

TEACHER PREPARATION DATA DASHBOARD




Louisiana Board of Regents & Louisiana Board of Elementary &
Secondary Education Joint Meeting
December 11, 2014



Louisiana's Universities Want The Public to Have Accurate Information about Their Teacher Preparation Programs (Voluntary Effort)

2014 LOUISIANA TEACHER PREPARATION DATA DASHBOARD									
SAMPLE UNIVERSITY									
Prepared by Louisiana Board of Regents & Somewhere University System Public University Undergraduate Teacher Preparation Program									
BASIC PROGRAM INFORMATION									
Program Web Site:	http://collegeofeduc@sampleuniversity.edu								
Approval/Accreditation	Name of Agencies				Status				
	State: Board of Elementary and Secondary Education (BESE)				Approved				
	State: Board of Regents (BoR)				Approved				
	Regional: Southern Association of Colleges and Schools (SACS)				Accredited				
	National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation				Accredited				
Type(s) of Programs	Traditional (Undergraduate)								
CANDIDATE SELECTION PROFILE									
Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2011-12)				100%				
	Median GPA of Candidates Entering the Program (2011-12)				2.88				
	Median GPA of Candidates Completing the Program (2011-12)				3.23				
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2011-12)				40				
Teaching Promise	Data not yet available.								
Candidates/Completer (2011-12)	Enrolled		Completers		Total				
	140		30		170				
	Diversity								
	Enrolled		Enrolled						
		Males		Females					
		40		100					
Enrolled		Hispanic		Indian	Asian	Black	Hispanic	White	Multi-Racial
		3		0	7	50	0	40	0
KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS									
Content Knowledge	Completer Passage Rate on Praxis Content Assessments (2011-12)				100%				
Pedagogical Content Knowledge	Completer Passage Rate on Praxis Professional Knowledge Assessments (2011-12)				100%				
Teaching Skill	Internship								
	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			180				
		Clock Hours of Clinical Experiences During Student Teaching			Number of Weeks	Number of Clock Hours per Week	Total Number of Clock Hours		
					10	40	400		
Completer Rating of Program	Data not yet available.								
PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS									
Entry and Persistence in Teaching in Public Schools in Louisiana	Number & Percentage of 2011-12 Completers That Meet State Licensing Requirements				30 (100%)				
	Number & Percentage of 2011-12 Completers That Began Teaching in 2012-13				28% (93%)				
	Number & Percentage of 2011-12 Completers That Obtained a License to Teach				26 (87%)				
<i>(Please examine the 2014 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>									
Placement/Persistence in High-Need Subjects/Schools	Persistence in Teaching in Public Schools - 2007-08 Completers								
	Number of 2007-08 Completers	Number & Percentage Teaching in 2008-09	Number & Percentage Teaching in 2009-10	Number & Percentage Teaching in 2010-11	Number & Percentage Teaching in 2011-12	Number & Percentage Teaching in 2012-13			
	40 (100%)	35 (88%)	35 (88%)	33 (83%)	30 (75%)	29 (73%)			
	Data not yet available.								

Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2010 Key Effectiveness Indicators developed by Michael Allen, Edward Crovie, and Charles Coble, co-partners of Teacher Preparation Analytics.



2014
LOUISIANA TEACHER PREPARATION PROGRAM
FACT BOOK

Prepared by the
Louisiana Board of Regents

Updated November 13, 2014

Louisiana Teacher Preparation Data Dashboards

Louisiana Teacher Preparation Program Fact Book

<http://www.regents.la.gov/teacherprepdashboard>



Landscape for Teacher Preparation in Louisiana has Changed

Louisiana's universities are no longer the only ones preparing new teachers:

- Louisiana Public Universities (14)
- Louisiana Private Universities (6)
- Private Providers approved by BESE (5)
- Out-of-State Universities that require face-to-face contact and/or clinical experiences in Louisiana (BoR approval required)
- Out-of-State Universities with online programs (no State approval required)
- Out-of-State Universities that issue degrees to new teachers





