

LOUISIANA BOARD OF REGENTS

2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHEASTERN LOUISIANA UNIVERSITY

Message from the Commissioner:

I would like to congratulate all of our campuses for their hard work to prepare effective new teachers. It is rewarding to find that we have some universities who are preparing new teachers in specific content areas whose students demonstrate as much or more growth in achievement than students taught by experienced teachers as measured by our Value-Added Teacher Preparation Assessment. We anticipate that more universities will have similar findings once they receive the results for their redesigned programs for the first time during summer 2010. Our teacher preparation programs are also to be commended for the outreach that they have provided to students and teachers in schools that surround their universities. These efforts help to strengthen the lives of children both within and outside the school environment.

*Sally Clausen
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 2008, the university had a total enrollment of 13,875 undergraduate and 1,349 graduate students. A total of 5,611 students were males and 9,613 were females. The majority of the students were from Louisiana with a total of 14,640 in-state students, 399 out-of-state students, and 185 foreign students. Among students enrolled in the undergraduate program, 2,398 were black, 10,406 were white, and 1,071 were other races. Among students enrolled in the graduate program, 146 were black, 1,092 were white, and 111 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

- Family & Consumer Sciences nutrition instructors were asked to represent Southeastern Louisiana University by participating in a Health Fair sponsored by Congressman Steve Scalise. The event was held on Saturday, March 6th at the Slidell Recreation Department. The theme of the event was "Cancer Awareness and Prevention". Almost 100,000 invitations were sent to residents of St. Tammany Parish. FCS Nutrition Instructors and Registered Dietitians, Heather Dykes and Susan Quinn, served as "Kitchen Counselors" by assisting St. Tammy parish residents in planning quick, healthy, low-cost meals.
- Dr. Colleen Klein-Ezell and Dr. Camille Yates of the Department of Teaching and Learning received from Southeastern's Office of Sponsored Research the award for the largest number of funded grants.
- In a collaborative agreement between Southeastern and the country of Panama, the Panamanian government has funded professional development activities through Southeastern to remediate Panamanian teachers' English skills by offering non credit classes in education pedagogy from the Department of Teaching and Learning.
- The Library of Congress awarded an additional \$300,000 to the Department of Teaching and Learning for the Teaching with Primary Sources program.
- The Department of Teaching and Learning hosted the Student Teaching and Reaching (STAR) State Conference. Over 200 high school students from throughout the state participated. Eight students participated in breakout sessions and eight competitions.
- Currently, there are 84 students enrolled in the Doctor of Education degree program in Educational Leadership. The program is in its first semester for the Terrebonne Parish cohort which is supported by a grant from the United States Department of Education. There are 6 doctoral candidates from Southeastern in the program and they include central office as well as school site administrators. There are also 12 doctoral candidates in the consortium doctoral program in Ascension Parish.

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

- Beginning in Spring 2010, new MED cohorts in Technology Leadership were established in Jefferson Parish. Enrollment in the MED program in Educational Leadership has more than tripled during the past year with new cohorts opening in St. John the Baptist Parish, Ascension Parish and St. Tammany Parish. Plans have been made for a new cohort to begin in East Baton Rouge Parish in the Fall of 2010.
- All faculty in the Department of Educational Leadership and Technology have made scholarly contributions to the professional literature during the past year, including more than 50 regional, national and international presentations, 31 articles, 12 book chapters, and 3 books, in addition to several grants. Faculty/staff are publishing four different national journals out of the College of Education and Human Development. Managing editors of the Journal for Deaf Education Technology are Dr. Becky Parton and Dr. Jason Hancock. Managing editors of the Journal of Technology in Administrative Practice are Dr. Jason Hancock and Dr. Becky Parton. Both Parton and Hancock are faculty members in the Department of Educational Leadership and Technology. Managing editors of the International Review of Educational Leadership and the International Review of Higher Education Administration are Dr. Kenneth E. Lane, Coordinator of the Educational Leadership doctoral program, and Dr. Michael D. Richardson, Head of the Department of Educational Leadership and Technology. Dr. Bill Neal, Interim Dean of the College of Education is the managing editor of the Journal of the National Association for Alternative Certification.

Teacher Preparation Program Data

The following data have been provided about the teacher preparation program.

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|---|-----|
| 1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2008-2009 including all areas of teaching specialization. | 907 |
|---|-----|

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 2008, Fall 2008, and/or Spring 2009. | 261 |
| 3. Supervising faculty for supervised student teaching and internship experiences. | |
| a. Number of appointed full-time faculty in professional education. | 30 |
| b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009. | 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 2008, Fall 2008, and Spring 2009. | 18 |
| d. Total number of supervising faculty for the teacher preparation program during 2008-2009. | 48 |
| 4. Student/faculty ratio for student teaching and internship experiences. | 5.4:1 |
| 5. Student participation in student teaching. | |
| a. Average number of hours per week required of student participation in supervised student teaching during academic year 2008-2009. | 35 |
| b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009. | 15 |
| c. Total number of hours required during academic year 2008-2009 for student teaching. | 525 |



LOUISIANA BOARD OF REGENTS 2009-2010 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, 2008-09, and 2009-2010 *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 2003-2010, 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, December 2008, and August 2009. During 2009-10, 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
2008-2009 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

| UNIVERSITY | TYPES OF PROGRAMS | TOTAL COMPLETED | NUMBER PASSED | PERCENTAGE PASSED |
|--|---|-----------------|---------------|-------------------|
| SOUTHEASTERN LOUISIANA UNIVERSITY | HEA Title II 2008-2009 Regular Program Completers | 180 | 180 | 100% |
| | HEA Title II 2009-2009 Alternate Program Completers | 25 | 25 | 100% |
| | Total Number of 2008-2009 Program Completers | 205 | 205 | 100% |



