



# LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS SOUTHEASTERN LOUISIANA 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**

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

## **Student Characteristics of University**

During Fall 2005, the university had a total enrollment of 14,363 undergraduate and 1,705 graduate students. A total of 5,882 students were males and 10,186 were females. The majority of the students were from Louisiana with a total of 15,423 in-state students, 451 out-of-state students, and 194 foreign students. Among students enrolled in the undergraduate program, 2,630 were black, 10,904 were white, 471 were other races, and 358 did not report their race. Among students enrolled in the graduate program, 179 were black, 1,422 were white, 84 were other races, and 20 did not report their race.

## **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

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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**

- On June 22, 2006, Southeastern was notified that the Southern Association of Schools and Colleges (SACS) had approved Southeastern's request to offer a doctorate in Educational Leadership through a consortium arrangement along with the University of Louisiana at Lafayette. Southeastern immediately began the process of recruiting and accepting students into the first cohort for the Fall 2007 semester. Each institution admitted ten students each to make up the first cohort. Ten additional students from each university were admitted in Spring 2007 for the second cohort.
- The College of Education and Human Development is a member of two prestigious national teacher education groups: The National Association for Teaching and America's Future and Teachers for a New Era Learning Network. Southeastern was the only university in the state of Louisiana invited to participate in these organizations. Through these organizations, the College is involved in national discussions, policy developments and pilot programs to support and investigate reforms in the preparation of new teachers and the support of in-service teachers. Through membership in these organizations, Southeastern will receive a mini grant to develop an induction plan to support teachers in their initial three years in the rural school districts surrounding the university.
- Dean, Diane D. Allen unveiled a gallery of framed photographs of thirteen Southeastern Principals and Teachers of the Year in December of 2006. The thirteen individuals had attended a reception in their honor and had official photographs taken at the Spring 2006 honors convocation. The group included six Louisiana teachers of the year, four Louisiana principals of the year, one national teacher of the year, and two national distinguished principals of the year.

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

- Dean, Diane D. Allen honored the first fourteen inductees into the College’s Educator’s Honor Roll on Homecoming Day on October 28, 2006. Each person honored placed a plaque with his/her name and picture on the Honor Roll which is located outside the teacher education center lecture hall. Approximately sixty friends and family members crowded into the south lobby to witness the ceremony and congratulate the honorees. This will become an annual celebration during the Homecoming weekend.
- Two of Southeastern’s College of Education and Human Development administrators are the editors of three national educational journals. Dr. Frederick Dembowski is the editor of the *American Association of School Administrators (AASA) Journal of Scholarship and Practice*. He is also the managing editor of *The National Council of Professors of Educational Administration (NCPEA) Connexions*. Dr. Bill Neal is managing editor of the *Journal of the National Association for Alternative Certification*.
- Dr. Shirley Jacob has been appointed head of Southeastern’s Department of Teaching and Learning in the College of Education and Human Development. A member of the faculty since 1991, Jacob holds a doctorate in education from the University of Southern Mississippi. She has recently received a \$30,000 grant from Campus Compact to support service learning activities focused on assisting victims of Hurricane Katrina.
- Dean, Diane D. Allen along with faculty members James Kirylo and Leigh Ann Beard are working with the Tangipahoa Parish School System and the Hammond Chamber of Commerce Education Committee as the committee explores the issues surrounding poor performing schools in Hammond. The committees work led to a decision to pilot a magnet program for PK-3 in one local school. Drs. Allen, Kirylo and Beard will act as researchers from the university to document the process through quantitative and qualitative methods during the 2006-07 academic school year.

**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.	954
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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 2005, Fall 2005, and/or Spring 2006.	274
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	35
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	6
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.	32
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	73
4. Student/faculty ratio for student teaching and internship experiences.	3.75
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.	15
c. Total number of hours required during academic year 2005-2006 for student teaching.	270



## **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**

<b>UNIVERSITIES</b>	<b>TYPES OF PROGRAMS</b>	<b>TOTAL COMPLETED</b>	<b>NUMBER PASSED</b>	<b>PERCENTAGE PASSED</b>
<b>SOUTHEASTERN LOUISIANA UNIVERSITY</b>	HEA Title II 2005-2006 Regular Program Completers	175	175	100%
	HEA Title II 2005-2006 Alternate Program Completers	61	61	100%
	Total Number of 2005-2006 Program Completers	236	236	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**

<b>Institution Name</b>	SOUTHEASTERN LOUISIANA UNIVERSITY
<b>Institution Code</b>	6656
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	175
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	175

March 30, 2007

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	69	69	100%	310	310	100%
CBT READING	711	3			14	14	100%
PPST WRITING	720	67	67	100%	310	310	100%
CBT WRITING	721	5			18	18	100%
PPST MATHEMATICS	730	68	68	100%	304	304	100%
CBT MATHEMATICS	731	4			16	16	100%
COMPUTERIZED PPST READING	5710	94	94	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	94	94	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	95	95	100%	1075	1075	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	5			99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	16	16	100%	52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	118	118	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	3			17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	50	50	100%	494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	16	16	100%	50	50	100%



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<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	120	120	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	15	15	100%	100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	15	15	100%	100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	2			4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	4			60	59	98%
MIDDLE SCHOOL MATHEMATICS	069	2			4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	11	11	100%	113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	11	11	100%	112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089	1			1		
PHYSICAL EDUCATION	090	1			3		
PHYSICAL ED: CONTENT KNOWLEDGE	091	13	13	100%	105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	2			62	62	100%
FAMILY AND CONSUMER SCIENCES	120	2			5		
ART CONTENT KNOWLEDGE	133	4			17	17	100%



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					<b>Statewide</b>		
<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>
<b>Academic Content Areas (Cont'd.)</b>							
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191	1			2		
SPEECH COMMUNICATION	220	2			4		
BIOLOGY CONTENT KNOWLEDGE	235				7		
MIDDLE SCHOOL SCIENCE	439	2			2		
AGRICULTURE	700				7		



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

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*March 30, 2007*

				<b>Statewide</b>		
<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>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	167	167	100%	1405	1405	100%
Aggregate - Professional Knowledge	192	192	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	182	182	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						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	175	175	100%	1474	1464	99%



**Notes:**

- <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.