Pathways to Teacher Preparation Have Changed in Louisiana

Fewer university students are choosing to select the more rigorous undergraduate teacher preparation pathways approved by BESE & BOR:

Years	Number of University Undergraduate Program Completers	Number of University Alternate Program Completers	Totals
2000-2001	1961	397	2358
2001-2002	1776	398	2174
2002-2003	1780	520	2300
2003-2004	1542	773	2315
2004-2005	1543	761	2304
2005-2006	1476	686	2162
2006-2007	1429	776	2205
2007-2008	1313	695	2008
2008-2009	1273	746	2019
2009-2010	1202	1185	2387
2010-2011	1165	1127	2292
2011-2012	1252	1072	2324



Dashboard Facts About Louisiana's Redesigned Teacher Preparation Programs

- 100% of Louisiana's university teacher preparation programs are nationally accredited (49% are nationally accredited across the country)
- 99% of 2011-12 undergraduate completers and 100% of 2011-12 alternate completers passed all licensure assessment for State certification
- 14 of 17 undergraduate programs and 14 of 19 alternate programs had completers whose median Grade Point Averages were 3.0 or higher when entering their programs
- Actual clock hours of clinical experiences for undergraduate student teachers ranged from 400 to 600 clock hours (over 10 to 16 weeks) for 30 to 40 hours per week; Undergraduates completed 180 or more clock hours of clinical experiences prior to student teaching resulting in completion of 580 to 785 clock hours of total clinical experiences in the program with many starting clinical experiences during the sophomore year
- Most alternate candidates do not student teach; most immediately teach full time while taking courses/modules/trainings and complete a one year internship to meet completion requirements



Dashboard Data About New Teachers' Performance as First and Second Year Teachers

Dashboard data show that approximately 7% of all teachers who performed at the “Ineffective” level on the State’s Compass teacher evaluation were first and second year teachers (e.g., 66 undergraduate Louisiana completers; 61 alternate Louisiana completers)

Who are the other 93% of teachers in the state who scored at the “Ineffective” range since they were not new teachers who had completed Louisiana’s teacher preparation programs?





What are the real issues that we need to address to further improve the effectiveness of new teachers?

- State Superintendent John White and LDOE staff are implementing a new initiative called Believe and Prepare that is supporting the implementation of innovative approaches for teacher preparation and collecting data about needs through surveys and forums with stakeholders
<http://www.louisianabelieves.com/teaching/believe-and-prepare>
- Board of Regents Chair W. Clinton Rasberry, Jr. is chairing a new BoR Advisory Council on Teacher and Leader Preparation Effectiveness that met for the first time during September 2014 to identify ways to go beyond existing plans to improve the preparation of new teachers, identify new data to communicate to the public about teacher preparation, and identify new research to be conducted about teacher preparation effectiveness
<http://regents.louisiana.gov/bor-advisory-council-for-teacher-and-leader-preparation-effectiveness/>
- LDOE, BoR, BESE, and Private Providers will be using data from the dashboard, surveys, forums, and other data during the upcoming months to identify real issues that need to be addressed through future BoR and BESE policies



Teacher Preparation Issues That are Starting to Surface

- To provide districts with a sufficient number of new teachers to meet workforce needs
- To incentivize individuals to enter the teaching profession
- To create an accountability system that holds all State approved teacher preparation programs (e.g., public universities, private universities, and private providers) accountable for the same high expectations
- To provide candidates with meaningful clinical experiences over a full year while being mentored by effective experienced teachers
- To better prepare new teachers through aligned coursework and clinical experiences in areas identified by new teachers (e.g., using assessment data, teaching diverse/ exceptional learners, managing student behaviors, etc.)
- To collect additional dashboard data about: (1) new teachers' and employers' perceptions about teacher preparation programs; (2) candidates who start and complete programs; (3) completers who obtain a license to teach in Louisiana; and (4) completers in teacher shortage areas.