		2017 LOUI	SIANA	TEACHER PREF McNeese Stat				DAS	HBOAR	D			
	Drop	arad by Laui	ciana	Board of Reger				oflo	uiciana	Suct	0 m		
	Prep			ity Alternate To						Syst	em		
		Public U						ΙΟΠΡ	royrum				
Brogram We	h Sita	http://www.		BASIC PROGRAM	INFO	RIVIATIO	ON						
Program Web Site http://www.mcneese.edu/education Approval/Accreditation Names of Agencies									Status				
Approvary Accreditation		State: Board of Elementary and Secondary Education (BESE)									roved		
		State: Board of Regents (BoR)									roved		
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)								edited			
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)							Accr	edited			
Type of Prog	ram			Arts in Teaching &	& Cert	ificatior	n-Only)						
				CANDIDATE SELE									
Academic Strength		Completer Pa	ssage R	ate on Praxis Skill	s Asse	essment	t (2014-	-15)				10	00%
		Median GPA of Candidates Entering the Program (2014-15)								3	.66		
				idates Completing								3.75	
		Number of Candidates who Started but Did not Complete the Program Within 6 Years							6 Years	Data Not Yet			
		(by 2014-15)										Available	
Teaching Pro		Data not yet	availabl			r							
Candidates/		Candidates	Enrolled			Completers				Total			
Completer		(2014-15)		72			40				Females	112	
Diversity			Enrolled Males Females Gender 15 57										
		Gender Enrolled					White	Mu	lti-Racial				
		Race	1	1		0	9		0		58	IVIG	3
					TEAC				-DC				
Knowledge	Content	KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS Completer Passage Rate on Praxis Content Assessments (2014-15)								1(00%		
Kilowieuge	Pedagogical											00%	
	Overall		ompleter Passage Rate on Praxis Professional Knowledge Assessments (2014-15) ompleter Passage Rate on all Assessments (2014-15)									00%	
Clinical Expe		Full Time Internships are Offered as an option for the Academic Year									/es		
		Student Clock Hours of Clinical Experiences Prior to Student Teaching								273			
		Teaching	Clo	Clock Hours of Clinical Experience During Student Teaching			S Number o Weeks		nber of	Nu Clock	mber of Hours per Week	Total N	umber of K Hours
							30	4	20				
Licensure Requirements		Number and Percentage of 2014-15 Completers That Meet State Licensing Requirements							10	00%			
Completer R	ating	Data Not Yet	Availab	le									
	Р	ROGRAM PRO	DUCTIV	ITY AND ALIGNM	ENT T	O STAT		DS OF	COMPLET	ERS			
-	Entry and Persistence in Percentage & Number of 2014-15 Completers That Began Teaching in 2015-16								78%	(n=31)			
Teaching in Public Schools in Louisiana		Percentage & Number of 2014-15 Completers That Obtained a License to Teach								Data Not Yet Available			
(Plages averain-	the 2017	2010-11 Completers Teaching in Public Schools in Louisiana in 2011-12, 2012-13, 2013-14, 2014-15, Number of Number & Number & Number &											
(Please examine the 2017 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		Number 0 2010-11		Number & Percentage		umber & ercentage		Numt Perce			mber & centage		nber & entage
		Completers		Teaching in	Teaching in	ching in		Teaching in		Teaching in		hing in	
		100%		2011-12 79%		2012-13 79%		2013-14 72%)14-15 58%		15-16 0%
		100% (n=90)		/9% (n=71)		/9% (n=71)							9% =62)
Placement/Persistence in		(n=90) (n=71) (n=71) (n=65) (n=61) Data Not Yet available						(1)	-02)				
High-Need			avanabi										
Subjects/Sch	ools												

Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2020 Key Effectiveness Indicators developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics.

201	17 LOUISIANA TEACHER PREPAR			CONT'D)						
	McNeese Sta	ate Universit	y							
Prep	ared by Louisiana Board of Reg	ents & Unive	rsity of Louisian	na System						
٨	Naster of Arts in Teaching Altern	ate Teacher	Preparation Pr	ogram						
PERFORMANC	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHIN	G)					
Impact on	Mean Compass Student Outcome Compass Student Outcome Mean & Number of Scores									
K-12 Students	Score (2013-14, 2014-15, & 2015-	3.5								
(Discos suggios the 2017	16) and Number of Scores for All	(n=120) Compass Teacher Effectiveness Levels for Student Outcome Scores								
(Please examine the 2017 Louisiana Teacher Preparation	New Teachers with Less than Two									
Data Fact Book to accurately	Years of Teaching Percentage and Number of 2013-									
interpret the meaning of these scores.)	14, 2014-15, & 2015-16 Compass	Ineffective Effective Emerging Effective Proficient Highly E								
	Student Outcome Scores for the									
	New Teachers by LDOE Teacher	1%	6%	22%	72%					
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=26)	(n=86)					
Demonstrated Teaching	rated Teaching Mean Compass Professional		pass Professional Pract	ice Mean & Number of	Scores					
Skill	Practice Score (2013-14, 2014-15,		3	3.3						
(0)	& 2015-16) and Number of Scores	(n=120) Compass Teacher Effectiveness Levels for Professional Practice Scores								
(Please examine the 2017 Louisiana Teacher Preparation	for All New Teachers with Less than									
Data Fact Book to accurately	Two Years of Teaching Percentage and Number of 2013-									
interpret the meaning of these scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
500103.7	Professional Practice Scores for the	0%	8%	44%	48%					
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=53)	(n=58)					
	Effectiveness Levels									
Overall Impact and	I Impact and Mean Compass Final Evaluation		Compass Final Evaluation Mean & Number of Scores							
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	3.5 (n=120)								
Skill	16) and Number of Scores for New									
(Please examine the 2017	Teachers with Less than Two Years									
Louisiana Teacher Preparation	of Teaching Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Final Evaluation Scores								
Data Fact Book to accurately	14, 2014-15, & 2015-16 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
interpret the meaning of these scores.)	Final Evaluation Scores for the New	1%	3%	43%	53%					
,	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=52)	(n=64)					
	Effectiveness Levels									
State Value Added Scores	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten								
for New Teachers in	Mathematics (Taught During 2014-15 & 2015-16)	or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14/2014-15/2015-16								
Grades 4-8 with Less than		N/A								
Two Years of Teaching by Content Areas (Ten or		(n=N/A)								
More New Teachers)		Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
wore new reachersy		N/A%	N/A%	N/A%	N/A%					
(Please examine the 2017	Science	(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)					
Louisiana Teacher Preparation Data Fact Book to accurately	(Taught During 2013-14, 2014-15 &	-1.1 (n=12)								
interpret the meaning of these	2015-16)	Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
scores.)		0%	75%	0%	25%					
		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)					
	Social Studies	N/A								
	(Note: Data not available – new									
	assessments being developed.)									
		Ineffective N/A	Effective Emerging N/A	Effective Proficient N/A	Highly Effective N/A					
	English/Language Arts/Reading	N/A								
	(Taught During 2014-15 & 2015-16)	(n=N/A)								
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective					
		H	1 .	· .	t .					
		N/A%	N/A%	N/A%	N/A%					

