

LOUISIANA SCREENS/ASSESSMENTS/EVIDENCE FOR TEACHER PREPARATION PROGRAMS

Type of Program (Undergraduate, Alternate, or Other)	Undergraduate
---	---------------

Teacher Preparation Stages	Types of Evidence (Screens/Assessments/Evidence)		
	Examples of Current University Requirements	Current State Law/Policy/Procedures <i>(Note: All Public Universities and Private Universities address designated items in this column)</i>	Recommendations of Other Stakeholders (Blue Ribbon Commission/State Committees)
<p>Admission to Universities</p> <p><i>Public: Flagship = LSU; Statewide = LA Tech, ULL, UNO; Regional = Grambling, LSU-A, LSU-S, McNeese, Nicholls, NSU, SLU, SU, SUNO, ULM</i></p> <p><i>Private: Centenary, LA College, Loyola, OLC, Tulane, Xavier</i></p>	<ul style="list-style-type: none"> • State Law and Policy Requirements • University Admissions Requirements 	<ul style="list-style-type: none"> • BoR Policy (Public Universities) <ul style="list-style-type: none"> ➢ Minimum overall HS GPA – 2.0 ➢ Zero developmental courses (Fall 2014) ➢ ACT Composite (Flagship 25; Statewide 23; Regional 20) or GPA on the Core (Flagship 3.0; Statewide 2.5; Regional 2.0) 	
<p>Entry Into Teacher Preparation Programs (e.g., Professional Coursework)</p>	<ul style="list-style-type: none"> • State Law and Policy Requirements • GPA (e.g., 2.5 to 3.0 or higher) • Disposition Survey/Evaluation • Completion of predetermined number of semester hours for BESE/BoR approved Teacher Preparation Curriculum <ul style="list-style-type: none"> ➢ General Education content courses aligned with BESE PK-12 Content Standards ➢ Early Education courses that require some field-based experiences (e.g., Child Development, Educational Technology, Introductory Education Course, etc.) • Grade of “C” or better in designated courses • Field experience documentation • Technology documentation • Other Artifacts Across Universities (e.g., Background Check, Letters of Recommendation, Autobiography, Teaching Philosophy, Teaching Sample, Reflections, Interview, etc.) 	<ul style="list-style-type: none"> • State Law & BESE Policy (Public and Private Universities) <ul style="list-style-type: none"> ➢ Minimum score on Test of Cognition/Aptitude (ACT/SAT/Praxis I) 	

LOUISIANA SCREENS/ASSESSMENTS/EVIDENCE FOR TEACHER PREPARATION PROGRAMS (CONT'D)

Teacher Preparation Stages	Types of Evidence (Screens/Assessments/Evidence)		
	Examples of Current University Requirements	Current State Law/Policy/Procedures <i>(Note: All Public Universities and Private Universities address designated items in this column)</i>	Recommendations of Other Stakeholders (Blue Ribbon Commission/State Committees)
Teacher Preparation Progress & Entry into Student Teaching	<ul style="list-style-type: none"> • GPA (e.g., 2.5 to 3.0 or higher) • Disposition Survey/Evaluation • Test of Content Knowledge (e.g., Praxis II Content)¹ • Field experience documentation • Observations/evaluations (e.g., Compass, Danielson – all areas, INTASC, TAP, etc.) by university faculty & school partners • Grade of “C” or better in designated courses • Developing Portfolio (e.g., Teaching Sample, Lesson Plans, Units, Student Work Samples, etc.) • Other Artifacts Across Universities (e.g., Reflections, Professional Attributes/Conduct Form, Classroom Management Artifact, Assessment Artifact, Professional Growth Plan, etc.) 		

¹ Some universities require candidates to pass the Praxis content assessment prior to program completion instead of prior to entry into student teaching.

LOUISIANA SCREENS/ASSESSMENTS/EVIDENCE FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

Teacher Preparation Stages	Types of Evidence (Screens/Assessments/Evidence)		
	Examples of Current University Requirements	Current State Law/Policy/Procedures <i>(Note: All Public Universities and Private Universities address designated items in this column)</i>	Recommendations of Other Stakeholders (Blue Ribbon Commission/State Committees)
Completion of Teacher Preparation Program	<ul style="list-style-type: none"> • State Law and Policy Requirements • Test of Professional Knowledge (e.g., Praxis Principles of Learning and Teaching, etc.)² • Dispositions Survey/Evaluation • GPA (2.5 to 3.0 or higher) • Praxis passage on all licensure assessments and licensure requirements for certification³ • Observations/evaluations (e.g., Compass, Danielson – all areas, INTASC, TAP, etc.) by university supervisors and mentors/cooperating teachers • Capstone Portfolio (e.g., Teaching Sample, Lesson Plans, Units, Student Work Samples, Teaching Videos, etc.) • Exit Candidate Survey/Interview • Employer/Mentor/Cooperating Teacher Survey • Completion of Teacher Preparation Curriculum and Grades of “C” or better in predetermined courses • Other Artifacts Across Universities (e.g., Professional Attributes/Conduct form, Reflections, Research Project, Professional Development Documentation, Resume, Self-evaluations, etc.) 	<ul style="list-style-type: none"> • BESE Policy (Public & Private Universities) <ul style="list-style-type: none"> ➤ Teaching Reading Competency (e.g., Required reading course credit or hours that address BESE Reading/Language Competencies (e.g., EC, Elem., & SE = 9 credit hours; Middle = 6 credit hours; Secondary & K-12 = 3 credit hours) or Praxis Teaching Reading Exam (EC, Elem, & SE only) ➤ Teacher Preparation Curriculum with designated number of credit hours in General Education, Knowledge of the Learner & Learning Environment, Focus Areas, Methodology and Teaching, and Flexible Hours that is aligned with K-12 content standards and State teacher standards • Board of Regents Reporting to Legislature (Public Universities) <ul style="list-style-type: none"> ➤ 1st to 3rd year retention rate within programs for first-time, full-time, degree seeking students ➤ Graduation rate (within 150% of time) at four-year universities ➤ Number of degree recipients 	<ul style="list-style-type: none"> • Blue Ribbon Commission (2006-2009) <ul style="list-style-type: none"> ➤ Quantity of completers in teacher shortage areas ➤ Statewide Surveys <ul style="list-style-type: none"> ▪ Graduates • State Committees (2011-2013) <ul style="list-style-type: none"> ➤ Program completion rates (candidates who start and complete programs)

