



2008-2009
BLUE RIBBON COMMISSION
FOR EDUCATIONAL EXCELLENCE
RECOMMENDATIONS

YEAR TEN REPORT

Submitted to the
Governor,
Board of Regents, and
Board of Elementary & Secondary Education

May 21, 2009

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2008-2009
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE
YEAR TEN REPORT

A. STRUCTURE OF THE BLUE RIBBON COMMISSION

The Blue Ribbon Commission was originally created by the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) during April 1999 to develop recommendations to improve the quality of teachers and educational leaders. It is supported by the Governor and is housed within the Governor's Office of Education. During 2008-09, the Commission was composed of 36 members who represented each of the following areas.

Nine Designated Members

- Two members of the Board of Regents
- Two members of the Board of Elementary and Secondary Education
- Chairperson of the Senate Education Committee or designee
- Chairperson of the House Education Committee or designee
- Commissioner of Higher Education or designee
- Governor's Designee
- State Superintendent of Education or designee

Ten Members Selected by the Board of Regents

- One University/College President/Chancellor
- One University Provost
- One Dean of a College of Education (public institution)
- One Dean of a College of Education (private institution)
- One Dean of College of Arts and Science
- One College of Education Faculty Member
- One College of Arts/Science Faculty Member
- One Community and Technical College Representative
- One PK-16+ Coordinator
- One Teacher Preparation Candidate
- One University Content Expert

Ten Members Selected by the Board of Elementary and Secondary Education

- One District Superintendent (Urban)
- One District Superintendent (Rural)
- One District Director of Personnel
- One Elementary Principal
- One Middle School Principal
- One High School Principal
- One Elementary School Teacher
- One Middle School Teacher
- One High School Teacher

Ten Members Selected by the Board of Elementary and Secondary Education (Cont'd.)

- One School Board Member
- One District Content Expert

Five Members Jointly Selected by the Board of Regents and Board of Elementary and Secondary Education:

- Two Community Representatives
- One Parent
- One Grant Generator
- One NAACP Member

The Blue Ribbon Commission for Educational Excellence was co-chaired during 2008-09 by Glenny Lee Buquet (Board of Elementary and Secondary Education) and Mary Ellen Roy (Board of Regents). See Appendix A for a listing of Blue Ribbon Commission members.

B. CHARGE AND TOPICS FOR THE BLUE RIBBON COMMISSION

The Blue Ribbon Commission for Educational Excellence met on five occasions during fall 2008 and spring 2009 (November 13, 2008; February 14, 2009; March 18, 2009; April 19, 2009; and May 14, 2009).

The Commission was given the following charge for 2008-09:

To develop laws/policies/procedures to create a world class educational system that recognizes and supports effective leaders who are successful at developing and retaining effective teachers.

Questions to help guide the work of the Blue Ribbon Commission during 2008-09 were the following:

Effective Educational Leaders

- What laws/policies/procedures will help our state identify our most effective educational leaders?
- What laws/policies/procedures will help our state retain and support our most effective educational leaders?
- What laws/policies/procedures will help local districts locate and hire effective leaders?

Effective Teachers

- What laws/policies/procedures will help effective leaders identify their most effective teachers?
- What laws/policies/procedures will help effective leaders retain and support their most effective teachers?

The topics discussed during 2008-09 pertained to the following areas:

- *National Perspective: Turning Around Failing Schools – Creating a World Class Education System* (November 13, 2008 Nationally Recognized Speaker: Sir Michael Barber, McKinsey & Company and Previous Chief Adviser on Delivery to the British Prime Minister)
- *National Perspective: Turning Around Failing Schools in Richmond (Virginia) – Reality and Lessons Learned* (November 13, 2008 Nationally Recognized Speaker: Dr. Deborah Jewell-Sherman, Harvard University and Previous Superintendent of Richmond City Schools, Richmond, Virginia)
- *National Perspective: Louisiana’s Value-Added Teacher Preparation Assessment Model* (February 14, 2009 Nationally Recognized Speaker: Dr. George Noell, Louisiana State University and A&M College)
- *National Perspective: Effective Models That Provide Teacher Compensation to Enhance Teacher Effectiveness* (February 14, 2009 Nationally Recognized Speakers: Brad Jupp, Denver, Colorado; Alice Seagren, Minnesota Commissioner of Education; Kevin Gutterrez, Algiers Charter Schools)
- *National Perspective: Defining a World Class Education System* (March 18, 2009 Nationally Recognized Speaker: Dr. Willard R. Daggett, International Center for Leadership in Education)

On May 14, 2009, the Blue Ribbon Commission members completed the draft recommendations for the *2008-09 Blue Ribbon Commission for Educational Excellence Report*.

C. RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE (2008-09)

The following are recommendations that were made by the Blue Ribbon Commission for Educational Excellence during 2008-09 to address the charge to develop laws/policies/procedures to create a world class educational system that recognizes and supports effective leaders who are successful at developing and retaining effective teachers.

1. State Research Studies to Support Effective Leaders

a. Personnel Policy Study

To use input from national experts and the Blue Ribbon Commission for Education Excellence to develop a Request for Proposal for a university to gather data to identify the actual need for educational leaders in Louisiana and existing hiring practices through a subgrant funded by The Wallace Foundation.

Result During 2008-09

An RFP was disseminated to all public and private universities in Louisiana to conduct a Personnel Policy Study. Two national experts reviewed proposals that were submitted, and Louisiana State University and A&M College was awarded \$20,000 to conduct the study. The results of the study will be submitted to the Board of Regents on June 15, 2009 and made available to the public.

1. State Research Studies to Support Effective Leaders (Cont'd.)

b. Working Conditions Study

To use input from national experts and the Blue Ribbon Commission for Education Excellence to develop a Request for Proposal for a university to gather data to determine what specific conditions are needed to support effective educational leaders in Louisiana in their ongoing mission of increasing student achievement.

Result During 2008-09

An RFP was disseminated to all public and private universities in Louisiana to conduct a Working Conditions Study. Two national experts reviewed proposals that were submitted, and Louisiana State University at Shreveport was awarded \$20,000 to conduct the study. The results of the study will be submitted to the Board of Regents on June 15, 2009 and made available to the public.

c. New Laws, Procedures, or Policies

Report the results of the two studies to the Blue Ribbon Commission during 2009-2010 and have the Commission identify new laws, procedures, and policies to address the findings of the studies.

2. Teacher Compensation Model for Effective Teachers and Leaders

a. Proposal to National Governors Association

To use input from national experts and the Blue Ribbon Commission for Educational Excellence to develop and submit a proposal to the National Governors Association to create a new model on teacher compensation that enhances teacher effectiveness.

Result During 2008-09

A proposal was submitted to the National Governors Association on February 27, 2009. Governor Bobby Jindal was notified on April 8, 2009 that Louisiana was one of 6 states selected to receive a grant from the National Governors Association to develop a teacher compensation model. See Appendix B.

b. Teacher Compensation Model

To have the Blue Ribbon Commission implement the work plan within the NGA proposal from April 22, 2009 to November 20, 2010 to create a comprehensive teacher compensation model.

3. Vision, Goals, and Expectations for a World Class Education System

a. PK-20+ Vision and Goals

To have the State adopt a PK-20+ vision and goals that address priorities for education and use the vision and goals when working collaboratively on initiatives that impact PK-20+ learning. (See Appendix C)

b. Core Standards That are Relevant and Rigorous

To have the State work with national experts, state experts, and other states to adopt a smaller number of PK-12 content standards that are clearer, rigorous, relevant, and aligned with world class standards.

4. Marketing Plan to Recruit New Teachers

Develop and implement a marketing plan to communicate the importance of the teaching profession, aggressively recruit potential teachers to enter teacher preparation programs, and aggressively recruit effective certified teachers to return to the teaching profession.

5. Teacher Preparation Accountability System for Effective New Teachers

a. Simulations for Teacher Preparation Accountability System

To have the State use indicators and procedures identified by the Blue Ribbon Commission for a revised Teacher Preparation Accountability System to conduct simulations to determine the formula to calculate Teacher Preparation Performance Scores. (See Appendix D)

b. BoR & BESE Approval

Once the formula is fully developed, to have the Board of Regents and Board of Elementary and Secondary Education approve a policy to pilot and implement the revised Teacher Preparation Accountability System to calculate Teacher Preparation Performance Scores for all teacher preparation programs in Louisiana.

c. Pilot and Full Implementation

To pilot the revised Teacher Preparation Accountability System during 2009-2010 and fully implement the Teacher Preparation Accountability System during 2010-2011.

6. Preparing New Teachers to Prepare Students for a World Class Economy

To pursue external funding to have teacher preparation programs in Louisiana work with universities in other states and national partners to identify strategies to better prepare teacher preparation candidates to prepare PK-12 students to be competitive in a global workplace.

7. **Actions to Address National Reports**

a. *Education Week Quality Counts Report*

1) **Subject Specific Pedagogy Praxis Tests**

Examine the subject specific pedagogy Praxis examinations being used in six other states and determine if specific pedagogy examinations should be recommended to the Board of Elementary and Secondary Education for state certification as a teacher in Louisiana.

2) **Parental Notification of Out-of-Field Teachers**

Develop a procedure to notify all parents in public schools if their children are being taught by teachers who are not highly qualified or are teaching out-of-field.

3) **Cap for Number of Out-of-Field Teachers**

- a) Reduce the number of out-of-field teachers in Louisiana.
- b) Conduct a study to determine if a need exists for the state to set a cap for out-of-field teachers.

4) **Teacher Pay Parity**

Conduct a study to examine teacher pay in Louisiana, how it compares to other professions in Louisiana, and new laws, policies, and/or procedures pertaining to salary to attract and retain effective teachers.

5) **Incentives to Board Certified Teachers**

Provide laws, policies, and/or procedures to protect the funding for National Board Certified teachers.

b. *National Council for Teacher Quality Policy Report 2008*

1) **Tenure Decisions**

Collect data pertaining to tenure decisions in other states and identify the different variables that should be considered to determine teacher effectiveness in addition to student achievement. Use the findings to develop and implement procedures to make state tenure decisions more meaningful.

APPENDIX A

Blue Ribbon Commission for Educational Excellence Members



**STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL
EXCELLENCE MEMBERS 2008/2009**

CHAIRPERSONS		
Co-Chairperson	Glenny Lee Buquet Board of Elementary and Secondary Education	1309 Bayou Black Drive; Houma, LA 70360; (TEL) 985-876-5216; (FAX) 985-868-7919; E-mail: glennyleeb@comcast.net
Co-Chairperson	Mary Ellen Roy Board of Regents	365 Canal Place #2000, New Orleans, LA 70130; (TEL) 504-566-1311; (FAX) 504-568-9130; E-mail: roym@phelps.com
DESIGNATED MEMBERS		
Board of Regents	Robert W. Levy Board of Regents	P. O. Box 777, Ruston, LA 71273; (TEL) 318-513-6356; (FAX) 318-251-5103; E-mail: blevy@lincolnparrish.org
Board of Elementary and Secondary Education	To Be Determined	
Governor's Designee	Erin Bendily Education Policy Advisor	Governor's Office; P. O. Box 94004, Baton Rouge, LA 70804; (TEL) 225-342-7015 or 225-219-4825; (FAX) 225-376-4885 or 225-342-7099; E-mail: erin.bendily@la.gov
President of the Senate Designee	Senator Ben W. Nevers State Senate	724 Avenue F, Bogalusa, LA 70427; (TEL) 985-732-6863 or 225-342-6090 (Capitol) or 985-516-2965; (FAX) 985-732-6860; E-mail: neversb@legis.state.la.us
Chairperson, House Education Committee	Representative Austin J. Badon, Jr. State Representative	555 Bullard Avenue, Suite 101, New Orleans, LA 70128; (TEL) 504-243-7783; (FAX) 504-243-7785; E-mail: larep100@legis.state.la.us
Commissioner of Higher Education	Sally Clausen Board of Regents	P. O. Box 3677, Baton Rouge, LA 70821-3677; (TEL) 225-342-4253; (FAX) 225-342-9318; E-mail: Sally.Clausen@Regents.la.gov
State Superintendent of Education	Paul Pastorek Louisiana Department of Education	P. O. Box 96064, Baton Rouge, LA 70804-9064; (TEL) 225-342-3607; (FAX) 225-342-7316; E-mail: paul.pastorek@la.gov
MEMBERS SELECTED BY BOARD OF REGENTS		
University President Representative	Randy Moffett President University of Louisiana System	1201 North Third Street, Suite 7-300 Baton Rouge, LA 70802; (TEL) 225-219-0283 or 225-342-6950; (FAX) 225-342-6473; E-mail: RMoffett@uls.state.la.us

**STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL
EXCELLENCE MEMBERS 2008/2009 (CONT'D)**

MEMBERS SELECTED BY BOARD OF REGENTS (CONT'D.)		
Louisiana Community & Technical College System	Jerry Pinsel Interim Senior Vice President of Academic and Student Affairs	265 South Foster Drive, Baton Rouge, LA 70806; (TEL) 225-922-0844; (FAX) 225-922-1485; E-mail: jpinsel@lctcs.state.la.us
University Provost	Dr. Loren Blanchard Senior Vice-President for Academic Affairs Xavier University	Office of Academic Affairs; 1 Drexel Drive, New Orleans, LA 70125; (TEL) 504-520-7525 or 504-520-5470; (FAX) 504-520-7912 E-mail: lblancha@xula.edu
University Deans	Diane Allen Dean, College of Education and Human Development Southeastern Louisiana University Patricia D. Morris Division of Education and Psychology Dillard University Jeffrey Cass Dean, College of Arts and Sciences University of Louisiana at Monroe	SLU 10671, Hammond, LA 70402; (TEL) (985) 549-2217 or (985) 549-2218; (FAX) 985-549-2070; E-mail: diane.allen@selu.edu 2601 Gentilly Boulevard, DUICEF Building, Room 245, New Orleans, LA 70122; (TEL) 504-621-4599 or 504-816-4138; (FAX) 504-816-4185; E-mail: pmorris@dillard.edu 700 University Avenue, Admin. 1-49, Monroe, LA 71209; (TEL) 318-342-1754 or 318-737-0507; (FAX) 318-342-1755; E-mail: jcass@ulm.edu
University Faculty Members	Victor Schneider Professor of Mathematics University of Louisiana at Lafayette Connie Melder Director of Field Experiences & Clinical Practice Northwestern State University	Department of Mathematics; P. O. Box 41010; Lafayette, LA 70504; (TEL) 337-482-6702; (FAX) 337-482-5346; E-mail: vps3252@louisiana.edu College of Education, Teacher Education Center, Office B-115 TEC building, Natchitoches, LA 71497; (TEL) 318-357-6278 or 318-729-1717; (FAX) 318-357-4170; E-mail: melderc@nsula.edu
PK-16+ Coordinator	To Be Determined	
Pre-service Teacher	Sally Gilfour Nicholls State University	542 A West 8 th Street, Thibodaux, LA 70301; (TEL) 985-991-5460 or 985-227-9263; E-mail: sallygilfour@yahoo.com
Topic Specialist – Higher Education	Vickie Gentry Dean, College of Education Northwestern State University	Natchitoches, LA 71497; (TEL) 318-357-6288; (FAX) 318-357-6275

**STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL
EXCELLENCE MEMBERS 2008/2009 (CONT'D)**

MEMBERS SELECTED BY BOARD OF ELEMENTARY & SECONDARY EDUCATION		
District Superintendent – Urban	Burnell Lemoine Superintendent Lafayette Parish	P. O. Drawer 2158, Lafayette, LA 70502-2158; (TEL) 337-521-7014 or 337-521-7015; (FAX) 337-233-0977; E-mail: superintendent@lpssonline.com
District Superintendent – Rural	Walter Lee DeSoto Parish Board of Elementary and Secondary Education	201 Crosby Street, Mansfield, LA 71052; (TEL) 318-872-3993 or 318-510-1111; (FAX) 318-872-1324; E-mail: wlee@desotopsb.com
Elementary Principal of the Year	Stephanie “Jill” Portie LeBleu Settlement Elementary School	25404 Highway 383, Kinder, LA 70648; (TEL) 337 582-1370 or 337-523-1370; (FAX) 337-582-6789 E-mail: jill.portie@cpsb.org
Middle School Principal of the Year	Anthony (Tony) J. Guirlando Rayville Junior High School	225 Highway 3048, Rayville, LA 71269 (TEL) 318-728-3618 or 318-245-3134; (FAX) 318-728-9374; E-mail: tguirlando@richland.k12.la.us
High School Principal of the Year	Bobby Jack Thompson LaGrange High School	3420 Louisiana Ave. Lake Charles, La 70607; (TEL) 337-477-4576 or 337-842-9826; (FAX) 337-477-1565; E-mail: bj.thompson@cpsb.org
Elementary School Teacher of the Year	Kim Marie Hebert Nobile Coteau-Bayou Blue Elementary School	520 Pine Street, Thibodaux, LA 70363; (TEL) 985-791-8934 or 985-868-4267; E-mail: kimnobile@tpsd.org or kim.marie@live.com
Middle School Teacher of the Year	Edwina “Wendy” DeMers Edward Hynes Charter School	6072 Louisville Street, New Orleans, LA 70124; or 3774 Gentilly Blvd.; New Orleans, LA 70122; (TEL) 504-218-4787 or 504-615-0868; (FAX) 504-324-7160 E-mail: ydnew2@earthlink.net
High School Teacher of the Year	Mitzi W. Quinn Bastrop High School	1806 Pinehurst Road; Bastrop, LA 71220; or 402 Highland Avenue, Bastrop, LA 71220; (TEL) 318-282-7032 or 318-283-0593; (FAX) 318-281-0457; E-mail: mquinn@mpsb.us or mitziquinn@bellsouth.net
Personnel Director	Lottie P. Beebe St. Martin Parish Human Resources Director & President-Elect Louisiana State Association of School Personnel Administrators	P. O. Box 859, St. Martinville, LA 70582; (TEL) 337-394-6261, Ext. 3134; or 337-332- 2105, Ext. 3012; or 337-316-8579; (FAX) 337-394-6387; or 337-332-3050; E-mail: lottie_beebe@smartin.k12.la.us
School Board Member	Atley Walker West Baton Rouge Parish School Board Member	3751 Lukeville Lane, Brusly, LA 70719; (TEL) 225-771-4678 or 225-749-3036 or 225- 771-3870; (FAX) 225-771-3338; E-mail: atley_walker@cxs.subr.edu
Topic Specialist – K-12 Education	To Be Determined	

**STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL
EXCELLENCE MEMBERS 2008/2009 (CONT'D)**

COMMUNITY REPRESENTATIVES SELECTED BY THE BOARD OF REGENTS & BOARD OF ELEMENTARY AND SECONDARY EDUCATION		
Community Representatives	<p>Brigitte Nieland Vice President, Communications & Director Education and Workforce Development Council Louisiana Association of Business and Industry (LABI)</p> <p>James C. (Jim) Brandt President Public Affairs Research Council of Louisiana, Inc.</p> <p>Chris Cohea LA Parent Teacher Association President</p> <p>Kerry Davidson Grant Generator Deputy Director and LaSIP/LA GEAR UP Project Director</p> <p>Beverly Trahan National Association for the Advancement of Colored People (NAACP) Louisiana State Conference Education Committee</p>	<p>P. O. Box 80258, Baton Rouge, LA 70898-0258; (TEL) 225-928-5388 or 225- 603-5668; (FAX) 225-929-6054; E-mail: briggitten@labi.org</p> <p>P. O. Box 14776; Baton Rouge, LA 70898-4776; (TEL) 225-926-8414 Ext. 21; (FAX) 225-926-8417; E-mail: jimbrandt@la-par.org</p> <p>41090 Cuthell Drive, Hammond, LA 70403; (TEL) 985-215-1409; (FAX) 985- 467-0094; E-mail: chriscoheapta@aol.com</p> <p>1201 North Third Street, Suite 6-200; Baton Rouge, LA 70802; (TEL) 225- 342-4253; (FAX) 225-342-3371; E-mail: Davidson@laregents.org</p> <p>External Affairs Manager; Entergy Louisiana; P. O. Box 2431, Baton Rouge, LA 70821; (TEL) 225-381-5764; (FAX) 225-381-5813; E-mail: BTRAHA1@entergy.com</p>

**STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL
EXCELLENCE MEMBERS 2008/2009 (CONT'D)**

AGENCIES	NAMES	ADDRESSES & TELEPHONE NUMBERS
Board of Regents	Jeanne M. Burns Associate Commissioner for Teacher Education Initiatives	Board of Regents/Governor's Office of Education, P. O. Box 94004; Baton Rouge, LA 70804; (TEL) 225-342-0162; (FAX) 225-342-5326; E-mail: jeanne.burns@la.gov
Louisiana Department of Education	Ollie Tyler Deputy Superintendent of Education	Louisiana Department of Education, P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225- 342-3625; (FAX) 225-342-3283; E-mail: ollie.tyler@la.gov
Louisiana Department of Education	Rodney Watson Assistant Superintendent for the Office of Educator Support	Louisiana Department of Education, P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225- 342-3750; (FAX) 225-342-1055; E-mail: Rodney.watson@la.gov
Board of Elementary and Secondary Education	Amy Westbrook Executive Director of the Board of Elementary and Secondary Education	P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225-342-5840; (FAX) 225-342-5843; E-mail: weegie.peabody@la.gov
Office of the Governor	Linda Marino Administrative Assistant	Governor's Office of Education; P. O. Box 94004, Baton Rouge, LA 70804; (TEL) 225-342-0162; (FAX) 225-342-5326; E-mail: Linda.marino@la.gov

APPENDIX B

NGA Proposal to Develop a Teacher Compensation Model

BOBBY JINDAL
GOVERNOR



OFFICE OF THE GOVERNOR

Post Office Box 94004
Baton Rouge, LA 70804-9004

February 27, 2009

Tabitha Grossman
National Governors Association
Center for Best Practices
444 North Capitol Street
Suite 267
Washington, DC 20001-1512

Dear Ms. Grossman,

The purpose of this letter is to express my support of the proposal that is being submitted to the National Governors Association (NGA) for Louisiana to develop a comprehensive teacher compensation model that will enhance teacher effectiveness and improve student achievement.

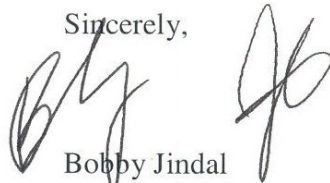
Our state is in an excellent position to benefit from the grant. During this next year, I will be supporting the development of a valid and reliable value-added assessment that can be used to determine the effectiveness of practicing teachers when implementing a teacher compensation system. This will build upon the successful implementation of the value-added model that we are already using to assess the effectiveness of teacher preparation programs in preparing new teachers who improve student achievement. The support we will receive from the National Governors Association will allow us to move from implementing a pay incentive program in Louisiana that is not clearly defined to one that is comprehensive and sustainable.

Dr. Jeanne Burns (Associate Commissioner for Teacher Education Initiatives) will serve as the primary point of contact between the Office of the Governor and the National Governors Association, and Terrence Ginn (Director of Finance and Administration) will handle all financial issues related to the grant. Dr. Burns and Dr. Rodney Watson (Assistant Superintendent of the Office of Educator Support) are currently serving as Co-Directors of the Blue Ribbon Commission for Educational Excellence and will serve as Co-Team Leaders for the grant. They will both be responsible for working with the State Leadership Team, Blue Ribbon Commission, and other stakeholders during 2009-2010 to develop the model and action plan for implementation. The seven members of the State Leadership Team will be members of the Blue Ribbon Commission and assist in the communication of information from the

NGA meetings and policy academies to the Blue Ribbon Commission and other stakeholders. The members of the State Leadership Team will be: Dr. Jeanne M. Burns; Glenn Lee Buquet (Member of the Board of Elementary and Secondary Education and Co-Chair of the Blue Ribbon Commission); Sheila Talamo (Designee for Rodney Watson); Dr. Vickie Gentry (Representative for College of Education Deans); Jill Portie (2008-09 Elementary Principal of the Year); Wendy Demers (2008-09 Middle School Teacher of the Year); and a Teacher Organization Representative. The Louisiana Department of Education is currently working with the three teacher organizations in Louisiana to identify a person who will represent them on the State Leadership Team and serve as a member of the Blue Ribbon Commission during 2009-2010. A person will be identified prior to May 1, 2009.

We urge the National Governors Association to seriously consider selecting Louisiana as one of the six states to participate in this unique opportunity.

