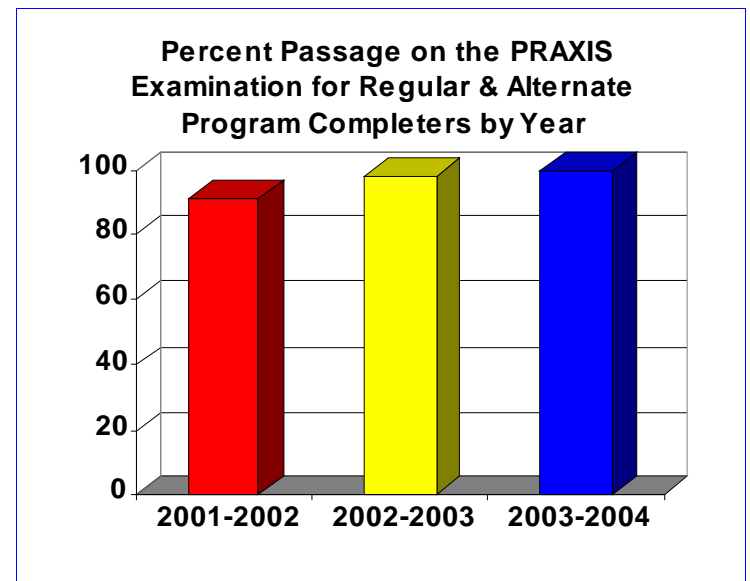
The 2003-2004 PRAXIS passage rate has changed by 8.6% from the 2001-2002 rate of 91.4% and 1.9% from the 2002-2003 rate of 98.1%.

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.



University of New Orleans (Continued)

I. INSTITUTIONAL PERFORMANCE INDEX (continued)

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

Grade: B

Mean Score of Survey Respondents: 114.6 over 1 year

Total Number of Survey Respondents: 52

Respondents' Scaled Score: 97

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 (See Appendix C for a breakdown of scores.)

Grade: A+

Quantity Score: 273

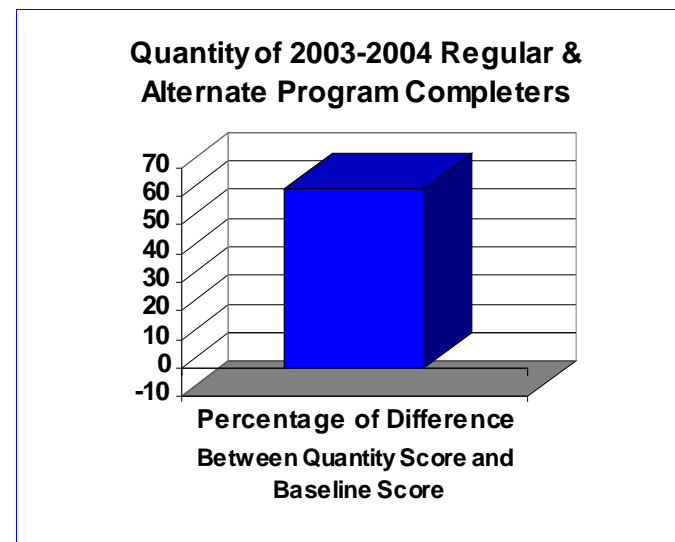
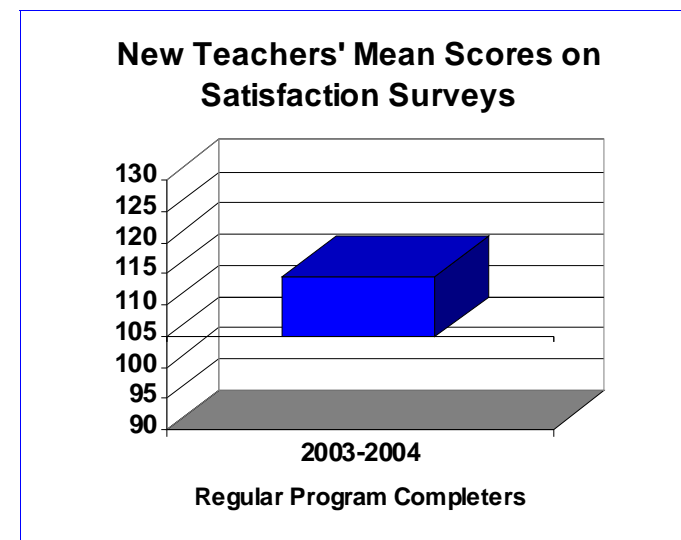
Baseline Score: 168

Percent Difference from Baseline: 62.50%

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



University of New Orleans (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([136 \times .875] + [97 \times .125]) + 140\} \div 2$
	=	$(131.13 + 140) \div 2$
	=	$271.13 \div 2$
	=	135.6

