



LOUISIANA BOARD OF REGENTS

2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHEASTERN LOUISIANA UNIVERSITY

Message from the Commissioner:

We are pleased to offer the following reports on teacher education programs in Louisiana's colleges and universities. This information is important to our continuing efforts to keep the public informed about the quality of our teacher preparation programs. Last year (2000-2001) was a baseline year for the reporting of data. This year, the first factor used in our comprehensive accountability program is being released – student passage rates on the teacher certification examination (PRAXIS). Additional factors will be assessed in the coming years in an effort to develop an overall assessment of teacher preparation programs that is meaningful and serves as a catalyst for continued reform. As a result of authentic partnerships now being created between universities and districts to recruit, prepare, and retain teachers, we are building upon our united goal of providing every child in Louisiana caring and qualified teachers in every class every year. We commend our universities and districts for their ongoing commitment to improve education in Louisiana.

E. Joseph Savoie
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 2000, Southeastern Louisiana University had a total enrollment of 12,920 undergraduate and 1,615 graduate students. A total of 5,158 students were males and 9,377 were females. The majority of the students were from Louisiana with a total of 14,137 in-state students, 225 out-of-state students, and 173 foreign students. Among students enrolled in the undergraduate program, 1,761 were black, 10,666 were white, and 493 were other races. Among students enrolled in the graduate program, 205 were black, 1,306 were white, and 104 were other races.

Accreditation and Approval of Teacher Preparation Program

Southeastern Louisiana University is accredited by the Southern Association of Colleges and Schools (SACS) and 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

- Southeastern was the first school in the state and one of the first in the nation to institute a "teacher guarantee" program, ensuring its education graduates know their subject matter, can teach to a diverse student population, and can infuse technology throughout the curriculum. The program is in effect in 10 area school districts.
- For more than 25 years, Southeastern education students have been required to gain extensive classroom experience in area schools prior to even beginning their student teaching. All College of Education and Human Development students participate in group screening interviews to assess potential for success in the teaching profession.
- Southeastern entered into an agreement with Tangipahoa Parish School Board to make Midway Elementary School our first Professional Development School (PDS). University teacher education faculty and the PDS faculty work together to provide longer and more intense methods of teaching experiences for selected students. Additional PDS relationships will be developed in the 2002-2003 academic year.
- Southeastern sponsors the Teacher Scholars Program, which provides intensive mentoring and an accelerated master's degree for first-year teachers. The results: after five years, 97% of those teachers are still in the classroom.
- Southeastern, which already has one of the largest alternative certification programs in the state, will replace the current non-degree alternative certification program with a degree program beginning with the 2002-2003 academic year: the Master of Arts in Teaching degree (MAT).

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

- Southeastern pioneered satellite delivery of courses for teacher certification and was the first university to offer an alternative certification program using compressed video and the Internet. A \$1.8 million Congressional appropriation will allow Southeastern to offer the MAT alternative certification throughout the nation, allowing individuals to gain certification any time, any place.
- The Southeastern Laboratory School has been noted as a “School of Academic Distinction” among all elementary schools in the state.
- Historically, Southeastern ranks near the top in the number of teachers certified in the state. The Louisiana “Teachers of the Year” for three of the last four years have been Southeastern graduates, and Southeastern is ranked second in the state for the number of graduates who are nationally board certified. In addition, Southeastern is the only university in Louisiana that has an instructor who has achieved National Board Certification.
- Southeastern’s mentor teachers, who supervise the student teachers in area schools, have benefited from high quality professional development programs, such as the university’s Early Literacy Initiative Project. This professional development program has been recognized by the National Staff Development Council and the National Education Association as a results-based model for increasing elementary student achievement.
- The College of Education and Human Development has benefited from increased external funding over the past several years, reaching a level of \$3.3 million in grants for 2000-2001.
- Southeastern students work directly with at-risk preschool children through a partnership with Jumpstart, a national service learning program.

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 2000-2001 including all areas of teaching specialization.	1,095
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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 2000, Fall 2000, and/or Spring 2001.	283
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	39
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	4
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	19
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	62
4. Student/faculty ratio for student teaching and internship experiences.	5:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2000-2001.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	15
c. Total number of hours required during academic year 2000-2001 for student teaching.	450



LOUISIANA BOARD OF REGENTS
2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM
SOUTHEASTERN LOUISIANA UNIVERSITY

In compliance with the Higher Education Act of 1998, Louisiana has created a Teacher Preparation Accountability System that is assessing the performance of teacher preparation programs within the state. During the first phase of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) is being assessed. During each succeeding year, additional factors will be assessed to examine such areas as: increased quantity in critical shortage areas; ratings by first year teachers of their teacher preparation programs; ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the state are diligently working to address the need to produce quality teachers who are effective when working with PK-12 students.

GRADE FOR PERFORMANCE ON STATE TEACHERS' EXAMINATION

Southeastern Louisiana University has been assigned a grade of **A** for the performance of regular and alternate certification program completers on the state teachers' examination (PRAXIS). The following scale was used to determine performance grades: A+ (Exemplary) = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C (At-Risk) = 80-85% Passage Rate; Below C (Low Performing) = Below 80% Passage Rate.

PASSAGE RATES OF ALL REGULAR AND ALTERNATE CERTIFICATION PROGRAM COMPLETERS

The following table summarizes passage rates of regular and alternate certification program completers during 1999-2000, 2000-2001, and both years for **Southeastern Louisiana University**.

