



# Regents Recap

AUGUST 26-27, 2009

## Regents Study Measures Effectiveness of New Teachers

BATON ROUGE, La. – Nine teacher education programs learned how well they prepare their graduates to teach students mathematics, science, social studies, language arts and reading during a presentation to the Board of Regents today. Louisiana has gained national attention as one of the first states in the country to link student achievement to teacher preparation programs.

Results revealed to the Regents showed several significant findings, including:

- Hard evidence that some teacher preparation programs prepare new teachers whose teaching effectiveness is equivalent to experienced certified teachers.
- Varying levels of effectiveness existing within and across teacher preparation programs.
- Differences in the effectiveness of teachers who are not content certified compared to those who are. The differences are particularly large for reading, language arts, mathematics and social studies.

“We are pleased that the U.S. Secretary of Education and other national leaders have requested information from Louisiana about how to redesign teacher preparation programs and measure their effectiveness,” said Commissioner of Higher Education Sally Clausen. “The teaching profession is perhaps the most essential of all professions. It simply makes all professions possible. It is important that we assure the public that new teachers can improve academic achievement for all students. The results of this study will allow our universities to use data instead of assumptions to identify their strengths and weaknesses and adjust appropriately.”

“Louisiana is the first state in the country to develop and implement a data program that measures the effectiveness of our teacher preparation programs. That will benefit the state from multiple perspectives, including our Race to the Top application,” State Superintendent of Education Paul Pastorek said. “But more importantly, from a broader perspective, teachers are one of the most powerful influences on student achievement, and this assessment will support our efforts to ensure every child receives high quality instruction from an effective teacher.”

The Value-Added Teacher Preparation Model predicts student achievement in grades 4-9 based on prior achievement, demographics and attendance and then compares it to actual student performance using *i*-LEAP and LEAP tests. The model calculates how well students taught by new teachers did, compared to similar students taught by experienced certified teachers who had taught for two or more years. Programs are then placed in one of five performance levels:

- Level 1- More effective than experienced teachers
- Level 2- Comparable to experienced teachers
- Level 3- Comparable to new teachers
- Level 4- Less effective than new teachers
- Level 5- Significantly less effective than new teachers

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**Upcoming  
Board of Regents  
Meetings:**

**September  
23-24**

**October  
21-22**

**November  
NO MEETING**

## Regents Study Continued....

“Louisiana is the first state in the nation to provide assessment data linking teacher preparation to student achievement,” said George Noell, professor of psychology at Louisiana State University and A&M College. “These data can be used to assess our progress toward assuring that all new teachers are effective.”

“We are excited that many of our redesigned teacher preparation programs are preparing new teachers whose students demonstrate greater growth in learning than students taught by experienced teachers,” said Jeanne Burns, Associate Commissioner for Teacher and Leadership Initiatives. “These new teachers are going to excel over time as they are provided opportunities to further develop their knowledge and skills.”

The study provides results for eight new/redesigned alternate certification programs (Louisiana College, Louisiana Resource Center for Educators, Louisiana State University-Shreveport, Northwestern State University, Southeastern Louisiana University, The New Teacher Project, University of Louisiana at Lafayette, and University of Louisiana at Monroe) and two redesigned undergraduate teacher preparation programs (Louisiana State University and University of Louisiana at Lafayette) that started implementing their new programs on or before July 1, 2003. They performed at the following levels:

### Alternate Certification Programs

- **Level 1 and Level 2:** Northwestern State University, University of Louisiana at Monroe and the New Teacher Project prepared new teachers whose students demonstrated achievement in four content areas that was comparable to or above the growth of achievement demonstrated by children taught by experienced teachers.
- **Level 2:** Louisiana College prepared new teachers whose students demonstrated achievement in two content areas that were comparable to the growth of achievement demonstrated by children taught by experienced teachers. Southeastern Louisiana University and Louisiana State University at Shreveport prepared new teachers whose students’ achievement in one content area (language arts) was comparable or above the growth of achievement demonstrated by children taught by experienced teachers. The language arts content area was the only area in which the two universities had 25 or more new teachers in a single content area which met the requirement for inclusion in the study.
- **Level 3:** Six teacher preparation programs (Louisiana College, Louisiana Resource Center for Educators, Northwestern State University, The University of Louisiana at Lafayette, and the University of Louisiana at Monroe) produced new teachers whose students demonstrated achievement in one or more content area that was comparable to other new teachers.