Sincerely,

A handwritten signature in black ink, appearing to be 'BJ', written over a faint, larger signature.

Bobby Jindal
Governor of Louisiana

BJ/jb

**Policy Academy on Creating New Models of Teacher Compensation That
Enhance Teacher Effectiveness Grant Program**

State of Louisiana Proposal

COVER PAGE

NAME OF STATE: Louisiana

**CO-TEAM LEADERS'
NAMES AND CONTACT
INFORMATION:**

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Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness Grant Program

A. STATE CONTEXT AND GOALS

Goal

To develop a sustainable teacher compensation system model that enhances teacher effectiveness and improves student achievement.

Importance to State

Although Louisiana has received high grades from *Education Week* and other national organizations regarding the development of its school/district accountability system and its efforts to improve teacher quality, it continues to receive grades of “F” in national reports that examine the achievement of students in grades PK-12, dropout rates, and high school graduation rates. As one example, the 2005 Grade 4 NAEP scores show that 65% of African American and 30% of White students scored Below Basic in Reading in Louisiana. In that the ability to read impacts achievement in all content areas, the availability of highly effective teachers who understand how to teach students is a critical need. This continues to be a struggle when considering that of the 4,608 teachers that began teaching in Louisiana in 2004-05, only 44% remained in the profession after teaching for four years. The development of a comprehensive teacher compensation system could help Louisiana recruit and retain highly effective teachers.

Alignment with Ongoing Initiatives in Louisiana

Louisiana is in an excellent position to benefit from the policy academy to create a sustainable comprehensive teacher compensation system for several specific reasons.

First, since 1999-2000 Louisiana has supported a successful Blue Ribbon Commission for Educational Excellence that has developed recommendations that have resulted in the creation of new certification structures for teachers and educational leaders and the redesign of all teacher preparation and educational leadership programs in Louisiana. The Commission is housed in the Office of the Governor and co-chaired by a member of the Board of Regents and Board of Elementary and Secondary Education. Each year the Commission identifies a specific focus area, brings in national experts to discuss the latest research in the identified area, and develops recommendations at the end of the year that are presented at a joint meeting of the Board of Regents and Board of Elementary and Secondary Education. The boards then direct staff to identify policies/procedures/laws to implement the recommendations.

On December 19, 2008, the Blue Ribbon Commission’s Advisory Committee (i.e., Governor’s Educational Advisor Erin Bendily; State Superintendent Paul Pastorek; Commissioner of Higher Education Sally Clausen; Board of Elementary and Secondary Education Member and Co-Chair of Blue Ribbon Commission Glenny Lee Buquet; and Board of Regents member and Co-Chair of Blue Ribbon Commission Mary Ellen Roy) met to receive a report from Glenny Lee Buquet and Dr. Jeanne Burns (Co-Director of Blue Ribbon Commission) regarding the NGA Policy Forum on State Strategies for Enhancing Teacher Effectiveness and the RFP for the NGA Policy

Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness. It was the consensus of the advisory committee that the Blue Ribbon Commission possessed the infrastructure to create a model for teacher compensation and the State should apply for a grant from the National Governors Association.

On February 12, 2009, the Blue Ribbon Commission explored the topic of teacher compensation and interacted with national teacher compensation experts who had presented at the NGA Policy Forum (Brad Jupp - Senior Academic Policy Officer of Denver Public Schools; Alice Seagren - Commissioner of Education – Minnesota Department of Education) and a state expert (Kevin Gutterrez - Chief Academic Officer – Algiers Charter Schools Association). The Commission indicated a desire to address the topic of developing a comprehensive teacher compensation system during 2009-2010 and used feedback from the national/state experts to provide input into the development of the NGA grant proposal. Thus, Louisiana has an infrastructure in place (e.g., Blue Ribbon Commission) to immediately implement the NGA grant proposal once funded.

Second, Louisiana has successfully developed a Value-Added Teacher Preparation Assessment Model through the work that has been done by Dr. George Noell (Louisiana State University and A&M College/Louisiana Department of Education) and Dr. Jeanne M. Burns (Office of the Governor/Board of Regents). This model examines the growth of achievement of students taught by new teachers and links the growth to the teacher preparation programs that prepare the new teachers. The model has been piloted over a five year time period and results for teacher preparation programs are now being reported to the public. State Superintendent Paul Pastorek has arranged for Dr. George Noell to work with the Louisiana Department of Education to create a research division and to develop a value-added model for practicing teachers. It is anticipated that the value-added model for practicing teachers will be developed during the same time period that the Blue Ribbon Commission develops the comprehensive teacher compensation system. Thus, Louisiana will be one of the few states in the nation to have a longitudinal data system AND the capacity to calculate their own value-added scores for a comprehensive teacher compensation system in the near future.

Third, Louisiana has successfully piloted the Teacher Advancement Program (TAP) model which is a comprehensive performance-based pay program. TAP is a research-based school reform initiative intended to recruit, motivate, develop, and retain high-quality teachers to increase student achievement. The goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. The program provides targeted professional support, mentoring, peer coaching, opportunities for career advancements, and performance incentives for teachers. In 2007-2008, value added growth, using the William Sanders model, was calculated in thirty-six TAP schools in Louisiana that were in Year 2 or beyond. Twenty-five of the thirty-six schools showed a value value-added score of “3” or more indicating that students grew an expected full year’s growth. Seventeen of the 36 schools attained a value-added score of “4” or “5”. Thus, Louisiana is successfully implementing a teacher performance-based pay model on a controlled scale and has data to demonstrate the value of the model.

Current Teacher Compensation Policy Landscape

An openness to explore teacher compensation models currently exists in the state’s policy landscape. Governor Bobby Jindal recently revealed to the public his education platform for the upcoming 2009 legislative session and identified the development and implementation of a value-added assessment model for practicing teachers as a new reform that he will be supporting. The development and implementation of the assessment model will assist the state in having a

valid and reliable measure of teacher effectiveness for a comprehensive teacher compensation system. In addition, House Resolution 182 of the 2008 Regular Session of the Louisiana Legislature requested that the State Board of Elementary and Secondary Education study and review current laws, board policies and programs, and the policies and practices of public elementary and secondary school governing authorities relative to providing incentives and to provide a written report on study findings, conclusions, and recommendations. A task force was formed, met during August and October, and prepared a report. The following are examples of two important findings in the task force report drawn from the research: (1) Current teacher incentive pay efforts in Louisiana school districts are limited in scope and/or are in early stages of implementation; and (2) Current teacher pay incentive efforts as outlined in Louisiana statute are scattered in approach, not research-based, and unfunded – similarly, state funding directed toward teacher pay incentive programs has been limited, not clearly defined, and short term. While there is interest in the use of teacher incentive models, the infrastructure to implement a comprehensive system does not yet exist.

Systemic Changes to Meet the Initiative Goals

Once a model for a comprehensive teacher compensation system is developed, it is going to be essential that the Blue Ribbon Commission address issues pertaining to the long term funding of the model. This conclusion is backed by the following findings in the task force report prepared to address House Resolution 182: (1) Unsustainable funding can be the undoing of even the best incentive program – it is essential to secure a continuing source of revenue to ensure long term sustainability; and (2) Experience with implementing incentive pay systems has shown it is essential to have adequate financial backing prior to program implementation – the effectiveness of financial incentives is strongly influenced by employee confidence in the incentive system.

Other Challenges to be Faced to Change Teacher Compensation in Louisiana

Two additional findings that could be viewed as important challenges were reported in the task force report for House Resolution 182. They were the following: (1) *Sustained commitment* – stakeholders will need patience with new systems as transitions will be challenging and improvements in teacher quality and student achievement are not necessarily immediate; and (2) *Comprehensive performance compensation system* – an effective system requires (a) ongoing job-embedded professional development, (b) performance based compensation based on multiple measures of teacher performance and objective measures of student achievement, with incentives available to all teachers and rewards that are significant, (c) teacher evaluation based on professional standards that provide support and feedback, multiple evaluations, and inter-rater reliability, and (d) career advancement options. Both challenges will need to be addressed by the Blue Ribbon Commission when developing the system.

B. EXPECTED OUTCOMES FOR PARTICIPATION IN THE POLICY ACADEMY

There are three primary outcomes that will be a result of Louisiana’s participation in the NGA policy academic. The outcomes are:

- Comprehensive teacher compensation system model and action plan developed by the Blue Ribbon Commission of Educational Excellence.

- (If appropriate) Policies that support the comprehensive teacher compensation system model to be presented to the Board of Elementary and Secondary Education/Board of Regents during September 2010.
- (If appropriate) New laws or changes in laws that support the comprehensive teacher compensation system model to be presented to the Governor during September 2010.

Benchmarks that will be used to mark progress during the grant period will be the following:

- Completion of a draft comprehensive teacher compensation system model and action plan.
- Presentations of the draft model and action plan by Blue Ribbon Commission members to key stakeholders (e.g., legislators, superintendents, principals, university presidents, chief academic officers, teacher organizations, etc.) for feedback and input.
- Identification of funding sources to implement and sustain the model and action plan.
- Integration of stakeholder input and funding resources into the final comprehensive teacher compensation system model and action plan.

State's Need for Technical Assistance

The Blue Ribbon Commission will use its limited existing resources to pay for the Blue Ribbon Commission meeting costs, travel for Commission members to attend meetings, and national experts to speak at Commission meetings.

The following needs for funds from the National Governors Association grant for consultants to provide the following technical assistance were identified by the Blue Ribbon Commission on February 12, 2009:

- To work with the state to conduct an analysis of existing state policies that may inhibit or help advance the state's policy agenda.
- To help the state craft the details of a comprehensive teacher compensation system.
- To help the state identify the necessary funding sources to sustain the comprehensive teacher compensation system over time
- To work with the state to create the supporting policies/procedures/laws for a comprehensive teacher compensation system.

Benefits to Louisiana

The Blue Ribbon Commission members identified the following benefits on February 12, 2009:

- Teachers who feel good about themselves and their teaching performance will pass the feeling on to their students and the students in turn will feel positive about their ability to learn and will learn more. *(Note: This benefit was voiced by a parent on the Blue Ribbon Commission who represents the PTA.)*
- The best way to recruit effective teachers is to retain effective teachers – a comprehensive teacher compensation system model will help to retain effective teachers.
- The model will motivate highly effective teachers to work within low performing schools.

- The model will promote the ideals of a learning community involving teachers and instructional staff members (e.g., coaches, mentors, master teachers) and facilitated by school principals; the model will engage learning teams of educators in a continuous cycle of improvement.
- The model may help turnaround low performing schools and prevent state takeover of the schools.

Alignment to Teacher Effectiveness, Teacher Recruitment, and Student Achievement

The development and implementation of a comprehensive teacher compensation system model will complement recent findings through the Value-Added Teacher Preparation Assessment Model that some teacher preparation programs in Louisiana are producing new teachers whose students demonstrate greater growth in achievement than students taught by experienced teachers. The existence of a comprehensive teacher compensation model at a school would serve as an excellent tool to recruit effective new teachers into schools that reward gains in student achievement. These schools will also provide the new teachers with a supportive environment where they will receive high quality job embedded professional development that will result in even greater gains in their students' achievement. In addition, efforts to create a comprehensive teacher compensation system model that can be sustained over time will complement the work that has already been done in the state through the TAP model. The existing work will help to inform decisions that are made about the sustainable comprehensive compensation system model developed for the state.

Sustainability of Work

As a result of the direct involvement of the Governor's Educational Advisor, State Superintendent, Commissioner of Higher Education, Board of Regents (BoR) members, Board of Elementary and Secondary Education (BESE) members, legislators, key business leaders, district leaders, university leaders, union representatives, etc. on the Blue Ribbon Commission, it is anticipated that there will be buy-in and support for the comprehensive teacher compensation system model and action plan once completed. In addition, the Blue Ribbon Commission will be presenting the model and action plan to members of the BoR and BESE at a joint meeting and requesting their support. The model and action plan will also be presented to the Governor. It is anticipated that the two boards and the Governor will direct staff to fully develop appropriate policies, procedures, and laws to implement the model and plan.

