

**LOUISIANA BOARD OF REGENTS
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE**

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

As the flagship institution of the state, the vision of Louisiana State University is to be a leading research-extensive university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development. Designated as a land-, sea-, and space-grant institution, the mission of Louisiana State University is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts.

Student Characteristics of University

During Fall 2008, the university had a total enrollment of 23,400 undergraduate and 4,794 graduate students. A total of 13,673 students were males and 14,521 were females. The majority of the students were from Louisiana with a total of 22,030 in-state students; 4,653 out-of-state students; and 1,511 foreign students. Among students enrolled in the undergraduate program, 2,111 were black; 18,666 were white; and 2,623 were other races. Among students enrolled in the graduate program, 392 were black; 2,777 were white; and 1,625 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 Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- As the largest preparer of teachers in the State (21% of all university-based newly certified teachers last year), the College of Education (CoE) is well represented by alumni receiving Presidential Awards for Mathematics and Science, LA Principals of the Year, LA Teachers of the Year, and Milken Educator Awards.
- The *US News & World Report* "Best Education School's Specialty Rankings 2009" ranks CoE's Curriculum & Instruction graduate program as 21st nationally.
- CoE researchers joined others at LSU in developing and testing a new theory, based on how the brain processes visual information and the psychology of visual attention, that explains why urban populations fail to notice, pay less attention to, care/understand less about plants than animals. The theory of plant blindness is now used in botany teaching, as well as in major botanic gardens and arboreta world-wide. The UC-Riverside botanist who served as consultant to the recent blockbuster film *Avatar* uses the theory in her work, as does the renowned Missouri Botanical Garden President and Director.
- The CoE LSU Coastal Roots Program and its various partners assist teachers and pre-service teachers in providing an active learning curriculum for P-12 students to explore strategies for sustaining coastal ecosystems as they develop a sense of stewardship toward natural resources. Approximately 40 schools in 18 parishes throughout southern Louisiana now conduct ongoing school-based nursery programs, involving 3,600 students who have transplanted more than 29,000 school-grown restoration plants on 90 restoration trips across south Louisiana.

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

- To address the need for early identification of/intervention for reading difficulties, disabilities, and/or dyslexia, CoE faculty have developed an online assessment of course content knowledge that predicts LA iLEAP test success. Administered early in the academic year, this assessment allows practicing and future special education teachers to systematically and validly identify students for targeted reading and content intervention efforts, thus increasing students' potential for gaining content knowledge, building reading skills, succeeding academically, and demonstrating proficiency on state accountability tests.
- Professional development opportunities provided by CoE faculty for P-12 teachers, include The Learning Garden: Engaging Teachers & Students in Science, Math, & Literacy Beyond Classroom Walls (Iberville Parish); LA School Improvement Grant, providing staff support of schools and districts at all levels, including authentic family engagement; Vocabulary & Comprehension Development in the Natural & Social Sciences (WBR Parish); LSU Writing Project, serving 10 parishes in south LA; and Early Reading First: Project Recovery, a US Department of Education grant in partnership with UNO, focused on enhancing classroom literacy practices.
- CoE work with at-risk students includes GEAR UP, a collaborative partnership with area agencies, and the LA State Youth Opportunities program (LSYOU), which helps students from the Greater Baton Rouge and New Orleans areas succeed in high school, while serving as an outreach to these communities, an LSU service-learning site, and a field site for teacher candidates.
- Journals edited by CoE faculty include *The ALAN Review*, *Focus on Preschool and Kindergarten*, *Parenting for High Potential*, and *Literacy & Social Responsibility eJournal*.
- The CoE's 15^o Laboratory research group is the largest focused biology education group nationally. The laboratory has housed the editorial office of the *Journal of Research in Science Teaching* and the North American editorial office of the *International Journal of Science Education*. This group's annual Giverny Award, established in 1998 for best children's science picture book, is internationally recognized by publishers and children's literature librarians.

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.	1076
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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 2008, Fall 2008, and/or Spring 2009.	291
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	60
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	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 2008, Fall 2008, and Spring 2009.	17
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	77
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 2008-2009.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	14
c. Total number of hours required during academic year 2008-2009 for student teaching.	490



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**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE	HEA Title II 2008-2009 Regular Program Completers	227	224	100%
	HEA Title II 2009-2009 Alternate Program Completers	26	26	100%
	Total Number of 2008-2009 Program Completers	253	250	100%



HEA - Title II 2008-2009 Academic Year

Institution Name	LOUISIANA STATE UNIVERSITY - BR
Institution Code	6373
State	Louisiana
Number of Program Completers Submitted	227
Number of Program Completers found, matched, and used in passing rate Calculations¹	227

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
Basic Skills							
PPST READING	710	5			178	178	100%
PPST WRITING	720	5			192	192	100%
PPST MATHEMATICS	730	5			184	184	100%
COMPUTERIZED PPST READING	5710	98	98	100%	680	680	100%
COMPUTERIZED PPST WRITING	5720	99	99	100%	670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	99	99	100%	673	673	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	1			96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	15	15	100%	118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	123	123	100%	550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	87	86	99%	426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				43	43	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	136	135	99%	769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	14	14	100%	97	97	100%
ENG LANG LIT COMP PEDAGOGY	043	14	14	100%	97	97	100%



HEA - Title II 2008-2009 Academic Year

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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	10	9	90%	31	30	97%
MIDDLE SCHOOL MATHEMATICS	069				25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	19	19	100%	81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	19	19	100%	81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	8			93	93	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC CONTENT KNOWLEDGE	113	14	14	100%	75	75	100%
FAMILY AND CONSUMER SCIENCES	120	1			1		
ART CONTENT KNOWLEDGE	133	8			29	29	100%
FRENCH CONTENT KNOWLEDGE	173	1			4		
SPANISH CONTENT KNOWLEDGE	191	2			6		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235	6			20	20	100%
CHEMISTRY CONTENT KNOWLEDGE	245	1			3		
PHYSICS CONTENT KNOWLEDGE	265	1			1		
GENERAL SCI CONTENT KNOWLEDGE	435				1		
MIDDLE SCHOOL SCIENCE	439				17	17	100%
AGRICULTURE	700	6			12	12	100%



HEA - Title II 2008-2009 Academic Year

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April 24, 2010

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	104	104	100%	872	872	100%
Aggregate - Professional Knowledge	227	226	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	227	225	99%	1304	1302	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 Rates⁵	227	224	99%	1273	1270	100%

- ¹ 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.
- ² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- ³ Number of completers who took one or more tests in a category and within their area of specialization.
- ⁴ Number who passed all tests they took in a category and within their area of specialization.
- ⁵ 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.