

**LOUISIANA BOARD OF REGENTS**  
**2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS**  
**LOUISIANA STATE UNIVERSITY AT SHREVEPORT**

*Message from the Commissioner:*

*Louisiana is being recognized nationally for the efforts of our universities to prepare high-quality new teachers who enter the profession prepared to address the needs of PK-12 students. All campuses are to be commended for the work they have done in the past and the work they are doing today to enhance the knowledge and skills of all new teachers. As improved student achievement continues to be a goal of all educators in Louisiana, the success of your work will continue for years to come as your well-prepared new teachers further develop their capabilities and become even more effective teachers in the future. The work you are doing is of the utmost importance, for it impacts the lives of students in Louisiana, and it impacts the economic health of our state.*

*E. Joseph Savoie*  
*Commissioner of Higher Education*

**Mission of University**

Louisiana State University in Shreveport (LSUS) is a regional university primarily serving the educational and cultural needs of the Shreveport/Bossier metropolitan area and the Ark-La-Tex region. The university provides a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the acquisition, advancement, and dissemination of knowledge. LSUS produces graduates who possess the intellectual resources and the professional and personal skills that enable them to be effective and productive members of an ever-changing global community.

LSUS will meet the social, cultural, technological, and economic development needs of the region and expanding its relationships with business, industry, governmental, educational, and community organizations. Continuing education and public service activities will serve the region and raise the level of education as well as the quality of life for its citizens.

LSUS is categorized as an Southern Regional Education Board (SREB) Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. The university will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. LSUS will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and will

implement, at a minimum, Selective III admissions criteria. LSUS is located in Region VII.

**Student Characteristics of University**

During Fall 2006, the university had a total enrollment of 3,672 undergraduate and 429 graduate students. A total of 1,414 students were males and 2,687 were females. The majority of the students were from Louisiana with a total of 3,673 in-state students, 285 out-of-state students, and 65 foreign students. Among students enrolled in the undergraduate program, 829 were black, 2,432 were white, and 411 were other races. Among students enrolled in the graduate program, 102 were black, 281 were white, and 46 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 Louisiana Board of Regents and the Louisiana Department of Education.

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

- The College of Education and Human Development is continuing its relationship with the LSUS/Midway Professional Development Elementary School (PDS) which was established under the aegis of the Blue Ribbon Commission with support of CITAL and Title II funding. Since that funding is no longer available, the College and the University have absorbed the cost of continuing to fund the Professor-in-Residence who serves as the on-site coordinator for the program. During 2006-2007, we are offering our elementary language arts courses on-site so that our candidates may immediately put into practice the principles being learned in their classes. A Professor-in-Residence is assigned as a liaison with the Midway Staff.

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

The unit includes a model classroom for preK-3 and elementary materials and methods experiences, with interactive technology between the University and

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

the PDS school being planned. All of the classrooms in the College are now equipped with technology to provide for the projection of PowerPoint and other presentations. We have a model technology classroom for twenty students which is equipped with state-of-the-art wireless equipment which is used in a variety of courses. The unit has made use of funds from several grants to acquire additional equipment for our classrooms as well as those at the PDS.

- A state-of-the-art technology laboratory is available for instructional purposes as well as for student use. This Macintosh laboratory is equipped with hardware and software for every purpose appropriate for preparing candidates for teaching in preK-12 schools.
- The Curriculum Resources Center (CRC) is a vital part of the College. Among the holdings of the CRC are textbooks and teacher resources used by area schools, curriculum guides, a large variety of children’s literature books, activity books, manipulatives, games, thematic units, and many other resources.
- From its inception, the College has ensured a multi-cultural, multi-ethnic field experience consisting of approximately 70 hours of directed observation and participation in three different school settings during the semester prior to student teaching. These field hours are over and above those required for materials and methods or psychology courses prior to this experience.
- Elementary education candidates enrolled in ED 319: Reading Practicum are assigned students for tutorials through the Lighthouse Project at the Highland Center. Students needing assistance in reading and/or writing literacy through a tutorial setting are identified and receive tutorial sessions at least twice weekly during the Fall and Spring terms. Goals include meeting the needs of children with literacy concerns, especially in reading and writing, providing the opportunity for teacher candidates to participate in diverse field experiences, and offering literacy support via community service.

