



# LOUISIANA BOARD OF REGENTS

## 2003-2004 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### SOUTHEASTERN LOUISIANA UNIVERSITY

#### **Message from the Commissioner:**

*The following institutional report represents a critical component of the education community's effort to improve our state's teacher education programs at both public and private universities. This annual report is intended to keep Louisiana's citizens informed about the quality of our teacher preparation. In 2002, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). Last year, the formula was expanded to make the scores an even more meaningful catalyst for continued reform. As was the case last year, the scores have been calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Teacher preparation accountability is just one of the many benefits Louisiana is reaping from partnerships that have been created between universities and school districts to recruit, prepare, and retain teachers. Our goal is to provide every child in Louisiana caring and qualified teachers in every class every year – to ensure that truly no child is left behind.*

**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, 2002, the university had a total enrollment of 13,338 undergraduate and 1,807 graduate students. 9,749 students were males and 5,446 were females. The majority of the students were from Louisiana with a total of 14,686 in-state students, 332 out-of-state students, and 177 foreign students. Among students enrolled in the undergraduate program, 2,046 were black, 10,808 were white, and 371 were other races. Among students enrolled in the graduate program, 252 were black, 1,475 were white, and 64 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 Board of Elementary and Secondary Education.

#### **Notable Features and Accomplishments of Teacher Preparation Program**

- A Southeastern graduate, Josh Michael Burton, was one of three Louisiana teachers chosen to receive the prestigious \$25,000 Milken National Educator Award for 2003. Mr. Burton was a 1992 graduate in science education and currently teaches biology at Albany High School.
- Southeastern opened a new \$8 million dollar south annex to the Cate Teacher Education Center on campus during the summer 2003 semester. The annex has 10 classrooms, a 200-seat lecture hall, a technology classroom, a technology laboratory classroom, and 3 conference rooms. In addition, the annex has office suites for the dean and two department heads including supportive faculty offices. Photographs of the new south annex can be viewed at <http://www.selu.edu/Academics/Education/COEHD/building.htm>
- Installed in all instructional areas of the new annex of the Cate Teacher Education Center are technology-rich teaching aids such as Internet access, Smart Boards, and ceiling-mounted projectors for viewing a full range of electronic media.
- Southeastern has replaced its non-degree alternative certification program with a Master of Arts in Teaching Degree. In addition to the traditional on-campus degree program, the MAT is offered 100% on-line to non-certified teachers who are teaching (because of an emergency) full time at the grade level and subject area of the certification being sought. More than 800 students have been admitted since summer 2002, with over 400 students in attendance each semester.

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

- Southeastern initiated two additional Professional Development Schools (PDS) during the 2002-2003 academic year: Hammond Westside Upper Elementary and Ponchatoula Junior High School. These PDS allow university faculty and PDS faculty to work together to provide longer and more intense methods of teaching experiences for teacher preparation candidates.
- Southeastern continues to have strong success in keeping certified teacher graduates in the classroom through the Teacher Scholars Program. The Teacher Scholars Program provides intensive mentoring and an accelerated master's degree for first year teachers. After six years, 97% of teacher participants are still in the classroom.
- The on-campus Southeastern Laboratory School is consistently regarded as one of the best elementary schools in the area. The state's School Report Card has consistently labeled the Laboratory School as a "Four Star School" among elementary schools in the state. The Laboratory School was also included in the Teacher Education Center renovation and provides expanded and updated facilities for its students.
- External funding for the College of Education and Human Development has risen to more than \$3 million per year. In 2002-2003, Southeastern was awarded a \$1.3 million Title III grant to provide quality professional development to teachers of limited English proficient (LEP) students in four neighboring parish school systems: East Baton Rouge, Lafayette, Livingston, and Tangipahoa parishes.
- Southeastern's mentor teachers, who supervise preservice candidates and student teachers in area schools, have benefited from high quality professional programs such as the university's Early Literacy 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.