HEA - Title II 2008-2009 Academic Year

| | |
|---|-----------------------------------|
| Institution Name | SOUTHEASTERN LOUISIANA UNIVERSITY |
| Institution Code | 6656 |
| State | Louisiana |
| Number of Program Completers Submitted | 180 |
| Number of Program Completers found, matched, and used in passing rate Calculations¹ | 180 |

April 24, 2010

| 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 | 39 | 39 | 100% | 178 | 178 | 100% |
| PPST WRITING | 720 | 45 | 45 | 100% | 192 | 192 | 100% |
| PPST MATHEMATICS | 730 | 44 | 44 | 100% | 184 | 184 | 100% |
| COMPUTERIZED PPST READING | 5710 | 103 | 103 | 100% | 680 | 680 | 100% |
| COMPUTERIZED PPST WRITING | 5720 | 97 | 97 | 100% | 670 | 670 | 100% |
| COMPUTERIZED PPST MATHEMATICS | 5730 | 96 | 96 | 100% | 673 | 673 | 100% |
| Professional Knowledge | | | | | | | |
| EARLY CHILDHOOD EDUCATION | 020 | 7 | | | 96 | 96 | 100% |
| EDUC. EXCEPTIONAL STUDENTS: CK | 353 | 6 | | | 68 | 68 | 100% |
| PRINCIPLES LEARNING & TEACHING ERLY CHLD | 521 | 20 | 20 | 100% | 118 | 118 | 100% |
| PRINCIPLES LEARNING & TEACHING K-6 | 522 | 82 | 82 | 100% | 550 | 550 | 100% |
| PRINCIPLES LEARNING & TEACHING 5-9 | 523 | 22 | 22 | 100% | 55 | 55 | 100% |
| PRINCIPLES LEARNING & TEACHING 7-12 | 524 | 42 | 42 | 100% | 426 | 425 | 100% |
| ED EXCEPT STUDENTS: MILD MODER. DISABIL | 542 | 6 | | | 43 | 43 | 100% |
| Academic Content Areas | | | | | | | |
| ELEMENTARY ED CONTENT KNOWLEDGE | 014 | 111 | 111 | 100% | 769 | 768 | 100% |
| ENG LANG LIT COMP CONTENT KNOWLEDGE | 041 | 13 | 13 | 100% | 97 | 97 | 100% |
| ENG LANG LIT COMP PEDAGOGY | 043 | 13 | 13 | 100% | 97 | 97 | 100% |



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April 24, 2010

| 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 |
| Academic Content Areas | | | | | | | |
| MIDDLE SCHOOL ENGLISH LANGUAGE ARTS | 049 | 4 | | | 11 | 11 | 100% |
| MATHEMATICS: CONTENT KNOWLEDGE | 061 | 2 | | | 31 | 30 | 97% |
| MIDDLE SCHOOL MATHEMATICS | 069 | 7 | | | 25 | 25 | 100% |
| SOCIAL STUDIES: CONTENT KNOWLEDGE | 081 | 13 | 13 | 100% | 81 | 81 | 100% |
| SOCIAL STUDIES: INTERPRET MATERIALS | 083 | 13 | 13 | 100% | 81 | 81 | 100% |
| MIDDLE SCHOOL SOCIAL STUDIES | 089 | 9 | | | 13 | 13 | 100% |
| PHYSICAL ED: CONTENT KNOWLEDGE | 091 | 12 | 12 | 100% | 93 | 93 | 100% |
| BUSINESS EDUCATION | 100 | | | | 11 | 11 | 100% |
| MUSIC CONTENT KNOWLEDGE | 113 | 10 | 10 | 100% | 75 | 75 | 100% |
| FAMILY AND CONSUMER SCIENCES | 120 | | | | 1 | | |
| ART CONTENT KNOWLEDGE | 133 | 2 | | | 29 | 29 | 100% |
| FRENCH CONTENT KNOWLEDGE | 173 | | | | 4 | | |
| SPANISH CONTENT KNOWLEDGE | 191 | 1 | | | 6 | | |
| SPEECH COMMUNICATION | 220 | | | | 4 | | |
| BIOLOGY CONTENT KNOWLEDGE | 235 | 1 | | | 20 | 20 | 100% |
| CHEMISTRY CONTENT KNOWLEDGE | 245 | | | | 3 | | |
| PHYSICS CONTENT KNOWLEDGE | 265 | | | | 1 | | |
| GENERAL SCI CONTENT KNOWLEDGE | 435 | | | | 1 | | |
| MIDDLE SCHOOL SCIENCE | 439 | 8 | | | 17 | 17 | 100% |



**HEA - Title II
2008-2009 Academic Year**

| | |
|---|-----------------------------------|
| Institution Name | SOUTHEASTERN LOUISIANA UNIVERSITY |
| Institution Code | 6656 |
| State | Louisiana |
| Number of Program Completers Submitted | 180 |
| Number of Program Completers found, matched, and used in passing rate Calculations¹ | 180 |

April 24, 2010

| | | | | 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 | 143 | 143 | 100% | 872 | 872 | 100% |
| Aggregate - Professional Knowledge | 179 | 179 | 100% | 1313 | 1312 | 100% |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | 193 | 193 | 100% | 1304 | 1302 | 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 | 180 | 180 | 100% | 1273 | 1270 | 100% |

- 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.