**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 2006-2007 including all areas of teaching specialization.	79
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**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 2006-2007 including all areas of teaching specialization.	79
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 2006, Fall 2006, and/or Spring 2007.	133
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	4
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	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 2006, Fall 2006, and Spring 2007.	15
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	19
4. Student/faculty ratio for student teaching and internship experiences.	7:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2006-2007.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006-2007.	14
c. Total number of hours required during academic year 2006-2007 for student teaching.	490



## **LOUISIANA BOARD OF REGENTS 2007-2008 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

### **OVERVIEW**

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 subsequent phases (2002-2003, 2003-04, and 2004-05), 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' Praxis examinations and ratings by teachers of their teacher preparation programs) were assessed. In the future, additional factors will be assessed to examine such areas as ratings of programs by first year teachers' mentors and growth of learning of students taught by new teachers. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in Louisiana are working diligently to produce quality teachers who work 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. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06, 2006-07, and 2007-08 Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://asa.regents.state.la.us/TE/reports/2007>. The documents provide an overview of the quantity of program completers and the passage rates of program completers at individual universities.

**QUANTITY OF PROGRAM COMPLETERS AND  
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES  
2006-2007 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 STATE UNIVERSITY AT SHREVEPORT</b>	HEA Title II 2006-2007 Regular Program Completers	76	76	100%
	HEA Title II 2006-2007 Alternate Program Completers	42	42	100%
	Total Number of 2006-2007 Program Completers	118	118	100%



**HEA - Title II  
2006-2007 Academic Year**

<b>Institution Name</b>	LOUISIANA STATE UNIV - SHREVEPORT
<b>Institution Code</b>	6355
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	76
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	76

March 30, 2008

<i>Type of Assessment</i>	<b>Assessment Code Number</b>	<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Statewide</b>		
					<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Statewide Pass Rate</b>
<b>Basic Skills</b>							
PPST READING	710	7			328	328	100%
PPST WRITING	720	6			340	340	100%
PPST MATHEMATICS	730	7			335	335	100%
COMPUTERIZED PPST READING	5710	62	62	100%	1020	1020	100%
COMPUTERIZED PPST WRITING	5720	62	62	100%	1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	62	62	100%	1020	1020	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	16	16	100%	184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	1			51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	28	28	100%	699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	31	31	100%	488	484	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	1			37	37	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	45	45	100%	845	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	8			92	91	99%
ENG LANG LIT COMP PEDAGOGY	043	8			92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				10	10	100%
MATHEMATICS	060				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	5			55	55	100%
MIDDLE SCHOOL MATHEMATICS	069				13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	13	13	100%	119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	13	13	100%	118	118	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				12	12	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				107	107	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC EDUCATION	110				1		
MUSIC CONTENT KNOWLEDGE	113				81	80	99%
FAMILY AND CONSUMER SCIENCES	120				6		
ART CONTENT KNOWLEDGE	133	3			30	29	97%
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				7		
SPEECH COMMUNICATION	220				7		
BIOLOGY CONTENT KNOWLEDGE	235	2			23	23	100%
CHEMISTRY CONTENT KNOWLEDGE	245				2		
GENERAL SCI CONTENT KNOWLEDGE	435				4		
MIDDLE SCHOOL SCIENCE	439				15	15	100%
AGRICULTURE	700				2		



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<i>Type of Assessment<sup>2</sup></i>				<b>Statewide</b>		
	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	70	70	100%	1361	1361	100%
Aggregate - Professional Knowledge	76	76	100%	1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	76	76	100%	1454	1443	99%
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>	76	76	100%	1429	1416	99%

*Footnotes:*

- <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 pass rate.