C. TEAM LEADERSHIP AND MEMBERSHIP

Blue Ribbon Commission for Educational Excellence

The members of the Blue Ribbon Commission for Educational Excellence will be directly involved during 2009-2010 in the development of the model and action plan. The Blue Ribbon Commission is composed of 10 states leaders (e.g., State Superintendent, Commissioner of Higher Education, Chair of Senate Education Committee, Chair of House Education Committee, etc.), 10 higher education leaders (e.g., University Presidents, University Chief Academic Officers, University Deans, University Faculty, Pre-service Teacher, etc.), 11 K-12 representatives (e.g., Teachers of Year, Principals of Year, Superintendents, etc.), and 5 community leaders (e.g., business, PTA, etc.).

NGA State Leadership Team for Grant

The following seven individuals from the Blue Ribbon Commission will serve on the NGA State Leadership Team for the grant. Members of the NGA State Leadership Team will serve in a variety of different but critical roles that will range from *overseeing the creation of the model and necessary policies/laws TO attaining approval of the policies/laws TO attaining support for the implementation of the model. They will serve as liaisons between the NGA grant and the Blue Ribbon Commission for Educational Excellence.*

Potential Dates for NGA Center Site Visit to Louisiana

The following are possible dates during May and June when the seven members of the NGA State Leadership Team will be available for the NGA Center to meet with all seven team members all day for a one-day site visit: June 19, June 29, and June 30.

NGA Leadership Team Members

The NGA State Leadership Team members will be composed of the following individuals.

Name: Jeanne M. Burns
Title & Agency: Associate Commissioner for Teacher Education Initiatives and Co-Director of the Blue Ribbon Commission for Educational Excellence - Office of the Governor/Board of Regents
Address: P.O. Box 94004; Baton Rouge, LA 70804-99004
Phone Number: 225-342-0162 **Fax Number:** 225-342-5326
E-mail Address: jeanne.burns@la.gov

Reason for Member's Participation and How They Will Assist in the Implementation: Dr. Jeanne Burns is currently overseeing efforts to improve the quality of new teachers and educational leaders while working with both the Office of the Governor and Board of Regents. She has served as the Co-Director of the Blue Ribbon Commission since 1999-2000 and successfully led many reform efforts in the state. *She will assist by gathering input from the Commission and stakeholders and utilizing the input when developing the initial drafts and final description of the model and action plan. In addition, she will assist the Commissioner of Higher Education in the development of policies to implement the model and work with the Governor's staff to help create new laws or change existing laws.*

Name: Glenny Lee Buquet
Title: Board of Elementary and Secondary Education Member and Co-Chair of Blue Ribbon Commission for Educational Excellence
Address: 1309 Bayou Black Drive; Houma, LA 70360
Phone Number: 985-876-3216 **Fax Number:** 985-868-7919
E-mail Address: glennyleeb@comcast.net

Reason for Member's Participation and How They Will Assist in the Implementation: Glenny Lee Buquet is currently a member of the Board of Elementary and Secondary Education (BESE). She has served as Co-Chair of the Blue Ribbon Commission since 1999-2000 and has supported the successful implementation of many recommendations from the Blue Ribbon Commission. *She will assist in the development of the model and help attain approval of new policies that are recommended to BESE.*

Name: Sheila Talamo (Designee for Rodney Watson)
Title & Agency: Teacher Advancement Program, State Director, LA Department of Education
Address: 1201 North Third Street; Baton Rouge, LA 70804
Phone Number: 225-342-6975 **Fax Number:** 225-342-7367
Email Address: sheila.talamo@la.gov

Reason for Members' Participation and How They Will Assist in Implementation: Sheila Talamo currently serves as State Executive Director for the Teacher Advancement Program (TAP). Sheila served as the Co-Director of the Blue Ribbon Commission and as Assistant Superintendent of the Office of Educator Support during 2003-2008, and previously served as the Division Director for the Division of Teacher Certification and Preparation. *She will assist Rodney Watson in the development of the model and development of BESE policies to support the model.*

Name: Dr. Vickie Gentry
Title & Agency: College of Education Dean – Northwestern State University
Address: 150 Tarleton Drive; Teacher Education Center; Natchitoches, LA 71497
Phone Number: 318-357-6288 **Fax Number:** 318-357-6275
E-mail Address: gentryv@nsula.edu

Reason for Member's Participation and How They Will Assist in the Implementation: Dr. Vickie Gentry currently serves as President of a state organization that represents all public and private college of education deans in Louisiana. Her university has demonstrated success in preparing new teachers whose students demonstrate growth in student achievement. *She will assist by communicating information about the initiative to universities and attaining their input in the development and implementation of the model.*

Name: Edwina "Wendy" Demers
Title & Agency: 2008-2009 Louisiana Middle School Teacher of the Year
Address: Edward Hynes Charter School; 6072 Louisville Street; New Orleans, LA 70124
Phone Number: 504-615-0868 **Fax Number:** 504-324-7160
E-mail Address: ydney2@earthlink.net

Reason for Member's Participation and How They Will Assist in the Implementation: Wendy Demers currently serves as the 2008-09 Louisiana Middle School Teacher of the Year and has spent eight years as a preschool teacher, 12 years as a kindergarten teacher, and 12 years as a middle school teacher. *She will assist by communicating information about the initiative to teachers and attaining their input in the development and implementation of the model.*

Name: Stephanie “Jill” Portie
Title & Agency: 2008-2009 Louisiana Elementary Principal of the Year
Address: LeBleu Settlement Elementary School; 25404 Highway 383; Kinder, LA 70648
Phone Number: 337-582-1370 **Fax Number:** 337-582-6789
E-mail Address: jill.portie@cpsb.org

Reason for Member’s Participation and How They Will Assist in the Implementation: Jill Portie is currently the 2008-09 Louisiana Principal of the Year and has successfully implemented the Teacher Advancement Program (TAP) when it was available to schools within her school district. *She will assist by building upon her existing knowledge of a performance-based pay program and attain input from principals regarding the development and implementation of the model.*

Name: Representative of Teacher Organization/Union

Reason for Member’s Participation and How They Will Assist in the Implementation: On February 12, 2009, the Blue Ribbon Commission recommended that the three teacher organizations/unions identify a person to serve as their representative on the NGA State Leadership Team. In addition, the Commission recommended that the selected person serve as a member of the Blue Ribbon Commission during 2009-2010 in the category of “K-12 Topic Specialist.” The Louisiana Department of Education is currently in communication with the teacher organizations/unions, and a representative will be identified by May 1, 2009.

D. WORKPLAN

Overview of Process

The “Charge” to the 2009-2010 Blue Ribbon Commission for Educational Excellence will be “to develop a sustainable teacher compensation system model and action plan that will enhance teacher effectiveness and improve student achievement.” The Blue Ribbon Commission will meet on six occasions between the dates of September 10, 2009 and May 30, 2010 to provide input into the development of the comprehensive teacher compensation model and action plan. The NGA State Leadership Team will assist in the communication of information from the NGA policy academies to the Blue Ribbon Commission. The two Co-Directors of the Blue Ribbon Commission will develop the model and action plan based upon the input of the Blue Ribbon Commission members and other stakeholders. The final model and action plan will be recommended to the Board of Elementary and Secondary Education and the Board of Regents at a joint meeting of the two boards that will be held during the last two weeks of May 2010. At the joint meeting, a motion will be made by the Co-chairs of the Blue Ribbon Commission to accept the Blue Ribbon Commission recommendations and direct staff to develop the appropriate policies/laws to implement the new model. Once the motion is approved, the two Co-Directors of the Blue Ribbon Commission will oversee the creation of policies (if appropriate) and present them to the Board of Regents and/or Board of Elementary and Secondary Education during September 2010. Necessary new laws (if appropriate) or the elimination of existing laws (if appropriate) will be identified and presented to the Governor during September 2010. The Governor will be asked to support the necessary legislation in the next legislative session to implement the model and action plan.

Grant Activities, Timelines, and Responsible Parties

Activities	Responsible Parties	Timelines
Participate in the conference call for the NGA grant.	NGA State Leadership Team	April 22, 2009
Participate in In-State Site visit with NGA Center staff.	NGA State Leadership Team	May 2009-June 2009
Participate in first Policy Academy meeting.	NGA State Leadership Team	August 2009
Use information from the NGA visit and first Policy Academy meeting to identify specific topics and speakers for the six Blue Ribbon Commission (Commission) meetings.	Co-Team Leaders	September 2009
Have Commission members meet with national/state expert(s) to address topic #1.	Blue Ribbon Commission	October 2009
Have Commission members meet with national/state expert(s) to address topic #2.	Blue Ribbon Commission	November 2009
Have Commission members meet with national/state expert(s) to address topic #3.	Blue Ribbon Commission	February 2010
Have Commission members meet with national/state expert(s) to address topic #4.	Blue Ribbon Commission	March 2010
Have Commission members meet with national/state expert(s) to address topic #5.	Blue Ribbon Commission	April 2010
Participate in second Policy Academy meeting.	State Leadership Team	April 2010
Finalize the creation of the model.	Blue Ribbon Commission	May 2010
Present the Commission's recommendation for the model to BESE and BoR at a joint meeting of the two boards.	Co-Chairs of Blue Ribbon Commission/Co-Team Leaders	May 2010
Develop new policies and identify new laws to support and implement the model.	BoR/BESE/SDE/GOV staff	June 2010 – Aug. 2010
Present necessary policies/laws to Governor, BESE, BoR, and legislators to implement model.	Co-Team Leaders	September 2010
Prepare final reports for NGA.	Co-Team Leaders	October 2010
Submit Final Programmatic and Financial Report	Contracting Party Contacts within Office of Governor	November 30, 2010

E. SUBGRANT AGREEMENT AND BUDGET

Budget

A copy of the Budget and Budget Narrative can be found in Attachment A.

Subgrant Agreement

The Office of the Governor agrees to abide by the subgrant agreement outlined in Attachment B.

Attachment A:

Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness Grant Program

Proposal Budget Template

Instructions:

- Total budget amount may not exceed \$25,000.
- Consultant Services budget should not exceed \$450/day per consultant without prior approval from NGA Center. States must provide NGA Center with the name and contact information of all consultants.
- Please attach a budget narrative detailing the cost assumptions for all items budgeted below. Be as specific as possible. The NGA Center may request additional information regarding budgeted line items.
- Travel must be consistent with state guidelines.
- Travel and meals are not reimbursable unless the participants are on out-of-town travel status.

Cost Category	<i>NGA Grant Funds</i> Amount	<i>Louisiana In-Kind</i> Amount
Consultants	\$10,000	\$0
Consultants, facilitators, speakers, contractors engaged to develop analysis, to conduct outreach, etc. (Maximum rate of \$450/day)		
National Experts for Blue Ribbon Commission Meetings	\$0	\$10,000
Meeting Costs		
Space rental, audio/visual, food and beverage	\$0	\$7,000
Travel		
Travel to two NGA policy forum meetings in other states.	\$15,000	\$0
Travel to Blue Ribbon Commission meetings in Louisiana.	\$0	\$8,000
Other Expenses	\$0	\$0
<hr style="border-top: 3px double #000;"/>		
TOTAL (must not exceed \$25,000 for NGA grant funds)	\$25,000	\$25,000

Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness Grant Program - Budget Narrative

If Louisiana is selected as one of the six states to receive a NGA subgrant, the Blue Ribbon Commission for Educational Excellence will direct 100% of its attention during 2009-2010 upon the creation of the model and use its limited resources as an in-kind contribution to support the Commission's direct involvement in the development of the model. The in-kind contributions have been identified below.

A. CONSULTANTS

NGA Subgrant Funding (\$10,000)

Funding from the NGA subgrant will be used to hire consultants to assist the state in the following two areas:

- Working with the state to conduct an analysis of existing state policies that may inhibit or help advance the state's policy agenda.
- Working with the state to craft the parameters and details of a teacher compensation initiative or other supporting policies.
- Other consultants to address technical assistance needs identified by the Commission.

In-Kind Contribution (\$10,000)

State funding will be used to identify national/state experts who possess specialized expertise to assist the Blue Ribbon Commission in the development of the model and to arrange for the experts to meet with Commission members during their six monthly meetings.

B. MEETING COSTS

In-Kind Contribution (\$7,000)

State funding will be used to cover the costs for meeting rooms, lunches, materials, etc. for the six Blue Ribbon Commission meetings during 2009-2010.

