

**LOUISIANA BOARD OF REGENTS  
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS  
UNIVERSITY OF NEW ORLEANS**

*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 University of New Orleans (UNO), the urban research university of the State of Louisiana, provides essential support for the educational, economic, cultural, and social well being of the culturally rich and diverse New Orleans metropolitan area. Located in an international city, the university serves as an important link between Louisiana and both the nation and the world. The university strategically serves the needs of the region through its undergraduate and graduate programs and through mutually beneficial collaborations with public and private bodies whose missions and goals are consistent with and supportive of UNO's teaching, scholarly, and community service objectives.

**Student Characteristics of University**

During Fall 2008, the university had a total enrollment of 8,628 undergraduate and 2,799 graduate students. A total of 5,292 students were males and 6,135 were females. The majority of the students were from Louisiana with a total of 9,920 in-state students, 685 out-of-state students, and 822 foreign students. Among students enrolled in the undergraduate program, 1,566 were black, 5,080 were white, and 1,982 were other races. Among students enrolled in the graduate program, 418 were black, 1,643 were white, and 738 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**

- A total of 1,279 students were enrolled in the University of New Orleans College of Education and Human Development (COEHD): 469 were seeking a baccalaureate degree. All of that number were seeking initial teacher certification, with some candidates opting for dual certification. An additional 393 were seeking certification through a post-baccalaureate alternate route. Of these post-baccalaureate candidates, 62 were seeking add-on certification. There were 294 teacher candidates seeking initial teacher certification through the Alternate Certification Non Degree Program (also referred to as the "Post Bacc" program), and another 37 teacher candidates were enrolled in the alternate certification practitioner program (also called the "Transition to Teaching" or "fast track" program). There were also 176 students seeking a master's degree, and 165 were enrolled in doctoral programs. There were an additional 76 students who were taking classes for professional development or who were provisionally admitted to the college.
- In the 2008-09 academic year, the college faculty continued to submit Specialized Professional Association (SPA) reports. At the end of 2009, The University of New Orleans College of Education and Human Development had more nationally recognized programs than any other university in the state. There are now 22 nationally recognized programs, with at least two more expected to be added during the next year.
- During the 2008-09 academic year, the faculty and administration worked to address some of the concerns made by the examiners during the NCATE accreditation visit. The report included only one "Area of Improvement," regarding a need to improve procedures for data collection and analysis. Faculty and staff continue to address these challenges. The data collection infrastructure was enhanced to allow program coordinators to enter all assessment data, and not only the unit assessment data.

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

- Despite increased workloads in the 2008-09 academic year, members of the college faculty managed to produce over 60 articles and other publications, and they engaged in at least 200 instances of outreach and service.
- The college obtained and managed grants and private contracts for research, program development, and training grants in excess of \$10 million. Much success has come from the collaborative effort among UNO, Louisiana Tech University, and the LSU Health Sciences Center in the development of a distance model using video conferencing technology in special education.
- UNO continues to adjust to residual effects of Hurricane Katrina. Despite the enrollment drop, over 100 candidates achieved initial certification in 08-09.
- The college faculty and staff continued to improve the web-based, SQL server database, called EDA-SYS. During the year, faculty and staff continued to learn the system. Their input has resulted in a number of improvements.
- The college continues to operate four charter schools in New Orleans.
- The college began development of two proposals to develop Masters of Arts in Teaching options in Curriculum and Instruction and Special Education.
- The Teacher Education Committee, which includes representatives from the College of Education and Human Development, College of Liberal Arts, and College of Sciences, worked with faculty to develop a proposal for a minor option in secondary education to be completed with a degree in English, history, mathematics, biology, chemistry, or earth science.
- Despite budget cut-backs, the college continued to offer all program options by redefining faculty load and utilizing external funding to secure part-time faculty.
- Faculty continued to work on the development and/or revision of key program assessments in response to external reviews of the programs of study via the Specialized Program Associations (SPA).
- The college continued to address field experience requirements for the teacher education program in collaboration with the Professional Development Schools, operated by the UNO Charter School Network.
- In the pursuit of instituting an “Integrated-Merged” certification program, a team comprised of UNO faculty, administration, and representatives of local school districts attended sessions sponsored by the State Department of Education.

**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.	234
---	-----

**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.	91
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	17
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.	0
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	17
4. Student/faculty ratio for student teaching and internship experiences.	4.2:1
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.	15
c. Total number of hours required during academic year 2008-2009 for student teaching.	525



## 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
UNIVERSITY OF NEW ORLEANS	HEA Title II 2008-2009 Regular Program Completers	44	44	100%
	HEA Title II 2009-2009 Alternate Program Completers	60	60	100%
	Total Number of 2008-2009 Program Completers	104	104	100%



**HEA - Title II  
2008-2009 Academic Year**

<b>Institution Name</b>	UNIVERSITY OF NEW ORLEANS
<b>Institution Code</b>	6379
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	44
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	44

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	9			178	178	100%
PPST WRITING	720	10	10	100%	192	192	100%
PPST MATHEMATICS	730	10	10	100%	184	184	100%
COMPUTERIZED PPST READING	5710	16	16	100%	680	680	100%
COMPUTERIZED PPST WRITING	5720	15	15	100%	670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	14	14	100%	673	673	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	1			96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	13	13	100%	68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	12	12	100%	118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	18	18	100%	550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	2			55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	13	13	100%	426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	13	13	100%	43	43	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	29	29	100%	769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			97	97	100%
ENG LANG LIT COMP PEDAGOGY	043	2			97	97	100%



## HEA - Title II 2008-2009 Academic Year

<b>Institution Name</b>	UNIVERSITY OF NEW ORLEANS
<b>Institution Code</b>	6379
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	44
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	44

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



**HEA - Title II  
2008-2009 Academic Year**

<b>Institution Name</b>	UNIVERSITY OF NEW ORLEANS
<b>Institution Code</b>	6379
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	44
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	44

April 24, 2010

<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	25	25	100%	872	872	100%
Aggregate - Professional Knowledge	59	59	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	43	43	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>	44	44	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.