

**LOUISIANA BOARD OF REGENTS
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
TULANE 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

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom.

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

Student Characteristics of University

During Fall 2008, the university had a total enrollment of **5239** undergraduate and **2810** graduate students. A total of **5400** students were males and **5757** were females. The majority of the students were from outside Louisiana with a total of **883** in-state students, **9395** out-of-state students, and **879** foreign students. Among students enrolled in the undergraduate program, **588** were black, **4735** were white, and **991** were other races. Among students enrolled in the graduate program, **322** were black, **2383** were white, and **547** 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). All of the university's teacher preparation programs are approved by the Board of Regents and the Louisiana Department of Education. In addition, the university is pursuing national accreditation for the certification-only programs through the Teacher Education Accreditation Council (TEAC) with the onsite evaluation visit planned for November of 2010.

Notable Features and Accomplishments of Teacher Preparation Program

- Tulane's Teacher Preparation and Certification Programs received second-stage approval for 3 programs (PreK-3 Early Childhood; 6-12 Secondary; and K-12 Dance) in December of 2005. In SY 2005-06, we had our first cohort of completers: This 2008-09 cohort was our fourth. While our numbers are still relatively small, we continue to increase our program enrollments.
- Tulane University does not have a Department, College or School of Education, therefore the Teacher Preparation and Certification Program is housed directly under Newcomb-Tulane College and collaborates internally with all university schools. Our students complete content-based, subject-specific degrees through the School of Liberal Arts, School of Science and Engineering, School of Business and School of Continuing Studies.

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

- Students can complete all of the certification coursework except the final student teaching or internship credits while undergraduates. Students can also enroll in all courses as full-time teachers, attending courses held in the evening, one day per week, developed specifically for the needs of working candidates, teachers and non-teachers.
- We are in the final stages of our national accreditation process and plan to submit our Inquiry Brief to the Teacher Education Accreditation Council (TEAC) this summer and host the on-site evaluation team in November of 2010.

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.	0
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.	10
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	2

Teacher Preparation Program Data (Cont'd)

3. Supervising faculty for supervised student teaching and internship experiences. (Cont'd.)	
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	N/A
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.	N/A
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	3
4. Student/faculty ratio for student teaching and internship experiences.	10: 3
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.	13
c. Total number of hours required during academic year 2008-2009 for student teaching.	455



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 ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
TULANE UNIVERSITY	HEA Title II 2008-2009 Regular Program Completers	2	2	100%
	HEA Title II 2009-2009 Alternate Program Completers	N/A	N/A	N/A
	Total Number of 2008-2009 Program Completers	2	2	100%