



# LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS UNIVERSITY OF LOUISIANA AT MONROE

## ***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**

The University of Louisiana at Monroe (ULM) serves its students and community through a dynamic and diverse campus that is technologically modern and conducive to learning. Faculty and staff are committed to a complete educational experience that nurtures students and encourages them to broaden their values, intellect, interests, talents, and abilities to become thoughtful and productive citizens. As a community leader, ULM improves the quality of life through pure and applied research, clinics, teacher education, and partnerships with both public and private entities. A major center for the health sciences, the University provides valuable healthcare resources. Through its physical and academic resources, ULM serves as a cultural center to promote the area's unique arts, archaeology, history, folk life, and natural sciences.

## **Student Characteristics of University**

During Fall 2005, the university had a total enrollment of 8,377 undergraduate and 898 graduate students. A total of 3,235 students were males and 6,040 were females. The majority of the students were from Louisiana with a total of 8,409 in-state students, 697 out-of-state students, and 169 foreign students. Among students enrolled in the undergraduate program, 2,368 were black, 5,569 were white, and 440 were other races. Among students enrolled in the graduate program, 218 were black, 575 were white, and 105 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**

- During Fall 2006 ULM implemented an innovative assessment system utilizing web-based electronic portfolio technology.
- All 2005-2006 ULM program completers successfully passed applicable parts of the PRAXIS, including the specialty area tests required for Louisiana certification, for a 100% pass rate. ULM continues to offer support services to assist prospective teachers in their preparation for the PRAXIS.
- All program completers successfully passed Louisiana Teacher Assistance and Assessment Program, for a 100% pass rate.
- ULM is one of only two sites in the state to offer the Advanced Placement Summer Institute for professional development of teachers.

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

- ULM guarantees its beginning teachers who graduate from ULM regular teacher education programs through the Teacher Warranty Program. In addition to comprehensive undergraduate teacher preparation programs, ULM offers alternate certification programs that build upon baccalaureate degrees in other areas and lead to the M.A.T. in elementary, secondary, special education or multiple levels.
- The Louisiana Components of Effective Teaching are both modeled and taught in methods courses and also serve as benchmark standards for assessing student performances in the methods courses, student teaching, and internships.
- Student teaching includes placements with supervising teachers who are fully certified both in the teaching areas and as classroom supervisors. Professional development seminars, an integral part of student teaching and internships, are also offered to recent program completers.
- Faculty members who supervise student teachers have received Louisiana Teacher Assistance and Assessment Program training, student teachers are placed with classroom supervisors who are trained assessors where possible, and student teachers are critiqued and coached using the criteria for new teachers.
- Partner schools are central to teacher preparation. Substantive field experiences are an integral part of all professional courses in which prospective teachers are supervised and mentored by exemplary teachers in authentic teaching experiences in PK-12 classrooms.
- Six teacher education candidates were recognized during 2005-06 in *Who's Who among Students in American Colleges and Universities*.
- Seven endowed professorships provide support and enhancement for teacher education.

**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.	175
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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.	159
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	27
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.	7
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	34
4. Student/faculty ratio for student teaching and internship experiences.	4.6:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2005-2006.	37.55
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	15
c. Total number of hours required during academic year 2005-2006 for student teaching.	562.5



## **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
<b>UNIVERSITY OF LOUISIANA AT MONROE</b>	HEA Title II 2005-2006 Regular Program Completers	87	87	100%
	HEA Title II 2005-2006 Alternate Program Completers	81	81	100%
	Total Number of 2005-2006 Program Completers	168	168	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**

<b>Institution Name</b>	UNIVERSITY OF LA AT MONROE
<b>Institution Code</b>	6482
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	87
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	87

March 30, 2007

					<b>Statewide</b>		
<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>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>							
PPST READING	710	1			310	310	100%
CBT READING	711	1			14	14	100%
PPST WRITING	720				310	310	100%
CBT WRITING	721	1			18	18	100%
PPST MATHEMATICS	730	1			304	304	100%
CBT MATHEMATICS	731				16	16	100%
COMPUTERIZED PPST READING	5710	83	83	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	85	85	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	85	85	100%	1075	1075	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020				99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	57	57	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	28	28	100%	494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				50	50	100%



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<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	57	57	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	3			100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	4			60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070	1			9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4			113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	4			112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091	11	11	100%	105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	4			62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				17	17	100%



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<b>Academic Content Areas (Cont'd.)</b>							
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  
2005-2006 Academic Year  
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Passage Rate Report**

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March 30, 2007

				<b>Statewide</b>		
<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>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	87	87	100%	1405	1405	100%
Aggregate - Professional Knowledge	85	85	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	84	84	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						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	87	87	100%	1474	1464	99%



**Notes:**

- <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.