201	7 LOUISIANA TEACHER PREPAR			CONT'D)					
		ate Universit	•						
Prep	ared by Louisiana Board of Reg	ents & Unive	rsity of Louisia	na System					
	Certification-Only Alternate	Teacher Prep	aration Progra	ı m					
PERFORMANC	E AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHIN	G)				
Impact on	Mean Compass Student Outcome Compass Student Outcome Mean & Number of Scores								
K-12 Students	Score (2013-14, 2014-15, & 2015-	3.5							
	16) and Number of Scores for All	(n=84)							
(Please examine the 2017 Louisiana Teacher Preparation	New Teachers with Less than Two								
Data Fact Book to accurately	Years of Teaching	Compass Teacher Effectiveness Levels for Student Outcome Scores							
interpret the meaning of these	Percentage and Number of 2013-	Ineffective Effective Emerging Effective Proficient Highly Effective							
scores.)	14, 2014-15, & 2015-16 Compass Student Outcome Scores for the	menective	Effective Emerging	Effective Proficient	Fighty Effective				
	New Teachers by LDOE Teacher	0%	6%	29%	66%				
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=24)	(n=55)				
Demonstrated Teaching	Mean Compass Professional	Comp	ass Professional Pract	ice Mean & Number of	Scores				
Skill	Practice Score (2013-14, 2014-15,	3.3							
	& 2015-16) and Number of Scores	(n=84)							
(Please examine the 2017 Louisiana Teacher Preparation	for All New Teachers with Less than								
Data Fact Book to accurately	Two Years of Teaching	Compass Teacher Effectiveness Levels for Professional Practice Scores							
interpret the meaning of these	Percentage and Number of 2013-	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
scores.)	14, 2014-15, & 2015-16 <i>Compass</i> <i>Professional Practice Scores</i> for the	0%	4%	49%	48%				
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=41)	(n=40)				
	Effectiveness Levels	. ,	, ,		. ,				
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores							
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	3.5 (n=84)							
Skill	16) and Number of Scores for New								
	Teachers with Less than Two Years								
(Please examine the 2017 Louisiana Teacher Preparation	of Teaching	Compass Teacher Effectiveness Levels for Final Evaluation Scores							
Data Fact Book to accurately	Percentage and Number of 2013-	Compass Ineffective	Effective Emerging	Levels for Final Evaluat Effective Proficient	tion Scores Highly Effective				
interpret the meaning of these	14, 2014-15, & 2015-16 <i>Compass</i> <i>Final Evaluation Scores</i> for the New	0%	5%	42%	54%				
scores.)	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=35)	(n=45)				
	Effectiveness Levels								
State Value Added Scores	Content Areas	Mean, Number	of Scores, & Effectiven	ess Levels for Value-Ad	ded Scores of Ten				
for New Teachers in	Mathematics (Taught During 2014-15 & 2015-16)	or More New Teachers with Less Than Two Years of Teaching who Taught During							
Grades 4-8 with Less than		2013-14/2014-15/2015-16 N/A							
Two Years of Teaching by		(n=N/A)							
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
More New Teachers)		N/A%	N/A%	N/A%	N/A%				
(Please examine the 2017		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)				
Louisiana Teacher Preparation	(Taught During 2013-14, 2014-15 &	N/A							
Data Fact Book to accurately interpret the meaning of these		(n=N/A) Ineffective Effective Emerging Effective Proficient Highly Effective							
scores.)		N/A%	N/A%	N/A%	N/A%				
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)				
		,		,					
	Social Studies	N/A							
	(Note: Data not available – new assessments being developed.)	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
		N/A	N/A	N/A	N/A				
	English/Language Arts/Reading (Taught During 2014-15 & 2015-16)	N/A (n=N/A)							
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
		N/A%	N/A%	N/A%	N/A%				
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)				
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