1999-2000 PROGRAM COMPLETERS			2000-2001 PROGRAM COMPLETERS			TOTAL 1999-2000 & 2000-2001 PROGRAM COMPLETERS		
Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed
Regular	233 out of 243 students	96%	Regular	224 out of 242 students	93%	Regular	457 out of 485 students	94%
Alternate	42 out of 46 students	91%	Alternate	32 out of 37 students	87%	Alternate	74 out of 83 students	89%
Total	275 out of 289 students	95%	Total	256 out of 279 students	92%	Total	531 out of 568 students	94%

PROCESS TO DETERMINE GRADES

Grades are based upon either the passage rates of program completers during the most recent academic year (2000-2001) OR average passage rates of program completers during the previous two years (1999-2000 and 2000-2001). The highest of the two passage rates is used to determine the actual grade. This process is used to adjust for three conditions: (1) limited number of program completers at institutions with small teacher preparation programs; (2) variance in student populations over a two year time period; and (3) significant improvements occurring at institutions over a two year time period.



PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2000-2001 REGULAR PROGRAM COMPLETERS

ENTRY REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

All regular and alternate certification students must pass the following PRAXIS subtests to be formally admitted to a teacher preparation program at a college or university in Louisiana. Regular students are those who are completing a program of study to graduate with a baccalaureate degree in education. Alternate certification students are those who already possess a baccalaureate degree outside of education and are completing an alternate certification program to become certified to teach.

Type of Assessment: **Basic Skills**

- (1) Communications Skills and General Knowledge **OR**
- (2) Reading, Writing, and Mathematics

State law requires all students to take all required PRAXIS subtests prior to graduation, but it does not require students to pass the subtests. Individual institutions have developed their own policies that require students to pass the PRAXIS subtests to graduate.

TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

To be certified to teach in Louisiana, individuals must complete an approved teacher preparation program, possess a 2.5 grade point average, pass the Basic Skills subtests, and pass PRAXIS subtests in the following areas:

Type of Assessment: **Professional Knowledge**

- (1) Professional Knowledge **OR**
- (2) Principles Learning & Teaching K-6 **OR**
- (3) Principles Learning & Teaching 7-12

AND

Type of Assessment: **Academic Content Areas** The subtests vary according to the areas of certification.

REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998

The Higher Education Act of 1998 requires all institutions in the United States with teacher preparation programs to issue institutional reports on a yearly basis which contain information specified by the U.S. Department of Education. In addition, the Act requires institutions to provide the public with specific information pertaining to the passage rates of regular program completers on individual subtests. The following pages contain a report developed by the Educational Testing Service to provide a breakdown of program completer performance on individual subtests.

A similar report is currently being developed by the Educational Testing Service regarding the performance of 2000-2001 alternate certification program completers on individual subtests. Once the report is received, it will be placed on the Board of Regents web site (<http://www.regents.state.la.us>).



**HEA - Title II
2000-2001 Academic Year
Regular Program Completers**

Institution Name	Southeastern Louisiana University
Institution Code	6656
State	Louisiana
Number of Program Completers Submitted	242
Number of Program Completers found, matched, and used in passing rate Calculations	242

<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>
Basic Skills				
COMMUNICATION SKILLS	500	220	219	100%
GENERAL KNOWLEDGE	510	222	222	100%
PPST READING	710	13	13	100%
CBT READING	711	2		
PPST WRITING	720	13	13	100%
CBT WRITING	721	1		
PPST MATHEMATICS	730	12	12	100%
CBT MATHEMATICS	731	2		
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	42	41	98%
PRINCIPLES LEARNING & TEACHING K-6	522	143	139	97%
PRINCIPLES LEARNING & TEACHING 7-12	524	53	50	94%
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010	25	25	100%
ELEM ED CURR INSTRUC ASSESSMENT	011	147	142	97%
ELEM ED CONTENT AREA EXERCISES	012	145	143	99%
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030	3		
ENGLISH LANGUAGE AND LITERATURE	040	1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	8		
ENG LANG LIT COMP PEDAGOGY	043	8		



**HEA - Title II
2000-2001 Academic Year
Regular Program Completers (Cont'd)**

Institution Name	Southeastern Louisiana University
Institution Code	6656
State	Louisiana
Number of Program Completers Submitted	242
Number of Program Completers found, matched, and used in passing rate Calculations	242

<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>
Academic Content Areas (Cont'd)				
MATHEMATICS	060	4		
CHEM PHYSICS AND GENERAL SCIENCE	070	1		
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	12	9	75%
SOCIAL STUDIES: INTERPRET MATERIALS	083	12	9	75%
PHYSICAL EDUCATION	090	19	17	89%
BUSINESS EDUCATION	100			
MUSIC EDUCATION	110	2		
HOME ECONOMICS EDUCATION	120	1		
FRENCH	170	1		



**HEA - Title II
2000-2001 Academic Year
Regular Program
Completers (Cont'd)**

Institution Name	Southeastern Louisiana University
Institution Code	6656
State	Louisiana
Number of Program Completers Submitted	242
Number of Program Completers found, matched, and used in passing rate Calculations	242

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	236	234	99%
Aggregate - Professional Knowledge	238	230	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	224	208	93%
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 Rates	242	224	93%