C. TRAVEL

NGA Subgrant Funding (\$15,000)

NGA subgrant funding will be used for four team members to attend the two NGA policy academy meetings during August 2009 and April 2010. The other three team members will receive funding from the National Governors Association to attend the two meetings. If all funds are not used for the two meetings, the remaining funds will be used by the NGA State Leadership Team members or Blue Ribbon Commission members to participate in site visits to other states where a similar policy agenda around teacher compensation has been advanced or is advancing.

In-Kind Contribution (\$8,000)

State funding will be used to cover the costs for travel expenses of Blue Ribbon Commission members to attend the six meetings during 2009-2010.

Attachment B:

AGREEMENT

This Agreement, entered into as of this __th day of _____, 2009 by and between National Governors Association Center for Best Practices (hereinafter referred to as "NGA Center") and _____ (hereinafter referred to as "Contractor").

WHEREAS, the NGA Center desires to engage the Contractor to render or perform certain services to participate in the Policy Academy on Creating New Models of Teacher Compensation that Enhance Teacher Effectiveness in connection with an undertaking or project titled Improving Teacher Effectiveness funded wholly or in part by the Carnegie Corporation of New York and The Joyce Foundation (hereinafter referred to as the "Project"); and

WHEREAS, the Contractor desires to render such services in connection with the Project,

NOW, THEREFORE, in consideration of the above, and the mutual covenants and agreements hereinafter contained, the parties hereto agree as follows:

1. **Engagement.** NGA Center hereby engages the Contractor, and the Contractor hereby accepts the engagement, to perform the work set forth in the attached Scope of Work, which is incorporated by reference and made a part of this Agreement.

2. **Term.** This Agreement shall commence on May 1, 2009 and shall continue until November 30, 2010, unless earlier terminated as allowed pursuant to the General Terms and Conditions. Work under this Agreement shall be completed within the time schedule set forth in the attached Scope of Work and no later than September 30, 2010.

3. **Compensation.** The Contractor shall be compensated for the work to be performed under this Agreement as detailed in the attached Scope of Work. In no event will the total compensation inclusive of expenses to be paid the Contractor exceed the sum of \$25,000.00.

4. **Terms and Conditions.** The "General Terms and Conditions," any "Additional Terms and Conditions," and any "Special Terms and Conditions," which are attached hereto, are incorporated by reference and made a part of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth below.

**NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES
CONTRACTOR**

Signature

Laura W. Shiflett, Chief Financial and
Administrative Officer

Name and Title

Date: _____

Signature

Name and Title

Date: _____

Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness Grant Program

CONTRACTUAL CONTACT INFORMATION

<i>NGA/NGA Center Contacts</i>	Contracting Party Contacts
<p>For programmatic issues Tabitha E. Grossman Senior Policy Analyst National Governors Association Center for Best Practices 444 N. Capitol Street, Suite 267 Washington, DC 20001-1512 Email: BCurran@nga.org Phone: 202-624-5386</p>	<p>Jeanne M. Burns Associate Commissioner for Teacher Education Initiatives Office of the Governor P.O. Box 94004 Baton Rouge, LA 70804-9004 Jeanne.burns@la.gov 225-342-0162</p>
<p>For contract and financial issues Evangeline C. Crawford Grants and Contracts Accountant National Governors Association 444 N. Capitol Street, Suite 267 Washington, DC 20001-1512 Email: ecrawford@nga.org Phone: 202-624-7894</p>	<p>Terrence Ginn Director – Finance & Administration Office of the Governor P. O. Box 94004 Baton Rouge, LA 70804-9004 TEL: 225-342-7015 FAX: 225-342-5804 terrence.ginn@la.gov</p>

Attachments incorporated as part of this Agreement:

- X General Terms and Conditions**
- X Scope of Work**
- X Other: Policy Academy on Creating New Models of Teacher Compensation that Enhance Teacher Effectiveness RFP**
- X Other: State Proposal/Application**

GENERAL TERMS AND CONDITIONS

1. Definitions

A. *Agreement* shall mean the Master Agreement entered into between Contractor and NGA Center, including the Scope of Work, these General Terms and Conditions, and any other attachments and exhibits.

B. *Services* shall mean those services Contractor is to provide pursuant to the Agreement, including any Scope of Work.

C. *Work* shall mean all work, deliverables, documents, data, goods, and other materials produced, developed, collected, or authored by Contractor pursuant to the Agreement.

D. *Concerned Funding Agency* means any third party entity providing funding, in whole or in part, related to the Agreement.

2. Relationship

The Contractor is an independent contractor, and the relationship between NGA Center and the Contractor shall be solely contractual and not in the nature of a partnership, joint venture, or general agency. Neither party may speak nor act on behalf of the other, nor legally commit the other.

3. Ownership Rights

The services provided by the Contractor pursuant to the Agreement shall be “work for hire” and therefore all Work shall be sole and exclusive property of NGA Center. To the extent that the Services, or any part of them, may not constitute work for hire under the law, Contractor hereby transfers to NGA Center all right, title, and interest in and to the Work. Without limiting the foregoing, NGA Center shall have access to the Work at any time during the term of the Agreement.

4. Warranties and Representations

The Contractor warrants and represents that: (a) the Services shall conform to the Scope of Services in all respects; (b) the Work shall be original to the Contractor and shall not infringe the copyright or other rights of any party; (c) the Contractor possesses, and shall employ, the resources necessary to perform the Services in conformance with the Agreement; (d) the Services shall be performed, and the Work produced, in accordance with high standards of expertise, quality, diligence, professionalism, integrity, and timeliness; and (e) the Contractor has no interest, relationship, or bias that could present a financial, philosophical, business, or other conflict with the performance of the Work or create a perception of a conflict or a lack of independence or objectivity in performing the Work.

5. Time of the Essence

Time is of the essence in respect of the Services to be performed and Work to be produced by the Contractor.

6. Compliance with the Law

The Contractor shall at all times act in accordance with all applicable governmental laws and regulations.

7. Personnel

Any personnel identified in the Agreement as individuals who will be performing the Services or producing the Work may not be changed without the written approval of NGA Center.

8. Review and Coordination

To insure adequate review and evaluation of the Services and Work, and proper coordination among interested parties, NGA Center shall be kept fully informed concerning the progress of the Work and Services to be performed hereunder, and, further, NGA Center may require the Contractor to meet with designated officials of NGA Center from time to time to review the same.

9. Confidential Information

Any information regarding NGA Center that is not generally publicly known or available, whether or not such information would constitute a trade secret under statutory or common law, that is disclosed to or discovered by the Contractor during the course of the Agreement (hereinafter, “Confidential Information”) shall be considered confidential and proprietary to NGA Center, and the Contractor shall maintain all Confidential Information in confidence; shall employ reasonable efforts to ensure the security of the Confidential Information; and shall not disclose the Confidential Information to any third party or use the Confidential Information except as necessary to perform the Services or produce the Work.

Should the Contractor receive a subpoena directing disclosure of any Confidential Information, the Contractor shall immediately inform NGA Center and cooperate fully with NGA Center in responding to the subpoena.

GENERAL TERMS AND CONDITIONS

10. Inspection of Work

The Contractor shall comply with any request to make the Work available, in its then current status, to authorized representatives of the NGA Center and/or of any Concerned Funding Agency for inspection and review in order to assess compliance with, and progress toward completion of, the Agreement. The Contractor shall fully cooperate in any such inspection and review.

11. Financial Record Keeping and Inspection

The Contractor warrants that it shall, during the term of the Agreement and for a period of three (3) years following the termination or expiration of the Agreement, maintain accurate and complete financial records, including accounts, books, and other records related to charges, costs, disbursements, and expenses, in accordance with generally accepted accounting principles and practices, consistently applied. NGA Center, directly or through its authorized agents, auditors or other independent accounting firm, at its own expense, and the Concerned Funding Agency directly or through its duly authorized representatives, shall have the right, from time to time, upon at least ten (10) days notice, to audit, inspect, and copy the Contractor's records. The Contractor shall fully cooperate, including by making available such of its personnel, records and facilities as are reasonably requested by NGA Center or the Concerned Funding Agency. This Section shall remain in force during the term of the Agreement and for the three (3) years following the termination or expiration of the Agreement. If an audit, litigation, or other action involving the records is started before the end of the three (3) year period, Contractor agrees to maintain the records until the end of the three (3) year period or until the audit, litigation, or other action is completed, whichever is later.

12. Concerned Funding Agency

This Agreement is subject to the terms of any agreement between NGA Center and a Concerned Funding Agency and in particular may be terminated by NGA Center without penalty or further obligation if the Concerned Funding Agency terminates, suspends or materially reduces its funding for any reason. Additionally, the payment obligations of NGA Center under this Agreement are subject to the timely fulfillment by Concerned Funding Agency of its funding obligations to NGA Center.

13. Term and Termination

The Agreement shall be for such term as is set forth in the Agreement. The Agreement may be terminated by NGA Center prior to the end of any term on fifteen (15) days written notice.

In addition, this Agreement may be terminated by either party on written notice should the other party: (a) fail to cure a material breach within ten (10) days of delivery of written notice; (b) become insolvent; (c) be the subject of a bankruptcy filing; or (d) cease doing business.

Upon termination, the Contractor shall deliver to NGA Center: all Work, whether in final or draft form, that has been produced as of the date of termination; all Confidential Information; and any materials or items previously provided to the Contractor by NGA Center. Upon receipt thereof by NGA Center, the Contractor shall be paid for work performed through the date of termination.

In all instances of terminations, the Contractor shall use best efforts to not incur new costs and expenses after the notice of termination, and shall cancel as many outstanding obligations as possible.

14. Remedies

The Contractor acknowledges that monetary damages alone will not adequately compensate NGA Center in the event of a breach by the Contractor of the restrictions imposed and set forth in Sections paragraph 9 and 11, and therefore the Consultant hereby agrees that in addition to all remedies available to NGA Center at law or in equity, including, if applicable, under the District of Columbia Trade Secrets Act, or corresponding applicable State law, NGA Center shall be entitled to interim restraints and permanent injunctive relief for enforcement thereof, and to an accounting and payment over of all receipts realized by the Contractor as a result of such breach.

15. Special Damages

Neither party shall be liable to the other for consequential or indirect damages, including lost profits, or for punitive damages, arising from breach of the Agreement.

GENERAL TERMS AND CONDITIONS

16. Indemnification

Should one party (the “Indemnified Party”) incur or suffer any liability, damage, or expense, including reasonable attorney’s fees, in connection with the defense of a legal proceeding brought by a third party arising out of the negligent or other wrongful actions of the other party (the “Indemnifying Party”), then the Indemnifying Party shall indemnify and hold harmless the Indemnified Party for such liability, damage, or expense. Notwithstanding the foregoing, in the event the Contractor is a State governmental agency and as such is prohibited by law from contractually obligating itself to provide indemnification, this Section shall be void.

17. Limitation of Liability

Notwithstanding any other provision of the Agreement, under no circumstances shall the liability of NGA Center to the Contractor exceed to the total amount of compensation to be paid to the Contractor.

18. Governing Law; Forum Selection.

This contract is deemed made in the District of Columbia and shall be governed by, subject to, and construed in accordance with the laws of the District of Columbia (without giving effect to its conflict of law rules). All actions, suits or proceedings between the parties hereto with respect to the Agreement shall be litigated in the State or federal courts located in the District of Columbia. Notwithstanding the foregoing, in the event the Contractor is a State governmental agency and as such is prohibited by law from contractually designating the law of any other State as being controlling, then this Agreement shall be governed by, subject to, and construed in accordance with the laws of the State of residence of the Contractor, and the forum selection provision shall be void.

19. Waiver

No failure or delay by either party to exercise any right, power or remedy will operate as a waiver of the same, nor will any partial exercise preclude any further exercise of the same or some other right, power or remedy.

20. Entire Agreement

The Agreement constitutes the entire agreement between the parties relating to the subject matter of the contract. The Agreement supersedes all prior negotiations, representations and undertakings, whether written or oral.

21. Modification

The Agreement may not be modified except by further written agreement signed by the parties.

22. Severability

If for any reason any part of the Agreement is held to be unenforceable, illegal or invalid, that unenforceability, illegality or invalidity will not affect any other provisions, which will continue in full force and effect.

23. Publicity and Media

The Contractor shall not make any public statements or communications relating to the existence or performance of the Agreement, including the Services and the Work, or conduct any interviews or respond to any inquiries, concerning the same, without the express written consent of NGA Center. All media inquiries shall be directed to the NGA Office of Communications.

