



LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS GRAMBLING STATE UNIVERSITY

Message from the Commissioner:

The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are under girded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the university embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the university seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The university prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society.

Mission of University (Cont'd.)

The university provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The university affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters in its students a commitment to service and to the improvement in the quality of life for all persons.

The university expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, "where everybody is somebody."

Student Characteristics of University

During Fall 2005, the university had a total enrollment of 4,573 undergraduate and 591 graduate students. A total of 2,107 students were males and 3,057 were females. The majority of the students were from Louisiana with a total of 3,373 in-state students, 1,708 out-of-state students, and 83 foreign students. Among students enrolled in the undergraduate program, 4,257 were black, 166 were white, and 150 were other races. Among students enrolled in the graduate program, 487 were black, 84 were white, and 20 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

- Continued research and scholarly endeavors by faculty in the following areas: Classroom Management, Cultural Diversity, Literacy Across the Curriculum, and PRAXIS Preparation.
- LA GEAR UP Grant funded for \$37,000 for summer of 2005.
- CITAL Grant for Literacy Enhancement funded for \$5,000.
- Nine Teacher Education Candidates inducted into the Grambling Chapter of Kappa Delta Pi.
- Faculty conducted workshop for the District of Columbia Public Schools and the International Reading Association in Washington, D. C. and in Chicago, Illinois.
- The Annual Spring Reading Conference was centered around using Hip Hop music and culture to promote and enhance reading instruction and literacy skills
- LA GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Grant funded for \$85,674 for summer of 2006.
- Teacher Education Faculty Member served in Ghana through the Habitat for Humanity Effort in summer of 2006.
- Grambling State University is one of three institutions in a consortium preparing Educational Leaders and Curriculum Specialists (Grambling State University, University of Louisiana at Monroe, and Louisiana Tech University).
- Partnership exists with K-12 school districts and systems inclusive of work with Grambling State University’s Professional Development School in Shreveport: Mooretown Elementary
- Teacher Education candidate was the recipient of the Thomas Clausen Award

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 2005-2006 including all areas of teaching specialization. | 413 |
|---|-----|

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 2005, Fall 2005, and/or Spring 2006. | 31 |
| 3. Supervising faculty for supervised student teaching and internship experiences. | |
| a. Number of appointed full time faculty in professional education | 19 |
| b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006. | 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 2005, Fall 2005, and Spring 2006. | 0 |
| d. Total number of supervising faculty for the teacher preparation program during 2005-2006. | 19 |
| 4. Student/faculty ratio for student teaching and internship experiences. | 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 2005-2006. | 35 |
| b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006. | 16 |
| c. Total number of hours required during academic year 2005-2006 for student teaching. | 540 |



LOUISIANA BOARD OF REGENTS 2006-2007 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 during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 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/2006>. 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
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

| UNIVERSITIES | TYPES OF PROGRAMS | TOTAL COMPLETED | NUMBER PASSED | PERCENTAGE PASSED |
|-----------------------------------|---|------------------------|----------------------|--------------------------|
| GRAMBLING STATE UNIVERSITY | HEA Title II 2005-2006 Regular Program Completers | 19 | 19 | 100% |
| | HEA Title II 2005-2006 Alternate Program Completers | 14 | 14 | 100% |
| | Total Number of 2005-2006 Program Completers | 33 | 33 | 100% |

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
REGULAR PROGRAM COMPLETERS
ARE LOCATED ON THE FOLLOWING PAGES.**

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
ALTERNATE PROGRAM COMPLETERS
ARE NOT YET AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE
FOR DISSEMINATION TO THE PUBLIC.**



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Scores**

| | |
|---|----------------------------|
| Institution Name | GRAMBLING STATE UNIVERSITY |
| Institution Code | 6250 |
| State | Louisiana |
| Number of Program Completers Submitted | 19 |
| Number of Program Completers found, matched, and used in passing rate Calculations¹ | 19 |

March 30, 2007

| | | | | | Statewide | | |
|---|-------------------------------|---------------------------------|----------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------|
| <i>Type of Assessment</i> | <i>Assessment Code Number</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Institutional Pass Rate</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Statewide Pass Rate</i> |
| Basic Skills | | | | | | | |
| PPST READING | 710 | | | | 310 | 310 | 100% |
| CBT READING | 711 | 2 | | | 14 | 14 | 100% |
| PPST WRITING | 720 | 2 | | | 310 | 310 | 100% |
| CBT WRITING | 721 | 2 | | | 18 | 18 | 100% |
| PPST MATHEMATICS | 730 | 1 | | | 304 | 304 | 100% |
| CBT MATHEMATICS | 731 | 2 | | | 16 | 16 | 100% |
| COMPUTERIZED PPST READING | 5710 | 10 | 10 | 100% | 1063 | 1063 | 100% |
| COMPUTERIZED PPST WRITING | 5720 | 10 | 10 | 100% | 1064 | 1064 | 100% |
| COMPUTERIZED PPST MATHEMATICS | 5730 | 10 | 10 | 100% | 1075 | 1075 | 100% |
| Professional Knowledge | | | | | | | |
| EARLY CHILDHOOD EDUCATION | 020 | 1 | | | 99 | 99 | 100% |
| EDUC. EXCEPTIONAL STUDENTS: CK | 353 | 1 | | | 52 | 52 | 100% |
| PRINCIPLES LEARNING & TEACHING K-6 | 522 | 9 | | | 835 | 833 | 100% |
| PRINCIPLES LEARNING & TEACHING 5-9 | 523 | 2 | | | 17 | 17 | 100% |
| PRINCIPLES LEARNING & TEACHING 7-12 | 524 | 7 | | | 494 | 492 | 100% |
| ED EXCEPT STUDENTS: MILD MODER. DISABIL | 542 | 1 | | | 50 | 50 | 100% |