² Some universities require candidates to pass the Praxis professional knowledge exam to enter student teaching instead of completion of the programs.

³ All public and private universities require candidates to pass all Praxis assessments and licensure requirements to be awarded baccalaureate degrees. Students at LSU who do not pass Praxis content and/or professional knowledge exams may file a formal appeal to receive their baccalaureate degrees.

LOUISIANA SCREENS/ASSESSMENTS/EVIDENCE FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

Teacher Preparation Stages	Types of Evidence (Screens/Assessments/Evidence)		
	Examples of Current University Requirements	Current State Law/Policy/Procedures <i>(Note: All Public Universities and Private Universities address designated items in this column)</i>	Recommendations of Other Stakeholders (Blue Ribbon Commission/State Committees)
Teacher Licensure	<ul style="list-style-type: none"> • State Law and Policy Requirements • Application for Initial Teaching Certificate 	<ul style="list-style-type: none"> • BESE Policy (Public and Private Universities) <ul style="list-style-type: none"> ➤ Completion of State approved teacher preparation program ➤ GPA 2.5 ➤ Minimum scores: ACT/SAT/Praxis I; Praxis II Content Knowledge; Praxis Principles Learning and Teaching ➤ Recommendation of teacher preparation program 	
Post-Graduate Assessment of Teacher Preparation Completers	<ul style="list-style-type: none"> ➤ State Law and Policy Requirements ➤ University Surveys <ul style="list-style-type: none"> ➤ New Teachers ➤ Employers 	<ul style="list-style-type: none"> • Board of Regents Reporting to Legislature (Public Universities) <ul style="list-style-type: none"> ➤ Number of Academic Certificate recipients (i.e., certificates awarded to certified teachers who take courses to add an additional area of certification to their teacher license) • Board of Regents Procedures (Public & Private Universities) <ul style="list-style-type: none"> ➤ Value-Added Scores for new teachers of grades 4-8 in five content areas <i>(Note: Redesigned programs must have 25 or more new teachers with scores in individual content areas for scores to be reported to the public)</i> ➤ Drill Down Data for Value-added Scores (e.g., By grade span, performance levels, free/reduced lunch, special education, and achievement strands) 	<ul style="list-style-type: none"> • Blue Ribbon Commission (2001-2009) <ul style="list-style-type: none"> ➤ State Surveys <ul style="list-style-type: none"> ▪ New Teachers ▪ Employers • State Committees (2011-2013) <ul style="list-style-type: none"> ➤ Retention rate of new teachers after 3-5 years of teaching ➤ Compass Professional Practices Teacher Evaluation Scores ➤ Compass Growth in Student Learning Teacher Evaluation Scores ➤ Compass Overall Teacher Evaluation Scores ➤ Quantity of graduates that obtain a license to teach in Louisiana ➤ Quantity of graduates who are hired to teach in public schools in Louisiana within one year after graduation ➤ Quantity of graduates who teach in high risk schools in Louisiana during their first two years of teaching

LOUISIANA SCREENS/ASSESSMENTS/EVIDENCE FOR TEACHER PREPARATION PROGRAMS (CONT'D.)

Teacher Preparation Stages	Types of Evidence (Screens/Assessments/Evidence)		
	Examples of Current University Requirements	Current State Law/Policy/Procedures <i>(Note: All Public Universities and Private Universities address designated items in this column)</i>	Recommendations of Other Stakeholders (Blue Ribbon Commission/State Committees)
Evaluation of Teacher Preparation Programs by State and National Agencies		<ul style="list-style-type: none"> • State Title II Reporting to USDE for Higher Education Act (Public & Private Universities) <ul style="list-style-type: none"> ➤ At-Risk and Low-Performing Programs (i.e., Low Praxis passage rates of completers) ➤ 440 indicators for the Title II federal reporting - Higher Education Act • BESE Policy (outdated) (Public & Private Universities) <ul style="list-style-type: none"> ➤ Programmatic Intervention (i.e., Low value-added score in individual content areas) • BoR & BESE Policy (Public Universities & Private Universities) <ul style="list-style-type: none"> ➤ National accreditation (i.e., NCATE/TEAC/CAEP) • BoR Policy (Public Universities) <ul style="list-style-type: none"> ➤ Low Completer Programs (i.e., Termination of programs that produce less than 24 graduates over a three year time period – average 8 per year) 	