

**LOUISIANA BOARD OF REGENTS
2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
LOUISIANA TECH UNIVERSITY**

Message from the Commissioner:

Louisiana's teacher preparation reform efforts have brought national attention to our state and we commend everyone who has worked toward our success. It is exciting to find that preliminary results from the state's Value-Added Teacher Preparation Assessment Model have indicated that some teacher preparation programs in our state are demonstrating greater gains in student achievement than experienced teachers, another effort of national significance. These collective initiatives are all designed to improve the education of Louisiana's students and will assist us in meeting our goal of awarding 10,000 additional degrees or certificates by 2015. We are grateful to our campuses for their steadfast dedication to this work in these difficult economic times.

***Dr. Sally Clausen
Commissioner of Higher Education***

Mission of University

The mission of Louisiana Tech University is a comprehensive public university committed to quality in teaching, in research and creative activity, and in public service. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level education in its areas of strength; it offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise. It maintains as its highest priority, the education of its students and encourages its students to regard learning as a lifelong process. At Tech, advanced technology supports quality teaching, research, administration, and service.

Student Characteristics of University

During Fall 2007, the university had a total enrollment of 8353 undergraduate and 2205 graduate students. A total of 5036 students were males and 5522 were females. The majority of the students were from Louisiana with a total of 9059 in-state students, 983 out-of-state students, and 516 foreign students. Among students enrolled in the undergraduate program, 1304 were black, 6088 were white, and 961

were other races. Among students enrolled in the graduate program, 428 were black, 1310 were white, and 467 were other races.

Accreditation and Approval of Teacher Preparation Programs

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In addition, the college 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

- Louisiana Tech University provides to partner school systems a quality assurance of candidates completing its teacher education degree programs.
- Louisiana Tech University has established formal partnerships for school reform with two Monroe City schools, 3 schools in Lincoln Parish and 1 school in Caddo Parish. These partnership initiatives provide professional development for faculty and administrators as well as direct services to students.
- The College sponsors special workshops and other programs preparing teachers for National Board Certification. The programs resulted in 50 additional teachers securing national board certification during the year. In our 5 years of program operation, 140 other teacher participants have achieved this national recognition.
- Through a variety of externally funded projects, SciTEC directly served 8,355 K-12 students and 247 teachers representing schools throughout the state.
- Teacher candidates have sequential clinical experiences in multiple schools with diverse learners and high poverty indices beginning with the freshman year and continuing through student teaching and internship.
- Students in the College have rich opportunities for service learning experiences.

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

- In addition to excellent undergraduate teaching degrees, the unit offers high quality alternative certification programs at masters degree and post-baccalaureate levels.
- The Professional Development and Research Institute on Blindness focuses on providing appropriate preparation for teachers and parents of blind children and research on issues important in the field.
- The College's A.E. Phillips Laboratory School offers outstanding programs for children and youth, exceptional models of best practice in teaching and administration, and rich opportunities for research and professional development.
- The College's Psychological Services Clinic provides diagnostic and clinical services to the community, serving over 400 clients annually.
- A generous private donation supports tuition scholarships for cohort school faculty pursuing masters' degrees in teaching programs (Tech-Professional Outreach Program) or professional development and serves about 30 teachers and administrators per year.
- The College offers a full array of needs-based professional development initiatives for area educators.
- All clinical faculty supervisors are certified LaTAAP evaluators.
- All Unit programs have been redesigned in alignment with national and state standards.

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 2007-2008 including all areas of teaching specialization.	291
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Notable Features and Accomplishments of 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 200, Fall 2007, and/or Spring 2008.	181
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	12
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	7
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	9
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	16
4. Student/faculty ratio for student teaching and internship experiences.	9:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-2008.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	10
c. Total number of hours required during academic year 2007-2008 for student teaching.	400



LOUISIANA BOARD OF REGENTS

2008-2009 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, and 2008-09 *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 2003-2009, 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 and December 2008. During 2008-09, 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
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
LOUISIANA TECH UNIVERSITY	HEA Title II 2007-2008 Regular Program Completers	77	77	100%
	HEA Title II 2007-2008 Alternate Program Completers	66	66	100%
	Total Number of 2007-2008 Program Completers	143	143	100%



**HEA - Title II
2007-2008 Academic Year
Regular Program Completers**

Institution Name	LOUISIANA TECH UNIVERSITY
Institution Code	6372
State	Louisiana
Number of Program Completers Submitted	77
Number of Program Completers found, matched, and used in passing rate Calculations¹	77

March 30, 2009

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
Basic Skills							
PPST READING	710	15	15	100%	274	274	100%
PPST WRITING	720	16	16	100%	291	291	100%
PPST MATHEMATICS	730	14	14	100%	275	275	100%
COMPUTERIZED PPST READING	5710	55	55	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	54	54	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	57	57	100%	919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	14	14	100%	208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	5			62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	1			14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	29	29	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	6			56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	28	28	100%	438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	5			34	34	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	44	44	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030	1			1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			86	86	100%
ENG LANG LIT COMP PEDAGOGY	043	3			86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	1			17	17	100%



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March 30, 2009

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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	2			39	37	95%
MIDDLE SCHOOL MATHEMATICS	069	1			22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	7			106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	7			97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	2			80	80	100%
FAMILY AND CONSUMER SCIENCES	120	3			7		
ART CONTENT KNOWLEDGE	133	1			32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235	1			14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245	1			3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439	1			19	19	100%
AGRICULTURE	700	2			5		



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				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	71	71	100%	1205	1205	100%
Aggregate - Professional Knowledge	83	83	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	77	77	100%	1353	1351	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	77	77	100%	1313	1309	100%

Footnotes:

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.