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|-------------------------------------|-------------------------------|---------------------------------|----------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------|
| <i>Type of Assessment</i> | <i>Assessment Code Number</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Institutional Pass Rate</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Statewide Pass Rate</i> |
| Academic Content Areas | | | | | | | |
| ELEMENTARY ED CONTENT KNOWLEDGE | 014 | 10 | 10 | 100% | 912 | 909 | 100% |
| BIOLOGY AND GENERAL SCIENCE | 030 | | | | 10 | 10 | 100% |
| ENG LANG LIT COMP CONTENT KNOWLEDGE | 041 | 2 | | | 100 | 98 | 98% |
| ENG LANG LIT COMP PEDAGOGY | 043 | 2 | | | 100 | 100 | 100% |
| MIDDLE SCHOOL ENGLISH LANGUAGE ARTS | 049 | | | | 4 | | |
| TECHNOLOGY EDUCATION | 050 | | | | 1 | | |
| MATHEMATICS: CONTENT KNOWLEDGE | 061 | | | | 60 | 59 | 98% |
| MIDDLE SCHOOL MATHEMATICS | 069 | | | | 4 | | |
| CHEM PHYSICS AND GENERAL SCIENCE | 070 | | | | 9 | | |
| SOCIAL STUDIES: CONTENT KNOWLEDGE | 081 | | | | 113 | 113 | 100% |
| SOCIAL STUDIES: INTERPRET MATERIALS | 083 | | | | 112 | 112 | 100% |
| MIDDLE SCHOOL SOCIAL STUDIES | 089 | | | | 1 | | |
| PHYSICAL EDUCATION | 090 | | | | 3 | | |
| PHYSICAL ED: CONTENT KNOWLEDGE | 091 | 4 | | | 105 | 105 | 100% |
| BUSINESS EDUCATION | 100 | | | | 7 | | |
| MUSIC CONTENT KNOWLEDGE | 113 | 1 | | | 62 | 62 | 100% |
| FAMILY AND CONSUMER SCIENCES | 120 | | | | 5 | | |
| ART CONTENT KNOWLEDGE | 133 | | | | 17 | 17 | 100% |



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Scores**

| | |
|---|----------------------------|
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| Institution Code | 6250 |
| State | Louisiana |
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March 30, 2007

| | | | | | Statewide | | |
|---|-------------------------------|---------------------------------|----------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------|
| <i>Type of Assessment</i> | <i>Assessment Code Number</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Institutional Pass Rate</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Statewide Pass Rate</i> |
| Academic Content Areas (Cont'd.) | | | | | | | |
| FRENCH CONTENT KNOWLEDGE | 173 | | | | 5 | | |
| SPANISH CONTENT KNOWLEDGE | 191 | | | | 2 | | |
| SPEECH COMMUNICATION | 220 | | | | 4 | | |
| BIOLOGY CONTENT KNOWLEDGE | 235 | | | | 7 | | |
| MIDDLE SCHOOL SCIENCE | 439 | | | | 2 | | |
| AGRICULTURE | 700 | | | | 7 | | |



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Report**

| | |
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| State | Louisiana |
| Number of Program Completers Submitted | 19 |
| Number of Program Completers found, matched, and used in passing rate Calculations¹ | 19 |

March 30, 2007

| | | | | Statewide | | |
|---|---|--|--------------------------------|---|--|----------------------------|
| <i>Type of Assessment²</i> | <i>Number Taking Assessment³</i> | <i>Number Passing Assessment⁴</i> | <i>Institutional Pass Rate</i> | <i>Number Taking Assessment³</i> | <i>Number Passing Assessment⁴</i> | <i>Statewide Pass Rate</i> |
| Aggregate - Basic Skills | 15 | 15 | 100% | 1405 | 1405 | 100% |
| Aggregate - Professional Knowledge | 20 | 20 | 100% | 1495 | 1491 | 100% |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | 17 | 17 | 100% | 1440 | 1434 | 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 | 19 | 19 | 100% | 1474 | 1464 | 99% |

Notes:

- 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.