**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 2002-2003 including all areas of teaching specialization.	<b>856</b>
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**Teacher Preparation Program Data (Cont'd)**

1. 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 2002, Fall 2002, and/or Spring 2003.	285
2. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education.	34
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2002, Fall 2002, and Spring 2003.	5
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2002, Fall 2002, and Spring 2003.	26
d. Total number of supervising faculty for the teacher preparation program during 2002-2003.	65
3. Student/faculty ratio for student teaching and internship experiences.	4.38:1
4. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2002-2003.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2002-2003.	15
c. Total number of hours required during academic year 2002-2003 for student teaching.	450

**LOUISIANA BOARD OF REGENTS  
2003-2004 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

**SOUTHEASTERN LOUISIANA UNIVERSITY**

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 the second phase (which began in 2002), 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' examination (PRAXIS) and ratings by teachers of their satisfaction with their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: 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 working diligently to produce quality teachers who work effectively with PK-12 students.

**I. INSTITUTIONAL PERFORMANCE INDEX**

**A. Grade Performance of 2002-2003 Regular and Alternate Certification Program Completers on Certification Index  
(Percentage of students who passed the PRAXIS examination)**

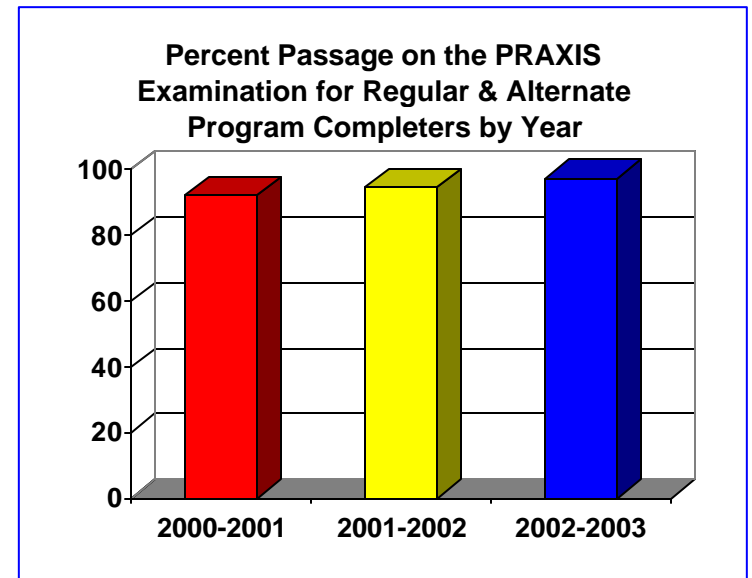
*Grade: A*  
*PRAXIS Passage Rate: 97.2%*  
*Scaled Score: 124*

This is a difference of 2.8% when compared to the 94.4% passage rate of 2001-2002 regular and alternate certification program completers on the PRAXIS examinations.

The following scale was used to determine passage rate grades:

A+	=	98%-100% Passage Rate
A	=	92%-97% Passage Rate
B	=	86%-91% Passage Rate
C	=	80%-85% Passage Rate
below C	=	below 80% Passage Rate

See Appendix A for a breakdown of scores.



## Southeastern Louisiana University (Continued)

### I. INSTITUTIONAL PERFORMANCE INDEX (continued)

#### B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

*Grade: A*

*Mean Score of Survey Respondents: 119.6 over 1 year(s)*

*Total Number of Survey Respondents: 125*

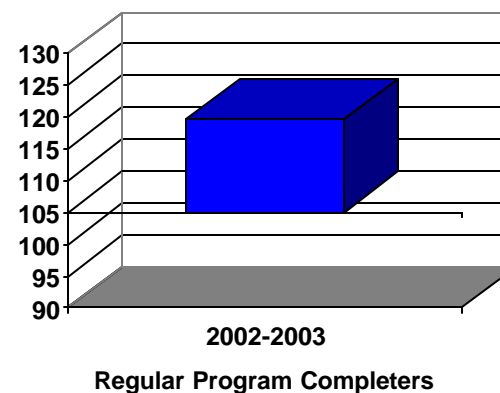
*Respondents' Scaled Score: 108*

The following scale was used to determine grades for mean responses on surveys:

A+	=	128 & above
A	=	117.0 – 127.9
B	=	107.0 – 116.9
C	=	93.0 – 106.9
below C	=	below 93.0

See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents over 2 years.

