

LOUISIANA BOARD OF REGENTS
2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
TULANE UNIVERSITY

Message from the Commissioner:

Louisiana is being recognized nationally for the efforts of our universities to prepare high-quality new teachers who enter the profession prepared to address the needs of PK-12 students. All campuses are to be commended for the work they have done in the past and the work they are doing today to enhance the knowledge and skills of all new teachers. As improved student achievement continues to be a goal of all educators in Louisiana, the success of your work will continue for years to come as your well-prepared new teachers further develop their capabilities and become even more effective teachers in the future. The work you are doing is of the utmost importance, for it impacts the lives of students in Louisiana, and it impacts the economic health of our state.

*E. Joseph Savoie
Commissioner of Higher Education*

Mission of University

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom.

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

Student Characteristics of University

During fall 2006 the university had a total enrollment of 6533 undergraduate and 4073 graduate students. A total of 5246 students were males and 5360 were females. The majority of the students were not from Louisiana with a total of 3196 in-state students, 6338 out-of-state students, and 703 identified as foreign students. Of valid responses, among students enrolled in the undergraduate program, 526 were black, 4744 were white, and 768 were other races. Of valid responses, among students enrolled in the graduate program, 286 were black, 2291 were white, and 441 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 Teacher Preparation Program is preparing for its initial accreditation through Teacher Education Accreditation Council. All of the university's teacher preparation programs are approved by the Louisiana Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Tulane's Teacher Preparation and Certification Programs received approval for 3 programs (PreK-3 Early Childhood; 6-12 Secondary; and K-12 Dance) in August 2005. The unit received second-stage approval from SBESE in December of 2005. Six (6) students were formally admitted to the non-masters alternate certification programs and completed student teaching/internships in SY 2006-07.
- Tulane University does not have a College or School of Education, therefore the Teacher Preparation and Certification Program is housed directly under Newcomb-Tulane University, which collaborates internally with all university schools

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 2006-2007 including all areas of teaching specialization.	0
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 2006, Fall 2006, and/or Spring 2007.	6
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	3
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	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 2006, Fall 2006, and Spring 2007.	0

Teacher Preparation Program Data (Cont'd)

4. Supervising faculty for supervised student teaching and internship experiences.	
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	3
4. Student/faculty ratio for student teaching and internship experiences.	2:0
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2006-2007.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006-2007.	13
c. Total number of hours required during academic year 2006-2007 for student teaching.	455



LOUISIANA BOARD OF REGENTS 2007-2008 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. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06, 2006-07, and 2007-08 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/2007>. 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
2006-2007 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
TULANE UNIVERSITY	HEA Title II 2006-2007 Regular Program Completers	N/A	N/A	N/A
	HEA Title II 2006-2007 Alternate Program Completers	7	7	100%
	Total Number of 2006-2007 Program Completers	7	7	100%