24. Assignment and Subcontracting

The Contractor shall not assign or subcontract any portion of the Agreement, or its obligations or rights thereunder, without the prior written consent of NGA Center. Any attempted assignment or subcontracting in violation of this provision shall be void.

25. Successors and Assigns

The Agreement shall be binding on the parties' respective successors, heirs, and permitted assigns.

GENERAL TERMS AND CONDITIONS

26. Insurance

The Contractor shall effect and maintain with a reputable insurance company a policy or policies of insurance providing an adequate level of coverage in respect of all risks which may be incurred by the Contractor, arising out of the Contractor's performance of the Agreement, in respect of death or personal injury, or loss of or damage to property. The Contractor shall produce to NGA Center, on request, copies of all insurance policies referred to in this condition or other evidence confirming the existence and extent of the coverage given by those policies, together with receipts or other evidence of payment of the latest premiums due under those policies.

Notwithstanding the foregoing, in the event the Contractor is a State governmental agency and as such is prohibited by law from contractually obligating itself to obtain insurance coverage as required above, this Section shall be void

27. Survival

Sections 3, 9, 14, 15, 16, 17, 18, 23, 25, and this Section 27 shall survive termination of this the Agreement.

SCOPE OF WORK

A. General Description of Engagement

State policy academy participants will develop a teacher compensation initiative to support and build teacher effectiveness and an action plan for implementation. States will work closely with and learn from other states and a faculty of government officials and other experts. Selected states will identify a team comprised of representatives from the governor's office and key state and local agencies to be a part of a 17-month process that includes two meetings and customized technical assistance. Participating states will identify a set of specific objectives to improve teaching through compensation and submit a final report of activities and outcomes.

B. Textual description of key tasks

States are required to participate in an all-state conference call hosted by the NGA Center on April 22, 2009 to receive an orientation on the policy academy. States are also required to host a one-day in-state visit between May 2009 and June 2009 for NGA Center staff to review the state's proposal and determine the grantee state's technical assistance needs.

In addition, states will participate in two policy academy meetings that are designed to facilitate cross-state sharing of ideas and assist states with developing and implementing action plans for teacher compensation initiatives. The first meeting scheduled for August 2009 will allow states to work with academy faculty and national experts to draft an action plan for a teacher compensation initiative. During the second policy meeting, which will be held in April 2010, states will work with expert faculty to refine the action plans, present their work and focus on developing strategies for implementation.

See State Proposal/Application for state-specific tasks.

C. Summary table of tasks, deliverables, and due dates

See State Proposal/Application for state-specific tasks and deliverables. Additional deliverables are listed below:

TASK	DELIVERABLE	DUE DATE
1	Participate in All-State Conference Call	April 22, 2009
2	Host an In-State Site Visit for NGA Center Staff	May 2009-June 2009
3	Attend First Policy Academy Meeting	August 2009
4	Attend Second Policy Academy Meeting	April 2010
5	Submit Final Programmatic and Financial Report	November 30, 2010

D. Compensation and Reporting Requirements

Contractor shall be compensated on a cost reimbursement basis according to the financial budget prepared by Contractor, approved by NGA Center, and attached to this Agreement. The total reimbursable amount may not exceed **\$25,000.00**. Reallocations of less than 10% of a line item or \$500 between budgeted line items are allowed but the NGA Center programmatic and financial contacts must be notified within thirty days. Reallocations of more than these amounts may be allowed but must be approved in advance by NGA Center. All incurred costs must be reasonable and conform to any provision of this Agreement regarding Allowable Costs. Subcontractors included in the attached budget are deemed to be approved.

An advance of \$12,500 will be paid upon execution of this Agreement. Any unused funds must be returned to NGA Center by the Agreement end date. Narrative and financial reporting is required for the advance amount. Once the advance has been expended, invoices may be submitted.

A narrative report describing activities conducted during the period must accompany each invoice. Upon Contractor's presentation of an invoice, NGA Center will review the invoice and pay Contractor for work that has been judged acceptable for any approved invoice. The invoice must detail current period expenditures and cumulative expenditures versus the approved budget. Payment of the final invoice will not be made until all work has been completed and has been judged acceptable by NGA Center.

The Contractor shall return to NGA Center all overpayments, such as those due to advances not expended, actual rates or costs being less than estimated or provisional rates, or due to any other cause, in a timely and prompt manner. Final financial and programmatic reports are due by **November 30, 2010**.

E. Key Personnel

See State Proposal/Application.

APPENDIX C

PK-20+ Vision and Goals for a World Class Education System

PK-20+ VISION AND PK-20+ GOALS

VISION: TO CREATE A WORLD-CLASS EDUCATION SYSTEM FOR ALL STUDENTS IN LOUISIANA

GOAL 1: Achievement Standards

Attain higher achievement standards for all students.

GOAL 2: Achievement Gap

Eliminate the achievement gaps between race and class.

GOAL 3: Global Market

Prepare students to compete effectively in a global market.

GOAL 4: Preparation and Training

Improve the educational attainment of the state's population.

GOAL 5: Research and Development

Invest strategically in research.

GOAL 6: Strategic Planning

Plan strategically, assess outcomes, and modify to improve performance.

APPENDIX D

Revised Teacher Preparation Accountability System

**DRAFT REVISED
TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

**THIS DOCUMENT WILL BE FURTHER DEVELOPED
DURING SUMMER 2009.**

MAY 21, 2009

DRAFT DOCUMENT

REVISED TEACHER PREPARATION ACCOUNTABILITY SYSTEM

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), a Quantity Index (e.g., quantity of program completers at each institution; quantity of program completers in teacher shortage areas) and an Institutional Index (e.g., performance of regular and alternate certification students on the state teachers' Praxis examinations; satisfaction ratings by regular program completers during their first year of teaching) were used to calculate a Teacher Preparation Performance Score for each institution. Universities were labeled as Exemplary, High Performing, Satisfactory, At-Risk, or Low Performing based upon their Teacher Preparation Performance Scores. The purpose of this accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked 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 for the Blue Ribbon Commission for Educational Excellence to use the time to revise the Teacher Preparation Accountability System during spring 2006. On May 18, 2006, the Blue Ribbon Commission for Educational Excellence submitted a set of recommendations to revise the Teacher Preparation Accountability System to the Board of Regents and Board of Elementary and Secondary Education at a joint meeting. In addition, the Commission recommended that additional data be collected and further examined by the Blue Ribbon Commission during 2006-07 before implementing the revised accountability system.

During 2006-07, the Teacher Preparation Accountability System was not implemented due to the need to finalize the revision of the system. In particular, a need existed to establish new baselines for the Quantity Index for the Teacher Preparation Accountability System as a result of decreases in populations and student enrollments in the areas impacted by Hurricane Katrina and Hurricane Rita. During spring 2007, the Blue Ribbon Commission reviewed additional data and made additional revisions to the Teacher Preparation Accountability System. The Commission determined that additional data were needed about projected future enrollments at universities impacted by the hurricanes to predict baselines for the Quantity Index. In addition, additional input was needed pertaining to the collection of survey data from regular and alternate certification teachers and mentors. Therefore, it was recommended that the Blue Ribbon Commission examine the additional data and make final revisions to the Teacher Preparation Accountability System at a future time.

On March 30, 2009, the Teacher Preparation Accountability System Revision Committee met to develop recommendations for areas that were not addressed by the 2006-07 Blue Ribbon Commission. This committee was composed of a combination of College of Education deans, Louisiana Department of Education staff, Board of Regents staff, and a faculty member from the College of Arts/Sciences. After attaining input from the committee, the committee's recommendations were integrated into a revised draft of the Teacher Preparation Accountability System. The 2008-09 Blue Ribbon Commission for Educational Excellence examined the revised draft during their April 19, 2009 meeting and provided additional input. The input was used to revise the document. The revised document was shared with the College of Education deans on May 11, 2009 and a revision was recommended. After examining the recommended revision from the College of Education deans, the Blue Ribbon Commission accepted the recommended revision on May 14, 2009 and approved the inclusion of the revised Teacher Preparation Accountability System in the commission's report to be submitted to the Board of Regents and Board of Elementary and Secondary Education at a joint meeting on May 21, 2009. During the summer, work will occur to fully develop the formula and run simulations with data. Additional input will be attained at that time. The recommended formula will be presented to the College of Education deans and Chief Academic Officers during fall 2009 for final input. The final version of the revised Teacher Preparation Accountability System will be presented by Board of Regents staff to the Board of Regents during fall 2009 for approval to use the system with public universities. The final revised Teacher Preparation Accountability System will be presented by Louisiana Department of Education staff to the Board of Elementary and Secondary Education to attain approval to use the system with private providers and private universities. It is recommended that the system be piloted during 2009-2010 and fully implemented during 2010-2011.

TEACHER PREPARATION ACCOUNTABILITY SYSTEM DRAFT RECOMMENDATIONS

QUESTIONS	RECOMMENDATIONS
<p>Formula</p> <p>1. What is the formula for the Teacher Preparation Accountability System?</p>	<p>The formula for the Teacher Preparation Performance Score is the following:</p> <p>Teacher Preparation Performance Score = $\frac{\text{Teacher Quantity Index} + \text{Institutional Performance Index} + \text{Student Growth in Learning Index}}{\text{Divided by 3}}$</p>
<p>Indicators</p> <p>2. What indicators are used to determine if teacher preparation programs have demonstrated growth?</p>	<p>The following indicators will be used to calculate the Teacher Quantity Index, Institutional Performance Index, and Student Growth in Achievement Index.</p> <p>TEACHER QUANTITY INDEX:</p> <p>Q1 Number of Traditional, Alternate Certification, and Post-Baccalaureate Certificate program completers</p> <p>Q2 Number of Traditional, Alternate Certification, and Post-Baccalaureate Certificate program completers in <i>critical certification shortage areas</i> (i.e., mathematics, science, special education, foreign languages, and reading specialists).</p> <p>Q3 Number of Traditional and Alternate Certification program completers teaching in <i>critical rural district shortage areas</i> (i.e., five rural districts identified by the state with the largest percentage of uncertified teachers).</p> <p>Q4 Number of <i>racial minority</i> Traditional and Alternate certification program completers.</p> <p>Q5 Number of <i>gender minority</i> Traditional and Alternate certification program completers.</p> <p>Q6 Number of <i>grades 4-8</i> Traditional, Alternate Certification, and Post-Baccalaureate Certificate program completers.</p> <p>INSTITUTIONAL PERFORMANCE INDEX:</p> <p>P1 Percentage of Traditional and Alternate program completers who took PRAXIS subtests and passed the subtests.</p> <p>P2 Ratings by <i>Traditional pre-service teacher candidates</i> regarding the quality of the teacher preparation programs to prepare student teachers to address the state standards for teachers (completed online during the last three weeks of the student teaching experience).</p> <p>P3 Ratings of <i>supervising teachers of Traditional pre-service teacher candidates</i> regarding the quality of teacher preparation programs to prepare student teachers to address the state standards for teachers (completed online during the last three weeks of the student teaching experience).</p> <p>P4 Ratings by <i>new Alternate Certification candidates</i> regarding the quality of their teacher preparation programs to prepare them to address the state standards for teacher (completed online during the last three weeks of their internship/student teaching).</p> <p>P5 Ratings by <i>mentors of Alternate Certification candidates</i> regarding the quality of their teacher preparation programs to prepare them to address the state standards for teacher (completed online during the last three weeks of their internship/student teaching).</p>

**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS
<p><i>Indicators (Cont'd.)</i></p> <p>2. What indicators should be used to determine if teacher preparation programs have demonstrated growth? (Cont'd.)</p>	<p>INSTITUTIONAL PERFORMANCE INDEX (CONT'D.):</p> <p>P6 Ratings by <i>new Traditional program completers</i> regarding the quality of their teacher preparation programs to prepare them to address the state standards for teachers (completed online during the last three weeks of LaTAAP).</p> <p>P7 Ratings by <i>mentors of new Traditional program completers</i> regarding the quality of the teacher preparation programs to prepare the teachers to address the state standards for teachers (completed online during the last three weeks of LaTAAP).</p> <p>STUDENT GROWTH IN ACHIEVEMENT INDEX</p> <p>G1 Mean of the scaled scores assigned to each performance level across content areas for the Value-Added Teacher Preparation Assessment.</p>
<p><i>Definitions of Indicators for Quantity Index</i></p> <p>3. How will specific indicators be defined for the Quantity Index?</p>	<p>The following are definitions for the Quantity Indicators:</p> <p><i>a. Critical Certification Shortages</i></p> <p>A <i>critical certification shortage</i> will be the number of traditional and alternate certification program completers reported to the BOR who meet all program and state requirements to be certified to teach in the following areas: Science (Biology, General Science, Chemistry, Physics, Environmental Science, and Earth Science), Special Education (Mild/Moderate, Visually Impaired, Hearing Impaired, Early Intervention, Significant Disabilities), Mathematics, Foreign Languages, and Reading Specialists. In addition, this will include the number of certified teachers who add-on new certifications in these areas.</p> <p><i>b. Critical Rural District Shortages</i></p> <p>The <i>critical rural district shortage</i> will be the number of traditional and alternate certification program completers who teach in rural school districts who have the greatest percentage of uncertified teachers.</p> <p><i>c. Racial Minorities</i></p> <p>A <i>racial minority</i> will be the sum of the number of traditional and alternate certification program completers who take the PRAXIS exams, as reported by ETS, coded as any of the following:</p> <p>(1) African-American. (3) Hispanic (5) Pacific Islander (2) Asian-American. (4) Native American (6) Other (Specify: _____)</p>

TEACHER PREPARATION ACCOUNTABILITY SYSTEM DRAFT RECOMMENDATIONS (CONT'D.)