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## Board of Regents Highlights

The Board of Regents approved the following items during its August 27, 2009 meeting:

- Request for Matching Funds for NSF EPSCoR Research Infrastructure Improvement Tract 2 Proposal
- Nomination of Dr. Scott Whittenburg for the EPSCoR Subcommittee
- 2009-10 Health Workforce Development Budget
- Facility Project Utilizing Alternate Means of Financing
- Distribution of Budget Stabilization Fund Appropriation
- Use of “Library, Instructional and Scientific Equipment” Balance of Funds

## Regents Study Cont....

- **Level 4:** The University of Louisiana at Lafayette and the Louisiana Resource Center for Educators each had one content area where student achievement was less than that of new teachers. In the content area of language arts, the University of Louisiana at Lafayette program performed at a level where new teachers were less effective than average new teachers, but the difference is not statistically significant. The same is true in the content area of reading for the Louisiana Resource Center for Educators program. These two programs will be working with other programs in the state to identify ways to enhance the performance of their new teachers in the identified content areas.

### Undergraduate Teacher Preparation Programs

- **Level 3:** Both undergraduate teacher preparation programs studied (Louisiana State University and University of Louisiana at Lafayette) prepared new teachers whose students demonstrated achievement in one or more content areas that were comparable to other new teachers.
- **Level 4:** The University of Louisiana at Lafayette had one content area (language arts) where student achievement was less than that of new teachers but the difference is not statistically significant.

Louisiana's Value-Added Teacher Preparation Assessment Model has been a collaborative effort involving the Board of Regents, Office of the Governor, Board of Elementary and Secondary Education and the Louisiana Department of Education. The Carnegie Corporation of New York has provided \$800,000 in funding over a two-year time period, matched by \$1 million from the Board of Regents to conduct this groundbreaking research.

A State Qualitative Research Team has been gathering data to discover why students taught by new teachers from some teacher preparation programs demonstrate greater growth in learning than students taught by new teachers from other programs. Those findings will be presented at next month's Board of Regents meeting.

## Academic & Student Affairs Action

The Board of Regents gave 4 year approval for the following Research Unit with an annual budget report:

**University of New Orleans-Greater New Orleans Center for Information Assurance (GNOCIA)-SS**

The Board of Regents reauthorized the following previously approved Research Units:

**Louisiana State University and A&M College-Life Course & Aging Center**

**Louisiana State University Health Sciences Center at New Orleans-Louisiana Vaccine Center**

**Louisiana State University-Shreveport-Cyber Operations Security Institute**

**LSU Pennington Biomedical Research Center-Institute for Dementia Research & Prevention**

The Board of Regents approved progress reports for the following conditionally approved programs:

**Louisiana State University A&M College-Stephenson Disaster Management Institute, Reilly Center for Media and Public Affairs**

**Nicholls State University-M.S. in Community and Technical College Mathematics**

**Louisiana State University at Alexandria-B.A. in English, B.S. in Criminal Justice, B.A. in Communication Studies**

**Louisiana Technical College-Baton Rouge Campus-A.A.S. in Occupational Education**

**Southeastern Louisiana University-Ed.D. in Educational Leadership**

**University of Louisiana at Lafayette-Ed.D. in Educational Leadership; McNeese State University-B.S. in Athletic Training**

The Board of Regents also approved:

**Associate of Science in Teaching (Grades 1-5) Transfer Agreement**

**Two new members for the Blue Ribbon Commission**

## Kiosks Make Science Fun for Students

BATON ROUGE, La. -Two Louisiana professors demonstrated a new, interactive way to teach middle school students science during the Sponsored Programs committee meeting of the Board of Regents today. Made possible by a \$150,000 investment from the BoR Support Fund, the Physical Interaction Kiosks look much like an arcade game, but their purpose is to bring earth and space science to life in Louisiana classrooms.

LSU Assistant Professor Dr. Brygg Ullmer is leading the effort to create the kiosks and eventually get them into schools across the state. "We are working to create an experience that will surprise and excite students in their study of science," Ullmer said. "Eventually we hope to connect a student in Shreveport with a student in Czechoslovakia as they collaborate on science projects and compete in science games."

