

**LOUISIANA BOARD OF REGENTS
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
SOUTHERN UNIVERSITY AND A&M COLLEGE**

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 Southern University and A&M College, an Historically Black, 1890 land-grant institution, is to provide opportunities for a diverse student population to achieve a high-quality, global educational experience, to engage in scholarly, research, and creative activities, and to give meaningful public service to the community, the state, the nation, and the world so that Southern University graduates are competent, informed, and productive citizens.

Student Characteristics of University

During Fall 2008, the university had a total enrollment of 6,453 undergraduate and 1,216 graduate students. A total of 2,787 students were males and 4,882 were females. The majority of the students were from Louisiana with a total of 6,213 in-state students, 1,308 out-of-state students, and 148 foreign students. Among students enrolled in the undergraduate program, 6,166 were black, 196 were white, and 91 were other races. Among students enrolled in the graduate program, 1,025 were black, 96 were white, and 95 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

- Each semester, the College of Education sponsors a Teacher Job Fair for its graduating seniors as well as for students from other colleges who aspire to become teachers. Additionally, the community is invited to come which allows us to showcase the talent of the dynamic students enrolled in the College. This spring, over 60 schools districts participated bringing along 110 recruiters. The school districts represented included: Arkansas, Florida, Louisiana, Mississippi, Nebraska, Nevada, and Texas. Several students received Letters of Attempt as a preliminary offer for employment.
- The College of Education hosted a **Visiting Lecturer, Dr. Lisa Delpit**. Dr. Delpit has provided professional development workshops on diversity for Professional Development Schools and worked with teacher education candidates in structuring research on best practices for enhancing urban schools.
- The Department of Curriculum and Instruction hosted a “**Wellness and Lifestyle Change Health Fair**” for the university. Over thirty (30) health agencies, businesses and health care professionals participated in the health fair. The program was coordinated by faculty and students in the Health and Physical Education Program.
- The College of Education has submitted a **STUDENT SUPPORT SERVICES GRANT** that is intended to increase the overall academic performance of students who will enter the College of Education, increase the retention and graduation rates of students in the College of Education; and increase the number of students passing the PRAXIS examinations.

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

- The Department of Curriculum and Instruction has submitted redesigned Alternate Certification programs to reflect the new **Certification-Only Programs** to the State Department of Education.
- The Department of Curriculum and Instruction received approval with stipulations for the **integrated to merged special education program in elementary education and middle school education.**
- Faculty members in the Department of Educational Leadership have participated in **training opportunities** sponsored by the Wallace Grant.
- Faculty members in the College of Education **revised assessment tasks** and submitted for input in the LiveText System.
- The College of Education received funds to continue to work with the **Thurgood Marshall College Fund's (TMCf) Center for Innovative HBCU School Reform** Partnerships. The College of Education is in partnership with Capitol Pre-College Academy for Boys and Capitol Pre-College Academy for Girls.
- The **Educational Leadership Program** was selected to participate in a \$3.4 million dollar grant from the **Wallace Foundation**. The purpose is to strategically develop and implement a cohesive leadership system that provide the necessary conditions for state agencies, universities, districts and private providers to be in sync and work collaboratively to increase the number of effective new leaders who can improve student achievement. This initiative involves the Board of Regents, Board of Elementary and Secondary Education, State Department of Education, University of Louisiana System and the Office of the Governor.

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 2008-2009 including all areas of teaching specialization.	65
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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 2008, Fall 2008, and/or Spring 2009.	72
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	5
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	2
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.	5
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	12
4. Student/faculty ratio for student teaching and internship experiences.	6:1
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.	25
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.	375



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
SOUTHERN UNIVERSITY AND A&M COLLEGE	HEA Title II 2008-2009 Regular Program Completers	34	34	100%
	HEA Title II 2009-2009 Alternate Program Completers	31	31	100%
	Total Number of 2008-2009 Program Completers	65	65	100%



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

Institution Name	SOUTHERN UNIV A and M COLLEGE
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	34
Number of Program Completers found, matched, and used in passing rate Calculations¹	34

April 24, 2010

<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	2			178	178	100%
PPST WRITING	720	1			192	192	100%
PPST MATHEMATICS	730	2			184	184	100%
COMPUTERIZED PPST READING	5710	23	23	100%	680	680	100%
COMPUTERIZED PPST WRITING	5720	23	23	100%	670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	21	21	100%	673	673	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	2			68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	17	17	100%	550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	15	15	100%	426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	2			43	43	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	18	18	100%	769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	5			97	97	100%
ENG LANG LIT COMP PEDAGOGY	043	5			97	97	100%



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Academic Content Areas							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	1			31	30	97%
MIDDLE SCHOOL MATHEMATICS	069				25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	1			81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	2			93	93	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC CONTENT KNOWLEDGE	113	5			75	75	100%
FAMILY AND CONSUMER SCIENCES	120				1		
ART CONTENT KNOWLEDGE	133				29	29	100%
FRENCH CONTENT KNOWLEDGE	173				4		
SPANISH CONTENT KNOWLEDGE	191				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				17	17	100%
AGRICULTURE	700				12	12	100%



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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	25	25	100%	872	872	100%
Aggregate - Professional Knowledge	34	34	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	33	33	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	34	34	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.