**New Teachers' Mean Scores on Satisfaction Surveys**



### II. QUANTITY INDEX

#### Grade for Quantity Score

*Grade: A+*

*Quantity Score: 327*

*Baseline Score: 279*

*Percentage of Difference: 17.2%*

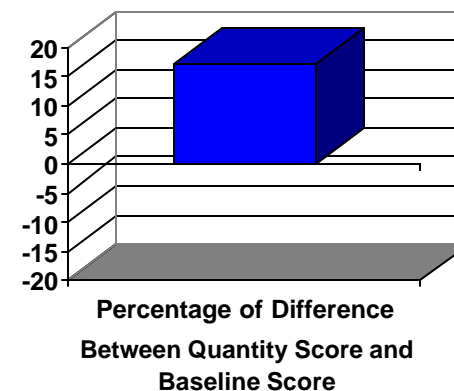
*Scaled Score: 130*

The following scale was used to determine quantity grades based upon percentage of difference between the 2002-2003 Quantity Score and Baseline Score:

A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
below C	=	-16% and greater difference

See Appendix C for a breakdown of scores.

**Quantity of 2002-2003 Regular & Alternate Program Completers**



**Southeastern Louisiana University (Continued)**

**III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL**

<b>A. Teacher Preparation Performance Score</b>	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([124 \times .875] + [108 \times .125]) + 130\} \div 2$
	=	$(122 + 130) \div 2$
	=	$252 \div 2$
	=	126

*Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.*

*Note: The Institutional Performance Index is computed using only PRAXIS passage rate data for institutions with fewer than 10 survey respondents over 2 years.*

<b>B. Teacher Preparation Performance Label</b>	=	<b>Exemplary</b>
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

**APPENDIX A**

**SOUTHEASTERN LOUISIANA UNIVERSITY**

**PRAXIS EXAMINATION  
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS  
2002-2003 PROGRAM COMPLETERS**

	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2002-2003 Regular Program Completers	232	240	<b>96.7%</b>
2002-2003 Alternate Program Completers	46	46	<b>100%</b>
Total	278	286	<b>97.2%</b>



**HEA - Title II  
2002-2003 Academic Year  
Regular Program  
Completers  
Passage Rate Reports**

<b>Institution Name</b>	SOUTHEASTERN LOUISIANA UNIVERSITY
<b>Institution Code</b>	6656
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	240
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	240

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>							
COMMUNICATION SKILLS	500	24	24	100%	122	122	100%
GENERAL KNOWLEDGE	510	23	23	100%	119	119	100%
PPST READING	710	51	51	100%	209	209	100%
CBT READING	711	143	143	100%	1030	1030	100%
PPST WRITING	720	52	52	100%	223	223	100%
CBT WRITING	721	143	143	100%	1006	1006	100%
PPST MATHEMATICS	730	51	51	100%	209	209	100%
CBT MATHEMATICS	731	147	147	100%	1015	1015	100%
COMPUTERIZED PPST READING	5710	6			84	84	100%
COMPUTERIZED PPST WRITING	5720	5			94	94	100%
COMPUTERIZED PPST MATHEMATICS	5730	5			99	99	100%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	4			12	12	100%
PRINCIPLES LEARNING & TEACHING K-6	522	172	171	99%	1198	1195	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				1		
PRINCIPLES LEARNING & TEACHING 7-12	524	61	56	92%	544	532	98%







**HEA - Title II  
2002-2003 Academic Year  
Regular Program  
Completers  
Passage Rate Reports**

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<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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ELEM ED CURR INSTRUC ASSESSMENT	011	159	159	100%	861	860	100%
ELEM ED CONTENT AREA EXERCISES	012	159	159	100%	861	861	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	10	10	100%	177	176	100%
EARLY CHILDHOOD EDUCATION	020				96	96	100%
BIOLOGY AND GENERAL SCIENCE	030	4			37	36	97%
ENGLISH LANGUAGE AND LITERATURE	040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	10	9	90%	76	74	97%
ENG LANG LIT COMP PEDAGOGY	043	10	10	100%	76	76	100%
MATHEMATICS	060	10	10	100%	55	52	95%
CHEM PHYSICS AND GENERAL SCIENCE	070				6		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	14	14	100%	109	106	97%
SOCIAL STUDIES: INTERPRET MATERIALS	083	14	14	100%	109	108	99%
PHYSICAL EDUCATION	090	16	16	100%	133	133	100%
BUSINESS EDUCATION	100				15	15	100%
MUSIC EDUCATION	110	4			87	84	97%
FAMILY AND CONSUMER SCIENCES	120	1			5		

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**HEA - Title II  
2002-2003 Academic Year  
Regular Program  
Completers  
Passage Rate Reports**

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<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
				<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	226	226	100%	1456	1456	100%
Aggregate - Professional Knowledge	237	230	97%	1755	1740	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	228	227	100%	1562	1549	99%
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>	240	232	97%	1780	1752	98%
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<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.