QUESTIONS	RECOMMENDATIONS
<p><i>Definitions of Indicators (Cont'd.)</i></p> <p>3. How will specific indicators be defined for the Quantity Index? (Cont'd.)</p> <p><i>Note: The sum will be a "duplicated" count, meaning, for example, that someone coded both as "African-American" and "male taking the Early Childhood Education test" would count as two, not one.</i></p>	<p><i>d. Gender Minorities</i></p> <p><i>A teaching minority will be the sum of the number of traditional and alternate certification program completers who take the PRAXIS exams, as reported by ETS, coded as any of the following:</i></p> <p><i>(1) Male and taking the "Early Childhood Education" test OR (2) Male and taking the "Elementary Education" test.</i></p> <p><i>e. Grades 4-8 Educators</i></p> <p><i>Grades 4-8 Educators will be all regular/alternate certification program completers and add-on Post-Baccalaureate Certificate completers who meet requirements to attain certification as grades 4-8 teachers once they complete their programs/plans.</i></p> <p><i>f. Post-Baccalaureate Certificates</i></p> <p><i>Once candidates have graduated and received initial certification, universities/colleges will actively recruit teachers to pursue state approved Post-Baccalaureate Certificates in teacher shortage areas. The universities/colleges will identify the sequence of courses (12 or more credit hours) that must be taken for a Post-Baccalaureate Certificate. The Board of Regents and Louisiana Department of Education will review the required courses for the Post-Baccalaureate Certificate to ensure that it addresses state certification requirements for areas of add-on certification before the certificates are recommended for approval to the Board of Regents. Once candidates have completed all courses in the Post-Baccalaureate Certificate plan and passed the appropriate Praxis examinations (if appropriate), the universities will recommend the candidates for add-on certification.</i></p> <p><i>Universities will submit the number of Post-Baccalaureate Certificates for their campuses as part of their annual reporting of program completers to the Board of Regents.</i></p> <p><i>When submitting the annual Excel reports for program completers to the Board of Regents, the private universities will complete a separate report for Post-Baccalaureate Certificate completers that identifies the names of candidates who completed the required courses and passed the Praxis examinations (if appropriate) to become certified to teach in the additional areas. Universities will not be given points for candidates who graduated from the universities and added areas of certification after graduation by just passing Praxis examinations.</i></p> <p><i>Universities will not be given points for candidates who complete courses for certification at a series of different universities. These teachers will submit their transcripts directly to the Department of Education to become certified in the additional areas. One exception is teachers who take courses from different universities who are part of a prearranged consortium recognized by the BoR or BESE.</i></p>

TEACHER PREPARATION ACCOUNTABILITY SYSTEM DRAFT RECOMMENDATIONS (CONT'D.)

QUESTIONS	RECOMMENDATIONS																		
<p><i>Teacher Quantity Index</i></p> <p>4. How will a Teacher Quantity Index be calculated?</p>	<p>Baseline for Quantity Index</p> <p>The baseline for the Quantity Index will be the number of Traditional, Alternate Certification, and/or Post-Baccalaureate program completers in 2007-08.</p> <p>Teacher Quantity Score</p> <p>The formula to calculate the Teacher Quantity Score will be the following:</p> <p>Teacher Quantity Score = Program Completers + (1.0 * Grades 4-8 Educators) + (.5 * [Critical Certification Shortage Areas + Critical Rural District Shortage + Racial Minorities + Gender Minorities])</p> <p>Each year a new Teacher Quantity Score will be calculated for each teacher preparation program by assigning one point to every Traditional, Alternate Certification, and Post-Baccalaureate Certificate program completer. One additional point will be assigned for each Grades 4-8 educator who completed a Traditional, Alternate Certification, or Post-Baccalaureate Certificate program. One-half a point will be assigned for every program completer during that year that fit the definitions for: Critical Certification Shortage Areas, Critical Rural District Shortages, Racial Minorities, and Gender Minorities. The total number of points will be added to determine the Teacher Quantity Score.</p> <p>The Teacher Quantity Score will be compared to the Baseline Score to determine the percentage of increase or decrease in quantity. Teacher Preparation Programs will be required to have Teacher Quantity Scores that are at the following percentage levels to attain the corresponding scaled scores and grades.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grades</th> <th style="text-align: left;">Percentages</th> <th style="text-align: left;">Scaled Scores</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>\geq % and greater difference between Quantity Score and Baseline Score</td> <td>125+</td> </tr> <tr> <td>A</td> <td>% - % difference between Quantity Score and Baseline Score</td> <td>100.0-124.9</td> </tr> <tr> <td>B</td> <td>% - % difference between Quantity Score and Baseline Score</td> <td>80.0-99.9</td> </tr> <tr> <td>C</td> <td>% - % difference between Quantity Score and Baseline Score</td> <td>50.0-79.9</td> </tr> <tr> <td>Below C</td> <td>% - % and greater difference between Quantity Score and Baseline Score</td> <td>0-49.9</td> </tr> </tbody> </table> <p>Standard scores will be assigned to all percentages to create a Teacher Quantity Index for each institution.</p>	Grades	Percentages	Scaled Scores	A+	\geq % and greater difference between Quantity Score and Baseline Score	125+	A	% - % difference between Quantity Score and Baseline Score	100.0-124.9	B	% - % difference between Quantity Score and Baseline Score	80.0-99.9	C	% - % difference between Quantity Score and Baseline Score	50.0-79.9	Below C	% - % and greater difference between Quantity Score and Baseline Score	0-49.9
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**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS																																				
<p><i>Institutional Performance Index</i></p> <p>5. How will the Institutional Performance Index be calculated?</p>	<p>Regression analysis will be used to convert individual values to individual scaled scores for each index.</p> <p><i>Praxis Passage Rate Score</i></p> <p>Grades and specific scaled scores will be assigned to institutions based upon the overall percentage of program completers who passed the PRAXIS examinations. The grades and corresponding percentage ranges and scaled score ranges are the following:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><i>Grades</i></th> <th style="text-align: left;"><i>Percentages</i></th> <th style="text-align: left;"><i>Scaled Scores</i></th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>98%-100%</td> <td>125+</td> </tr> <tr> <td>A</td> <td>92%-97%</td> <td>100.0-124.9</td> </tr> <tr> <td>B</td> <td>87%-91%</td> <td>80.0-99.9</td> </tr> <tr> <td>C</td> <td>80%-86%</td> <td>50.0-79.9</td> </tr> <tr> <td>Below C</td> <td>0%-79%</td> <td>0-49.9</td> </tr> </tbody> </table> <p><i>Teacher Survey Score and Mentor Survey Scores</i></p> <p>Grades and specific scaled scores will be assigned to specific mean scores from surveys administered to traditional pre-service teacher candidates, alternate certification teacher candidates, new regular teachers, and mentors of the teachers. Teachers will use a 1 to 4 point scale to respond to questions pertaining to their preparation to address the state standards for teachers. The grades and corresponding ranges for mean scores and scaled score are the following:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><i>Grades</i></th> <th style="text-align: left;"><i>Means</i></th> <th style="text-align: left;"><i>Scaled Scores</i></th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>To be Determined</td> <td>125+</td> </tr> <tr> <td>A</td> <td>To be Determined</td> <td>100.0-124.9</td> </tr> <tr> <td>B</td> <td>To be Determined</td> <td>80.0-99.9</td> </tr> <tr> <td>C</td> <td>To be Determined</td> <td>50.0-79.9</td> </tr> <tr> <td>Below C</td> <td>To be Determined</td> <td>0-49.9</td> </tr> </tbody> </table>	<i>Grades</i>	<i>Percentages</i>	<i>Scaled Scores</i>	A+	98%-100%	125+	A	92%-97%	100.0-124.9	B	87%-91%	80.0-99.9	C	80%-86%	50.0-79.9	Below C	0%-79%	0-49.9	<i>Grades</i>	<i>Means</i>	<i>Scaled Scores</i>	A+	To be Determined	125+	A	To be Determined	100.0-124.9	B	To be Determined	80.0-99.9	C	To be Determined	50.0-79.9	Below C	To be Determined	0-49.9
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**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS															
<p><i>Institutional Performance Index (Cont'd.)</i></p> <p>5. How will the Institutional Performance Index be calculated? (Cont'd.)</p>	<p>The formula that will be used to calculate the Institutional Performance Index will be the following:</p> <p>Institutional Performance Index =</p> <p style="text-align: center;">(Praxis Passage Rate Score * .50) + ([Traditional Teacher Candidate Teacher Survey + Alternate Certification Candidate Teacher Survey + New Teacher Survey + Mentor of Traditional Teacher Candidate Survey + Mentor of Alternate Certification Candidate Survey + Mentor of New Teacher Survey] * .50)</p>															
<p><i>Growth in Student Achievement Index</i></p> <p>6. How will the Growth in Student Achievement Index be calculated?</p>	<p>The formula that will be used to calculate the Growth in Student Achievement Index will be the following:</p> <p>Growth in Student Achievement Index =</p> <p style="text-align: center;">(Math Performance Scaled Score + Science Scaled Score + Social Studies Scaled Score + Reading Scaled Score + Language Arts Scaled Score)/5</p> <p>To calculate the index, the performance level for each content area will be converted to a standard scored based upon the following:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Performance Level 1 =</td> <td>Standard Score 140</td> <td>Exemplary</td> </tr> <tr> <td>Performance Level 2 =</td> <td>Standard Score 112</td> <td>High Performing</td> </tr> <tr> <td>Performance Level 3 =</td> <td>Standard Score 90</td> <td>Satisfactory</td> </tr> <tr> <td>Performance Level 4 =</td> <td>Standard Score 65</td> <td>At-Risk</td> </tr> <tr> <td>*Performance Level 5 =</td> <td>Standard Score 0</td> <td>Low Performing</td> </tr> </table> <p>If a program has estimates from multiple programs in one content area, the standard score in that content area will be the weighted average of those Standard Scores. The weight will be proportional to the number of graduates for each program over the three-year assessment window.</p> <p>Once the Standard Score has been calculated for each content area, the Growth in Student Achievement Index will be the mean of the Standard cores across the content areas. The specific Performance Levels for all content areas for the Value Added Teacher Preparation Assessment Model will be reported in the annual <i>Institutional Report for the Preparation of Teachers</i>.</p>	Performance Level 1 =	Standard Score 140	Exemplary	Performance Level 2 =	Standard Score 112	High Performing	Performance Level 3 =	Standard Score 90	Satisfactory	Performance Level 4 =	Standard Score 65	At-Risk	*Performance Level 5 =	Standard Score 0	Low Performing
Performance Level 1 =	Standard Score 140	Exemplary														
Performance Level 2 =	Standard Score 112	High Performing														
Performance Level 3 =	Standard Score 90	Satisfactory														
Performance Level 4 =	Standard Score 65	At-Risk														
*Performance Level 5 =	Standard Score 0	Low Performing														

* *It is recommended that simulations be run to determine if a Standard Score of “0” or a standard score of “25” should be used as the Scaled Score for Performance Level 5 before the BoR and BESE approves the revised Teacher Preparation Accountability System.*

