

**LOUIDIANA BOARD OF REGENTS**  
**2008-09 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS**  
**LOUISIANA STATE UNIVERSITY AT SHREVEPORT**

***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**

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 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 2007, the university had a total enrollment of 3,556 undergraduate and 404 graduate students. A total of 1,417 students were males and 2,543 were females. The majority of the students were from Louisiana with a total of 3,591 in-state students, 322 out-of-state students, and 47 foreign students. Among students enrolled in the undergraduate program, 757 were black, 2,319 were white, and 480 were other races. Among students enrolled in the graduate program, 70 were black, 295 were white, and 39 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**

- The College of Education and Human Development at LSUS was awarded a grant in the amount of \$210,261 from the Fund for the Improvement of Education Program of Title V of the Elementary and Secondary Education Act. The purpose of the grant is to enhance teaching and learning at Midway Elementary Professional Development School in Shreveport, the PDS school with which the University has had a formal relationship for the past seven years. This grant has provided funding which has been used for tuition/fees for Midway teachers who are pursuing graduate work; "rewards" for students who have made outstanding progress in reading; stipends for teachers for pursuing professional development opportunities; a community health fair, including parenting workshops, for parents and other interested community members; attendance and presentations of papers for LSUS and Midway staff members at the National Professional Development School Conference; and a day on the LSUS campus to expose fifth graders to the possibility of attending college.

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

- LSUS was one of two recipients of the Louisiana Leaders Fellows Grant from the Board of Regents. We have had the pleasure of hosting ten Fellows from across the state between July 1, 2008 and July 31, 2009 in an intensive cohort program which will culminate in the awarding of a Master of Educational Leadership degree to each successful completer of the program.
- A proposal for a Doctor of Education degree in Educational Leadership has been submitted to and approved by the LSU System. Approval has also been extended by the LSU Board of Supervisors. Currently, the program is being considered for approval by the Board of Regents. We are excited by the possibility of offering this program to a portion of the state which is significantly underserved in the area of doctoral-level degrees.
- During the 2008-2009 academic year, approval has been granted for a Master of Education degree in Health and Physical Education.
- The Specialist in School Psychology program was recently granted the highest designation available to trainers of school psychologists by the National Association of School Psychologists. With this designation, graduates of the program are eligible for national certification upon successful completion of a national examination.

**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.	71
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.	131

**Teacher Preparation Program Data (Cont'd.)**

3. 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.	131
4. 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 2007, Fall 2007, and Spring 2008.	
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.	16
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	20
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 2007-2008.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	14
c. Total number of hours required during academic year 2007-2008 for student teaching.	490



## **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
<b>LOUISIANA STATE UNIVERSITY AT SHREVEPORT</b>	HEA Title II 2007-2008 Regular Program Completers	60	60	100%
	HEA Title II 2007-2008 Alternate Program Completers	29	29	100%
	Total Number of 2007-2008 Program Completers	89	89	100%



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

<b>Institution Name</b>	LOUISIANA STATE UNIV - SHREVEPORT
<b>Institution Code</b>	6355
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	60
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	60

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
<b>Basic Skills</b>							
PPST READING	710	10	10	100%	274	274	100%
PPST WRITING	720	10	10	100%	291	291	100%
PPST MATHEMATICS	730	11	11	100%	275	275	100%
COMPUTERIZED PPST READING	5710	45	45	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	45	45	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	44	44	100%	919	919	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	20	20	100%	208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	1			62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	4			14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	22	22	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	11	11	100%	438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	1			34	34	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	47	47	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			86	86	100%
ENG LANG LIT COMP PEDAGOGY	043	2			86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%



**HEA - Title II  
2007-2008 Academic Year  
Regular Program Completers  
(Cont'd.)**

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March 30, 2009

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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Academic Content Areas</b>							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	1			39	37	95%
MIDDLE SCHOOL MATHEMATICS	069				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	1			97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113				80	80	100%
FAMILY AND CONSUMER SCIENCES	120				7		
ART CONTENT KNOWLEDGE	133	2			32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235				14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439				19	19	100%
AGRICULTURE	700				5		



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March 30, 2009

<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	55	55	100%	1205	1205	100%
Aggregate - Professional Knowledge	59	59	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	60	60	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						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	60	60	100%	1313	1309	100%

***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 passrate.