The kiosks will allow students to watch tutorials to help them better understand concepts presented in class, conduct their own research experiments and learn by playing science cyber-video games. The kiosks are part of a wider project between the U.S. National Science Foundation, Southern University, LA GEAR UP and the Laser Interferometer Gravitational Wave Observatory (LIGO) to create hands-on science exhibits to teach students science and mathematical concepts.

LIGO has created a Science Education Center to teach children that science can be fun as well as provide them personal and positive experiences of being successful at science. The Center also helps support and train Louisiana science teachers.

"We concentrate on things that kids can touch and move and feel on their own," said Joe Giaime, Director of LIGO. "It's at the cutting edge of education."



### Academic and Student Affairs Action Cont...

**The Board of Regents approved follow up relative to the 2009 Low-Completer Review for:**

**Grambling State University-B.S. in Engineering Technology**

**McNeese State University-B.S. in Natural Resource Conservation Management**

**The Board of Regents approved Letters of Intent for consideration AFTER termination of the moratorium:**

**Louisiana State University Health Sciences Center-New Orleans-Ph.D. in Community Health Sciences**

**The Board of Regents approved the following programs which were EXEMPT from the moratorium:**

**Louisiana Technical College-Alexandria-A.A.S in Drafting & Design Technology, A.A.S. in Industrial Electronics Technology**

**Louisiana Technical College-Delta/Ouachita-A.A.S. in Drafting & Design Technology, A.A.S in Air Conditioning and Refrigeration**

**Delgado Community College-A.A.S. in Culinary Arts**

**Baton Rouge Community College-A.A.S. in Construction Management**

**The Board of Regents also approved:**

**Louisiana Tech University-B.S. in Sustainable Supply Chain Management**

## Regents to Focus on Additional Graduates

BATON ROUGE, La.-The Board of Regents announced yesterday that it has been chosen as the first state in the nation to participate in a joint effort with the Education Delivery Institute (EDI), a partnership between the Education Trust, Achieve, and McKinsey and Company's Global Education Practice to reach its target goal of producing 10,000 additional graduates by 2015. The team from the EDI will spend the next three months in Louisiana launching this project along with several key staff members from the Board of Regents.

The delivery approach was created during former Prime Minister Tony Blair's second term in order to meet his country's public service needs. Dr. Kim Stangeby of EDI made the announcement today with Commissioner of Higher Education Sally Clausen noting that there is incredible personal passion at the highest levels in Louisiana and an impressive commitment to the specific goal of increasing educational attainment.

"We are honored to be the first state to be identified to work on a higher education delivery unit because it shows that we are moving in the right direction. The Board of Regents has been challenged to move farther and faster, and part of the reason is that Louisiana has farther to go in postsecondary education. But, we have the potential to be designated the state that has made the most improvement if we are relentless in achieving our goal of 10,000 additional graduates," emphasized Clausen.

Dr. Stangeby outlined for board members the methodology used by EDI for their delivery units including identifying clear goals, establishing a delivery chain, setting trajectories or benchmarks for success, collecting data, taking stock of progress being made and identifying best practices. Stangeby emphasized to the audience that the bottom line for organizations is to first set high goals and then use a very rigorous approach to achieve the desired outcomes.

Each of the four college and university system presidents were in attendance today and identified campuses that will participate in the pilot delivery unit. The campuses are:

- Baton Rouge Community College
- Bossier Parish Community College
- University of New Orleans
- Southern University A&M
- Southern University-Shreveport
- Southeastern Louisiana University
- Nicholls State University

In addition to the delivery unit announcement, Regents members also dialogued with former Indiana Commissioner of Higher Education and legislator, Stan Jones who is currently President of The National Consortium for College Completion. Jones' organization is working with states to improve completion rates using funding from the Bill and Melinda Gates Foundation and Lumina.

Commissioner Clausen emphasized the connection between the Board of Regents' goals and national trends. She reminded board members that establishing partnerships with organizations like the Consortium on College Completion, the Education Delivery Institute and Education Trust shows Louisiana's willingness to learn from others who are also focused on improving attainment.

"This will be the first time in history that our nation takes a step backwards in education. This economy can't run on all cylinders if half of those who enter college don't finish," said Jones. "Louisiana is positioning itself so it can be competitive by focusing on graduating more students."