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

UNIVERSITY OF NEW ORLEANS

**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	104	104	100%
2003-2004 Alternate Program Completers	72	72	100%
Total	176	176	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	UNIVERSITY OF NEW ORLEANS
Institution Code	6482
State	Louisiana
Number of Program Completers Submitted	104

<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				4		
GENERAL KNOWLEDGE	510				5		
PPST READING	710	4			97	97	100%
CBT READING	711	67	67	100%	605	605	100%
PPST WRITING	720	1			96	96	100%
CBT WRITING	721	67	67	100%	601	601	100%
PPST MATHEMATICS	730	2			85	85	100%
CBT MATHEMATICS	731	65	65	100%	585	585	100%
COMPUTERIZED PPST READING	5710	29	29	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	32	32	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	31	31	100%	513	513	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE					4		
PRINCIPLES LEARNING & TEACHING K-6	522	69	69	100%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			5		
PRINCIPLES LEARNING & TEACHING 7-12	524	33	33	100%	453	449	99%
Academic Content Areas							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011				135	131	97%
ELEM ED CONTENT AREA EXERCISES	012				136	135	99%



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	67	67	100%	780	773	99%
EARLY CHILDHOOD EDUCATION	020	1			86	86	100%
BIOLOGY AND GENERAL SCIENCE	030	2			29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	7			87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	7			87	87	100%
MATHEMATICS	060	1			21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	10	10	100%	96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083	10	10	100%	96	96	100%
PHYSICAL EDUCATION	090	2			58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091	1			2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110	1			28	28	100%
MUSIC CONTENT KNOWLEDGE	113	1			4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		



**HEA - Title II
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Regular Program
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<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	100	100	100%	1203	1203	100%
Aggregate - Professional Knowledge	103	103	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	93	93	100%	1364	1350	99%
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	104	104	100%	1542	1521	99%

APPENDIX B

UNIVERSITY OF NEW ORLEANS

***HEA - Title II
2003-2004 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.	3.35	2	1	26	23
2. Plan a series of activities that help my students achieve those objectives.	3.38	1	1	27	23
3. Successfully identify individual student differences in the context of a whole class.	3.06	2	7	29	14

* 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.	2.94	2	11	27	12
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.21	1	3	32	16
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.37	1	1	28	22
7. Integrate a variety of materials to achieve lesson objectives.	3.4	1	1	26	24
8. Change or adjust a lesson to respond to my students' outcomes.	3.35	1	0	31	20
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.04	1	6	35	10
10. Implement teacher-directed or student-centered activities that result in student learning.	3.35	1	3	25	23
11. Successfully plan for individual student differences in the context of a whole class.	3.02	1	8	32	11
12. Open, develop, and close a lesson effectively.	3.31	1	4	25	22
13. Integrate technology into my lessons.	3.21	1	4	30	17
14. Successfully present content at a developmentally appropriate level.	3.35	1	1	29	21
15. Effectively use appropriate formal and informal assessment techniques.	3.19	1	3	33	15
16. Provide timely feedback to my students.	3.25	1	4	28	19
17. Produce evidence of student academic growth.	3.13	1	5	32	14

18. Employ effective teaching practices as modeled by faculty.	3.31	1	0	33	18
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.35	1	1	29	21
20. Teach in one or more subject areas.	3.37	2	1	25	24
21. Communicate effectively with students.	3.46	1	1	23	27
22. Encourage participation from all students.	3.5	1	0	23	28
23. Monitor the ongoing performance of students.	3.29	1	1	32	18
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.21	1	4	30	17
25. Maintain a positive learning environment.	3.5	1	0	23	28
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.27	1	4	27	20
27. Manage and adjust my time to ensure that learning objectives are met.	3.25	1	2	32	17
28. Clearly communicate my expectations for appropriate behavior to my students.	3.42	1	1	25	25
29. Monitor and respond to appropriate student behavior in an effective way.	3.35	1	2	27	22
30. Monitor and respond to inappropriate student behavior in an effective way.	3.25	1	4	28	19

School Improvement

31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	2.92	1	12	29	10
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.08	1	6	33	12
33. Collaboratively and effectively work with colleagues.	3.48	1	0	24	27
34. Understand the importance of and plan for professional development.	3.42	1	2	23	26
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

UNIVERSITY OF NEW ORLEANS

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
104	72	34	210

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	17	16	12
MATHEMATICS	5	6	1

SCIENCE	General Science	3	3	2
	Biology	2	5	1
	Chemistry		2	1
	Physics			1
	Earth Science	1	1	
	Environmental Science			
MIDDLE SCHOOL			15	
SPECIAL EDUCATION			17	13
MALE	Early Childhood			
	Elementary			2
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)				
Subtotals for Bonus Points		28	65	33
TOTAL BONUS POINTS		126/2 = 63		

TOTAL POINTS: 210 + 63 = 273