***HEA - Title II  
2002-2003 Academic Year  
Alternate Certification Program Completers  
Passage Rate Reports have not yet  
been provided to states by  
the Educational Testing Service.***

## APPENDIX B

### SOUTHEASTERN LOUISIANA UNIVERSITY

#### TEACHER PREPARATION PROGRAM ACCOUNTABILITY SURVEY 2002-2003 Data

total number of cases = 125

Mean Total Survey Score (out of 33 questions) = 112.79

**Mean Total Survey Score (adjusted) = 119.63\***

#### Item Scores by Question

	mean by item	number of responses			
		strongly disagree	disagree	agree	strongly agree
<b>Planning</b>					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.58	0	2	49	74
2. Plan a series of activities that help my students achieve those objectives.	3.52	0	3	54	68
3. Successfully identify individual student differences in the context of a whole class.	3.21	1	9	78	37
4. Implement accommodations for individual student differences.	3.16	2	11	77	35
<b>Instruction</b>					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.45	0	5	59	61
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.5	0	3	56	66
7. Integrate a variety of materials to achieve lesson objectives.	3.5	0	2	59	64
8. Change or adjust a lesson to respond to my students' outcomes.	3.51	0	2	57	66
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.33	0	7	70	48

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\* As written, the survey contains 35 items. Technical difficulties with administration caused items 14 and 35 not to be administered. This score represents an adjustment to the 33-item mean to represent its equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores for the accountability system.

10. Implement teacher-directed or student-centered activities that result in student learning.	3.47	0	2	62	61
11. Successfully plan for individual student differences in the context of a whole class.	3.12	2	12	79	32
12. Open, develop, and close a lesson effectively.	3.54	0	3	52	70
13. Integrate technology into my lessons.	3.37	0	9	61	55
14. Successfully present content at a developmentally appropriate level.	technical difficulties: data not collected				
15. Effectively use appropriate formal and informal assessment techniques.	3.41	0	4	66	55
16. Provide timely feedback to my students.	3.43	0	4	63	58
17. Produce evidence of student academic growth.	3.30	1	6	72	46
18. Employ effective teaching practices as modeled by faculty.	3.37	1	3	69	52
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.58	0	3	45	77
20. Teach in one or more subject areas.	3.37	2	9	53	61
21. Communicate effectively with students.	3.54	0	3	52	70
22. Encourage participation from all students.	3.58	0	3	45	77
23. Monitor the ongoing performance of students.	3.41	0	3	68	54
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.46	0	5	58	62
25. Maintain a positive learning environment.	3.62	0	1	45	79
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.41	0	4	64	57
27. Manage and adjust my time to ensure that learning objectives are met.	3.43	0	5	60	60
28. Clearly communicate my expectations for appropriate behavior to my students.	3.48	0	5	55	65
29. Monitor and respond to appropriate student behavior in an effective way.	3.37	0	6	65	54
30. Monitor and respond to inappropriate student behavior in an effective way.	3.31	1	9	65	50

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.18	0	14	74	37
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.26	0	6	81	38
33. Collaboratively and effectively work with colleagues.	3.5	0	2	58	65
34. Understand the importance of and plan for professional development.	3.43	0	4	62	59
Overall		poor			Excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	technical difficulties: data not collected				



## APPENDIX C

### SOUTHEASTERN LOUISIANA UNIVERSITY

#### 2003-2004 CALCULATION OF QUANTITY INDEX

#### BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001.

#### QUANTITY SCORE

##### A. 2002-2003 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2002 – June 30, 2003.

##### B. BONUS POINTS

In addition, one-half a point is assigned to every 2002-2003 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers
MINORITIES		20	3
MATHEMATICS		10	3
SCIENCE	General	4	3
	Biology	4	2
	Chemistry	4	1
	Physics		1
	Earth		
	Environmental		
MIDDLE SCHOOL			
SPECIAL EDUCATION		10	12
MALE	Early Childhood		
	Elementary	1	
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		2	2
<b>TOTAL</b>		<b>55</b>	<b>27</b>