



LOUISIANA BOARD OF REGENTS

2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

Message from the Commissioner:

The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

Louisiana State University at Alexandria offers Central Louisiana access to affordable baccalaureate and associate degrees in a caring environment that challenges students to seek excellence in and bring excellence to their studies and their lives. LSUA is committed to a reciprocal relationship of enrichment with the diverse community it serves.

Student Characteristics of University

During Fall 2005, the university had a total enrollment of **2,988** undergraduate and **0** graduate students. A total of **776** students were males and **2,212** were females. The majority of the students were from Louisiana with a total of **2,955** in-state students, **16** out-of-state students, and **17** foreign students. Among students enrolled in the undergraduate program, **582** were black, **2,245** were white, and **161** 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 pursuing

Accreditation and Approval of Teacher Preparation Program (Cont'd.)

accreditation 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

- During the 2006-2007 academic year, LSUA's prospective teachers presented a number of professional workshops. In October 2006, seven elementary majors along with their instructor presented a workshop at the joint state conference of the Louisiana Association of Teachers of Mathematics and the Louisiana Science Teachers' Association. This workshop incorporated learning center activities which were based on elementary science Grade Level Expectations.
- In October, prospective teachers taking course work for add-on certification in Early Childhood Education presented a Make-and-Take Workshop for participants in the Louisiana Early Childhood Association's annual conference. The prospective teachers demonstrated activities that teachers in early childhood could use to teach social studies and social living skills through a theme of fairy tales.
- Prospective teachers enrolled in Math Methods II presented four Differentiation Workshops to faculty at LSUA's Professional Development School and to faculty at a local at-risk elementary school. Prospective teachers guided these faculties to participate in planned differentiated activities.
- LSUA's chapter of Associated Professional Educators of Louisiana (A+PEL) sponsored two professional development opportunities for prospective teachers and local educators. An Etymology Workshop and a DIBBLES Workshop were offered.
- LSUA Department of Education continues to connect to the community schools and the university through the Geo-Awareness Fair. This multicultural event is planned and facilitated through the collaborative efforts of the social studies and physical education methods courses. Visual and oral presentations bring featured countries alive. Dances and games from different countries are demonstrated and taught. This event is open to all university students and the public. Special invited guests are fourth grade students from Mabel Brasher Elementary, LSUA's Professional Development School.

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

- Prospective teachers enrolled in science methods bring Wonder Science activities and a Recycling Exposition program to two local elementary schools. During these two events, elementary students are involved in hands-on activities developed by the methods students.
- The Department of Education participates in the campus Free Forum series. These events are open to the public. This year, Ms. Julie Gill presented a workshop titled, *Learned Helplessness: Characteristics to Look for in School-Aged Children*.
- LSUA’s prospective teachers further connected to local schools as they assisted with Family Math Nights. One activity, planned by prospective teachers enrolled in Health and P.E. Methods, involved movement in the mathematical activity.
- During each semester, mentor teachers are invited to campus to participate in an evening of recognition and evaluation of LSUA’s Teacher Education Programs. Student teachers/interns introduce their mentor teachers followed by a critique session, noting the strengths and needs of the LSUA’s teacher education programs.
- Parish teachers who mentor methods students are invited each spring to participate in an Attitude of Gratitude event. This event honors the mentors and provides them with an opportunity to offer input into the functioning of LSUA’s teacher education programs.
- Program completers are honored at an Appreciation Luncheon each semester. The luncheon follows student teachers’ presentations of their professional growth plans and interactive dialogs with professional faculty. A principal from a parish school is invited to speak, offering suggestions to new teachers for success during the first semester of teaching. Certificates of completion are awarded to each program completer.

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 2005-2006 including all areas of teaching specialization.	40
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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 2005, Fall 2005, and/or Spring 2006.	29
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	4
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	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 2005, Fall 2005, and Spring 2006.	0
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	4
4. Student/faculty ratio for student teaching and internship experiences.	4.14:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2005-2006.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	14
c. Total number of hours required during academic year 2005-2006 for student teaching.	450



LOUISIANA BOARD OF REGENTS 2006-2007 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 during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 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/2006>. 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
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITIES	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
LOUISIANA STATE UNIVERSITY AT ALEXANDRIA	HEA Title II 2005-2006 Regular Program Completers	24	24	100%
	HEA Title II 2005-2006 Alternate Program Completers	1	1	100%
	Total Number of 2005-2006 Program Completers	25	25	100%

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
REGULAR PROGRAM COMPLETERS
ARE LOCATED ON THE FOLLOWING PAGES.**

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
ALTERNATE PROGRAM COMPLETERS
ARE NOT YET AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE
FOR DISSEMINATION TO THE PUBLIC.**



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Scores**

Institution Name	LOUISIANA STATE UNIVERSITY - ALEXANDRIA
Institution Code	9911
State	Louisiana
Number of Program Completers Submitted	24
Number of Program Completers found, matched, and used in passing rate Calculations¹	24

March 30, 2007

<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	15	15	100%	310	310	100%
CBT READING	711				14	14	100%
PPST WRITING	720	15	15	100%	310	310	100%
CBT WRITING	721				18	18	100%
PPST MATHEMATICS	730	13	13	100%	304	304	100%
CBT MATHEMATICS	731				16	16	100%
COMPUTERIZED PPST READING	5710	5			1063	1063	100%
COMPUTERIZED PPST WRITING	5720	4			1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	7			1075	1075	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	1			99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	23	23	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524				494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				50	50	100%



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Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	24	24	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				100	98	98%
ENG LANG LIT COMP PEDAGOGY	043				100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091				105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113				62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				17	17	100%



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Academic Content Areas (Cont'd.)							
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				2		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				7		
MIDDLE SCHOOL SCIENCE	439				2		
AGRICULTURE	700				7		



**HEA - Title II
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Passage Rate Report**

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March 30, 2007

				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	20	20	100%	1405	1405	100%
Aggregate - Professional Knowledge	24	24	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	24	24	100%	1440	1434	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	24	24	100%	1474	1464	99%

Notes:

- 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.