**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS															
<p><i>Less Than 10 Program Completers</i></p> <p>7. Will data be used if there are less than 10 program completers for the Quantity Index and Institutional Performance Index?</p>	<p>If data are available for less than 10 program completers at an institution during a given year, multiple consecutive years of data will be used to determine an average score. The specific variable will not be integrated into the accountability formula until the data are available.</p>															
<p><i>Labels for Teacher Preparation Programs</i></p> <p>8. How will labels be assigned to teacher preparation programs?</p>	<p>The labels listed below will only be assigned to the overall Teacher Preparation Performance Score. However, individual grades or labels will be assigned to the Quantity Index, Institutional Performance Index, and Growth of Student Learning Index.</p> <p>The following Teacher Preparation Performance Scores must be achieved to receive the following labels:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Exemplary Teacher Preparation Program</td> <td style="padding-right: 20px;">=</td> <td>Institutional Performance Score of 125.0 and above.</td> </tr> <tr> <td>High Performing Teacher Preparation Program</td> <td>=</td> <td>Institutional Performance Score of 100.0 – 124.9.</td> </tr> <tr> <td>Satisfactory Teacher Preparation Program</td> <td>=</td> <td>Institutional Performance Score of 80.0 – 99.9.</td> </tr> <tr> <td>At-Risk Teacher Preparation Program</td> <td>=</td> <td>Institutional Performance Score of 50.0 – 79.9.</td> </tr> <tr> <td>Low Performing Teacher Preparation Program</td> <td>=</td> <td>Institutional Performance Score of 0 – 49.9.</td> </tr> </table> <p>The formula for the Teacher Preparation Accountability System and the assignment of labels will be reexamined during 2015-2016.</p>	Exemplary Teacher Preparation Program	=	Institutional Performance Score of 125.0 and above.	High Performing Teacher Preparation Program	=	Institutional Performance Score of 100.0 – 124.9.	Satisfactory Teacher Preparation Program	=	Institutional Performance Score of 80.0 – 99.9.	At-Risk Teacher Preparation Program	=	Institutional Performance Score of 50.0 – 79.9.	Low Performing Teacher Preparation Program	=	Institutional Performance Score of 0 – 49.9.
Exemplary Teacher Preparation Program	=	Institutional Performance Score of 125.0 and above.														
High Performing Teacher Preparation Program	=	Institutional Performance Score of 100.0 – 124.9.														
Satisfactory Teacher Preparation Program	=	Institutional Performance Score of 80.0 – 99.9.														
At-Risk Teacher Preparation Program	=	Institutional Performance Score of 50.0 – 79.9.														
Low Performing Teacher Preparation Program	=	Institutional Performance Score of 0 – 49.9.														

**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS
<p><i>Rewards</i></p> <p>9. Should teacher preparation programs be rewarded for high performance and/or growth?</p>	<p>Teacher preparation programs should receive rewards if they attain Teacher Preparation Performance Scores that result in labels of "Exemplary" or "High Performing". They should also receive a reward if they have a "Satisfactory" label and demonstrate a predetermined amount of growth. Types of rewards should be:</p> <p><i>Exemplary Teacher Preparation Programs</i></p> <ol style="list-style-type: none"> a. Teacher preparation programs receive a positive label. b. Programs be recognized at a public celebration. c. Programs receive public recognition in institutional report cards and state reports. d. Programs receive a monetary reward that is at a higher level than the reward for High Performing Teachers Preparation Programs. e. The reward funds may be used for professional development of faculty or to fund a special initiative that enhances the knowledge of faculty. <p><i>High Performing Teacher Preparation Programs</i></p> <ol style="list-style-type: none"> a. Teacher preparation programs receive a positive label. b. Programs be recognized at a public celebration. c. Programs receive public recognition in institutional report cards and state reports. d. Programs receive a monetary reward that is at a lower level than the reward for Exemplary Teacher Preparation Programs. The reward funds may be used for professional development of faculty or to fund a special initiative that enhances the knowledge of faculty.

**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS
<p><i>Programmatic Intervention</i></p> <p>10. What will happen when a teacher preparation program obtains a “Level 5 Performance Level” on the Value-Added Teacher Preparation Assessment?</p>	<p>Teacher preparation programs will undergo Programmatic Intervention if they attain a “Level 5 Performance Level” on the Value-Added Teacher Preparation Assessment. Programs that undergo Programmatic Intervention will be required to take the following steps:</p> <ul style="list-style-type: none"> a. Teacher preparation programs will be required to secure a national consultant with expertise in the content area in which the Level 5 Performance Level was attained to work with a content expert from the Louisiana Department of Education to review the program. b. Once the review is completed, the teacher preparation programs will make a report to the Board of Regents (public universities) or Board of Elementary and Secondary Education (private universities and private providers) that will specify: <ul style="list-style-type: none"> 1) The findings of the review. 2) The programmatic intervention plan. 3) The time frame for implementation of the programmatic intervention plan and when changes in their value-added assessment results would be anticipated to occur based on the actions. 4) The institution’s plan to assess implementation of the programmatic intervention plan and what evidence will be collected demonstrating impact on current teacher candidates. c. Teacher preparation program will be required to alert current candidates enrolled in the program of the Level 5 assessment results and the programmatic intervention plan that will be implemented. d. Teacher preparation programs will be required to alert applicants of the Level 5 assessment results and the programmatic intervention plan to be implemented.
<p><i>Continued Performance at Level 5</i></p> <p>11. What will occur if a teacher preparation programs continues to obtain a “Level 5 Performance Level” in a specific content area or content areas within specific programs?</p>	<p>Teacher preparation programs that continue to attain a “Level 5 Performance Level” in a specific content area over a four year time period will undergo program termination by the Board of Regents and the Board of Elementary and Secondary Education. If the teacher preparation program wishes to reconstitute the program in the specific content area, it may not submit a plan for a new program until a minimum of one year is spent planning the reconstituted program. National consultants will evaluate the new program and make recommendations pertaining to approval.</p> <p>Once a teacher preparation program loses approval of a program in a specific content area, it may accept no new students into the teacher preparation program in the specific content area. Students already enrolled in the non-approved teacher preparation program in the designated area may complete their program and be eligible for certification.</p>

**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS
<p><i>Corrective Actions</i></p> <p>12. What will happen when a teacher preparation program obtains an "At-risk Teacher Preparation Program" label or a "Low Performing Teacher Preparation Program" label.</p>	<p>Teacher preparation programs should receive corrective actions if they attain Teacher Preparation Performance Scores that result in labels of "At-risk" or "Low Performing". Types of corrective actions are the following.</p> <p><i>For At-risk Teacher Preparation Programs Only</i></p> <p><i>Level 1:</i></p> <ul style="list-style-type: none"> a. Teacher preparation programs receive an "At-risk" label for the U.S. Department of Education. b. Teacher preparation programs obtain an external expert to work with the university/district team to conduct a rigorous program review and identify actions to improve the teacher preparation program. c. Teacher preparation programs report recommended actions to improve the teacher preparation program to the public. d. Teacher preparation programs report progress in improving the teacher preparation program to the public on an annual basis. e. Teacher preparation programs have two years to reach "Satisfactory" level. <p><i>Level 2:</i></p> <ul style="list-style-type: none"> a. Teacher preparation programs receive an "At-risk" label for the U.S. Department of Education. b. Board of Regents refuse to approve new university programs in colleges that offer general education and major courses to teacher education majors. c. Board of Elementary and Secondary Education assign private providers and private universities a "probationary status" as part of the state approval process. d. Teacher preparation programs provide teacher preparation candidates with written notification (e.g., e-mail, letter, etc.) that communicates that the program has been assigned an "At-Risk" label and must reach a "Satisfactory" level in two years or be labeled as "Low Performing." The written communication should identify actions that are being implemented to reach a "Satisfactory" level. e. Teacher preparation programs have one year to move to a "Satisfactory" level. Teacher preparation programs that fail to demonstrate growth will move to Level 3 corrective actions.

**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS
<p><i>Corrective Actions (Cont'd.)</i></p> <p>13. What will happen when a teacher preparation program obtains an "At-risk Teacher Preparation Program" label or a "Low Performing Teacher Preparation Program" label? (Cont'd.)</p>	<p><i>For Low Performing Teacher Preparation Programs or At-Risk Teacher Preparation Programs that Fail to Demonstrate Growth During Level 2 Corrective Actions</i></p> <p>Level 3:</p> <ul style="list-style-type: none"> a. Teacher preparation programs receive a "Low Performing" label for the U.S. Department of Education. b. Teacher preparation programs are assigned an external team (funded by teacher preparation programs) to assist the program. c. Teacher preparation programs provide teacher preparation candidates with written notification (e.g., e-mail, letter, etc.) that communicates that the program has been assigned a "Low Performing" label and must reach a "Satisfactory" level in two years or be reconstituted the next year. The written communication should identify actions that are being implemented to reach a "Satisfactory" level. d. Teacher preparation programs have two years to move to a "Satisfactory" level. (Note: Teacher preparation programs that have had an "At-risk" label for three years will have only one year to move to a "Satisfactory" level before moving to Level 4.) <p>Level 4:</p> <ul style="list-style-type: none"> a. Teacher preparation programs lose state approval of teacher preparation programs.
<p><i>Non-approval</i></p> <p>14. What will happen once a teacher preparation program moves into Level 4 corrective action?</p>	<p>Once a teacher preparation program reaches Level 4 of the corrective actions, the program will no longer be approved by the state. If the teacher preparation program wishes to reconstitute the program, it may not submit a plan for a new program until a minimum of one year is spent planning the reconstituted program.</p> <p>Once a teacher preparation program loses its program approval, it may accept no new students into the teacher preparation program. Students already enrolled in the non-approved teacher preparation program may complete their program and be eligible for certification. In the case of universities, a non-approved institution is expected to work with approved institutions and help students transfer credits to approved universities/colleges, providing the students meet admission requirements at the approved universities/colleges.</p> <p>The performance of students from non-approved institutions who enter approved institutions during their final 30 hours will not be calculated into the Teacher Preparation Performance Score of the approved institutions.</p>

**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS
<p><i>Corrective Action - New Accountability Cycle</i></p> <p>15. Can teacher preparation programs be given a second label of “At-Risk or “Low Performing” based upon new indicators if they are already in Corrective Action?</p>	<p>Institutions that enter into Corrective Action will have two years to address the accountability indicators and reach a Satisfactory level. These institutions will not be assigned an additional label and will not be required to address new accountability indicators until they have exited Corrective Action at the end of the two-year time period.</p>
<p><i>Corrective Action – Exit in One Year</i></p> <p>16. What happens if teacher preparation programs enter into Corrective Action and reach a “Satisfactory” or higher level in less than two years?</p>	<p>If a program enters into Corrective Action and exits within a one year time period, the campus will have the “At-Risk” or “Low-Performing” label removed and exit Corrective Action. The program will be given a one-year grace period and assigned a label of “Transitional Teacher Preparation Program” for one year. Data for new indicators will be reported; however, the institution will not be held accountable for new indicators until the end of the second year.</p>

**TEACHER PREPARATION ACCOUNTABILITY SYSTEM
DRAFT RECOMMENDATIONS (CONT'D.)**

QUESTIONS	RECOMMENDATIONS
<p><i>Phase-in Schedule for Indicators</i></p> <p>17. When will the indicators be integrated into the formula to calculate the Teacher Preparation Performance Scores?</p>	<p>The Revised Teacher Preparation Accountability System will be fully implemented during 2010-2011. The data will be collected during the following time intervals.</p> <p>Pilot Implementation:</p> <p>Fall 2003 Sept. 1 to June 30, 2009</p> <p>July 1, 2009 to March 2010 July 1, 2009 to March 2010 March 2010 to April 2010 April 7, 2010</p> <p>April 7, 2010</p> <p>Full Implementation:</p> <p>July 1, 2009 to June 30, 2010 Sept. 1 to June 30, 2010</p> <p>July 1, 2010 to March 2011 July 1, 2010 to March 2011 March 2011 to April 2011 April 7, 2011</p> <p>April 7, 2011</p>

Individuals who have questions about this document may contact Dr. Jeanne M. Burns (Associate Commissioner for Teacher Education Initiatives – Board of Regents/Governor’s Office) at jeanne.burns@la.gov.