

# LOUISIANA BOARD OF REGENTS 2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS LOUISIANA TECH UNIVERSITY

## *Message from the Commissioner:*

*I would like to congratulate all of our campuses for their hard work to prepare effective new teachers. It is rewarding to find that we have some universities who are preparing new teachers in specific content areas whose students demonstrate as much or more growth in achievement than students taught by experienced teachers as measured by our Value-Added Teacher Preparation Assessment. We anticipate that more universities will have similar findings once they receive the results for their redesigned programs for the first time during summer 2010. Our teacher preparation programs are also to be commended for the outreach that they have provided to students and teachers in schools that surround their universities. These efforts help to strengthen the lives of children both within and outside the school environment.*

*Sally Clausen  
Commissioner of Higher Education*

## **Mission of University**

The mission of Louisiana Tech University is a comprehensive public university committed to quality in teaching, in research and creative activity, and in public service. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level education in its areas of strength; it offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise. It maintains as its highest priority, the education of its students and encourages its students to regard learning as a lifelong process. At Tech, advanced technology supports quality teaching, research, administration, and service.

## **Student Characteristics of University**

During Fall 2009, the university had a total enrollment of 8746 undergraduate and 2,297 graduate students. A total of 5383 students were males and 5868) were females. The majority of the students were from Louisiana with a total of 9645 in-state students, 990 out-of-state students, and 616 foreign students. Among students enrolled in the undergraduate program, 1099 were black, 5509 were white, and 2138

were other races. Among students enrolled in the graduate program, 465 were black, 1323 were white, and 717 were other races.

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

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In addition, the college 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 Louisiana Department of Education.

## **Notable Features and Accomplishments of Teacher Preparation Program**

- Louisiana Tech University provides to partner school systems in ten parishes a quality assurance of candidates completing its teacher education degree programs.
- The College's comprehensive school reform project served 81 teachers, counselors, and administrators from 53 schools in 12 school districts in 2009-10.
- Through a variety of externally funded projects, SciTEC directly served 20,522 K-12 students and 864 teachers representing schools throughout the state.
- Teacher candidates have sequential clinical experiences in multiple schools with diverse learners and high poverty indices beginning with the freshman year and continuing through student teaching and internship.
- Students in the College have rich opportunities for service learning experiences.
- The NASA Education Resource Center, housed in the College of Education serves hundreds of pre- and in-service teachers each year through special workshops, national webinars, providing a resource access point, and its SciTECH partnership in Shreveport.
- The College collaborates with the University's Student Government Association to provide University student mentors to middle and high school students in the local school districts as well as those in an additional twelve school districts through the College's partnership with LA GEAR UP.

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

- In addition to excellent undergraduate teaching degrees, the unit offers high quality alternative certification programs at masters degree and post-baccalaureate levels.
- The Professional Development and Research Institute on Blindness focuses on providing appropriate preparation for teachers and parents of blind children and research on issues important in the field.
- The College's 5-Star Laboratory School,, A.E. Phillips, offers outstanding programs for children and youth, exceptional models of best practice in teaching and administration, and rich opportunities for research and professional development.
- A generous private donation supports tuition scholarships for cohort school faculty pursuing masters' degrees in teaching programs (Tech-Professional Outreach Program) or professional development and serves about 30 teachers and administrators per year.
- The College offers a full array of needs-based professional development initiatives for area educators.
- All clinical faculty supervisors are certified LaTAAP evaluators.
- All Unit programs have been redesigned in alignment with national and state standards.

## 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 2008-2009 including all areas of teaching specialization.	310
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 2008, Fall 2008, and/or Spring 2009.	187

## Teacher Preparation Program Data (Cont'd)

3. 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 2008, Fall 2008, and/or Spring 2009.	187
4. 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 2008, Fall 2008, and Spring 2009.	2
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	13
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	15
5. Student/faculty ratio for student teaching and internship experiences.	12:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2008-2009.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	10
c. Total number of hours required during academic year 2008-2009 for student teaching.	400



## **LOUISIANA BOARD OF REGENTS**

### **2009-2010 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

### **OVERVIEW**

In compliance with the Higher Education Opportunity 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 subsequent phases (2002-2003, 2003-04, and 2004-05), the *quantity* of program completers at each institution was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked effectively with PK-12 students.

During 2005-06, it was not possible to implement the Teacher Preparation Accountability System due to the closure of universities and schools in Louisiana and the inability to collect data from displaced teachers and mentors due to Hurricane Katrina and Hurricane Rita. A decision was made to revise the Teacher Preparation Accountability System. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, 2008-09, and 2009-2010 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2010, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007, December 2008, and August 2009. During 2009-10, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND  
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES  
2008-2009 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

<b>UNIVERSITY</b>	<b>TYPES OF PROGRAMS</b>	<b>TOTAL COMPLETED</b>	<b>NUMBER PASSED</b>	<b>PERCENTAGE PASSED</b>
<b>LOUISIANA TECH UNIVERSITY</b>	HEA Title II 2008-2009 Regular Program Completers	107	107	100%
	HEA Title II 2009-2009 Alternate Program Completers	74	74	100%
	Total Number of 2008-2009 Program Completers	181	181	100%



## HEA - Title II 2008-2009 Academic Year

<b>Institution Name</b>	LOUISIANA TECH UNIVERSITY
<b>Institution Code</b>	6372
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	107
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	107

April 24, 2010

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Basic Skills</b>							
PPST READING	710	5			178	178	100%
PPST WRITING	720	3			192	192	100%
PPST MATHEMATICS	730	3			184	184	100%
COMPUTERIZED PPST READING	5710	51	51	100%	680	680	100%
COMPUTERIZED PPST WRITING	5720	52	52	100%	670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	52	52	100%	673	673	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	5			96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	3			68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	10	10	100%	118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	51	51	100%	550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	3			55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	38	38	100%	426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	3			43	43	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	62	62	100%	769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	11	11	100%	97	97	100%
ENG LANG LIT COMP PEDAGOGY	043	11	11	100%	97	97	100%



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	4			31	30	97%
MIDDLE SCHOOL MATHEMATICS	069	1			25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4			81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	4			81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	9			93	93	100%
BUSINESS EDUCATION	100	3			11	11	100%
MUSIC CONTENT KNOWLEDGE	113	3			75	75	100%
FAMILY AND CONSUMER SCIENCES	120				1		
ART CONTENT KNOWLEDGE	133	4			29	29	100%
FRENCH CONTENT KNOWLEDGE	173				4		
SPANISH CONTENT KNOWLEDGE	191				6		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235	2			20	20	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
GENERAL SCI CONTENT KNOWLEDGE	435				1		
MIDDLE SCHOOL SCIENCE	439	1			17	17	100%
AGRICULTURE	700	4			12	12	100%



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2008-2009 Academic Year**

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<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
				<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	56	56	100%	872	872	100%
Aggregate - Professional Knowledge	110	110	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	108	108	100%	1304	1302	100%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	107	107	100%	1273	1270	100%

- <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 passrate.