		2017 LOUI	SIANA	TEACHER PRE	PARA		ATA D	ASHBOAR	D		
				University of							
		Prenared by	v Louis	iana Board of			ivate	Universiti	95		
				ity Alternate							
				BASIC PROGRAM							
Program We	eb Site	http://uhcno	edu/ev	ents/olhcca-to	o-colle	ge-for-tea	cher-eo	ducation.hti	ml		
Approval/Ac		Names of Agencies								Status	
		State: Board of Elementary and Secondary Education (BESE)								Approved	
		State: Board of Regents (BoR)								N/A	
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)								Accredited	
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)								Accredited	
Type of Prog	gram	Alternate (Ce	rtificatio	on-Only)							
				CANDIDATE SELE		-					
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2014-15)								100%	
				dates Entering th							3.00
		Median GPA of Candidates Completing the Program (2014-15)								6.14	3.80
		Number of Candidates who Started but Did not Complete the Program Within 6 Years								6 Years	Data Not Yet
Teaching Pro	omice	(by 2014-15)	availabl								Available
Candidates/		Candidates	Data not yet available. Candidates Enrolled						Total		
Completer		(2014-15)		28		25			53		
Diversity		Enrolled	Males				,		Females		
Diversity		Gender 5 23									
			Hispan	ic Indian	As	ian	Black	Black Islander White			Multi-Racial
		Enrolled Race	4	0	:	1	4	0		19	0
		KNO	VLEDGE	AND SKILLS FOR	TEAC	HING OF C	OMPLI	ETERS	ľ		
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2014-15)									100%
-	Pedagogical	Completer Pa	assage Rate on Praxis Professional Knowledge Assessments (2014-15)						-15)	100%	
	Overall	Completer Pa	Completer Passage Rate on all Assessments (2014-15)							100%	
Clinical Expe	eriences	Full Time Internships are Offered as an option for the Academic Year								Yes	
		Student Clock Hours of Clinical Experiences Prior to Student Teaching							180		
		Teaching	Clo	Clock Hours of Clinical Experiences During Student Teaching			N	lumber of		umber of	Total Number of
			Dur					Weeks	Cloc	k Hours per Week	Clock Hours
		15 35							490		
Licensure Requirements		Number and Percentage of 2014-15 Completers That Meet State Licensing Requirements								100%	
Completer R	lating	Data Not Yet		e							
	Р	ROGRAM PRO	DUCTIV	ITY AND ALIGNM	IENT T	O STATE N	NEEDS (OF COMPLE	TERS		
Entry and Persistence in Percentage & Number of 2014-15 Completers That Began Teaching in 2015-16									56% (n=14)		
Teaching in Public		Percentage & Number of 2014-15 Completers That Obtained a License to Teach									Data Not Yet
Schools in Louisiana											Available
Schools in Lo		2010 1		ers Teaching in Publi	1						
				Number &		umber & ercentage		Imber & rcentage		umber & rcentage	Number & Percentage
(Please examine		Number o)Ť	Percentage			ге ге	contage	re		I CIUCINAGE
(Please examine Louisiana Teach Data Fact Book	ner Preparation to accurately			Percentage Teaching in		eaching in		aching in		aching in	Teaching in
(Please examine Louisiana Teach Data Fact Book interpret the me	ner Preparation to accurately	Number o 2010-11 Complete		Teaching in 2011-12	Te	2012-13	Tea 2	013-14	Tea 2	014-15	Teaching in 2015-16
(Please examine Louisiana Teach Data Fact Book	ner Preparation to accurately	Number of 2010-11 Complete N/A%	rs	Teaching in 2011-12 N/A%	Te	2012-13 N/A%	Теа 2	013-14 N/A%	Теа 2 [014-15 N/A%	Teaching in 2015-16 N/A%
(Please examine Louisiana Teach Data Fact Book interpret the me scores.)	ner Preparation to accurately eaning of these	Number of 2010-11 Complete N/A% (n=N/A	rs	Teaching in 2011-12 N/A% (n=N/A)	Te	2012-13	Теа 2	013-14	Теа 2 [014-15	Teaching in 2015-16
(Please examine Louisiana Teach Data Fact Book interpret the me scores.)	ner Preparation to accurately	Number of 2010-11 Complete N/A%	rs	Teaching in 2011-12 N/A% (n=N/A)	Te	2012-13 N/A%	Теа 2	013-14 N/A%	Теа 2 [014-15 N/A%	Teaching in 2015-16 N/A%
(Please examine Louisiana Teach Data Fact Book interpret the me scores.)	ner Preparation to accurately eaning of these Persistence in	Number of 2010-11 Complete N/A% (n=N/A	rs	Teaching in 2011-12 N/A% (n=N/A)	Te	2012-13 N/A%	Теа 2	013-14 N/A%	Теа 2 [014-15 N/A%	Teaching in 2015-16 N/A%

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	7 LOUISIANA TEACHER PREPAR	ATION DATA	DASHBOARD (CONT'D)					
	University o	of Holy Cross							
	Prepared by Louisiana Board o	f Regents &	Private Univers	ities					
	Certification-Only Alternate								
PERFORMANC	E AS CLASSROOM TEACHERS (NEW TE				3)				
Impact on	Mean Compass Student Outcome			e Mean & Number of S	-				
K-12 Students	Score (2013-14, 2014-15, & 2015-	2.9							
	16) and Number of Scores for All	(n=65) Compass Teacher Effectiveness Levels for Student Outcome Scores							
(Please examine the 2017	New Teachers with Less than Two								
Louisiana Teacher Preparation Data Fact Book to accurately	Years of Teaching								
interpret the meaning of these	Percentage and Number of 2013-								
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
	Student Outcome Scores for the	8%	20%	31%	42%				
	New Teachers by LDOE Teacher	(n=≤10)	(n=13)	(n=20)	(n=27)				
Demonstrate di Terrelativa	Effectiveness Levels	· ,							
Demonstrated Teaching Skill	Mean Compass Professional Practice Score (2013-14, 2014-15,	Compass Professional Practice Mean & Number of Scores							
JAH	& 2015-16) and Number of Scores	3.0							
(Please examine the 2017	for All New Teachers with Less than	(n=65)							
Louisiana Teacher Preparation	Two Years of Teaching								
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Professional Practice Scores							
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
	Professional Practice Scores for the	2%	6%	77%	15%				
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=50)	(n=10)				
	Effectiveness Levels								
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores							
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	2.9							
Skill	16) and Number of Scores for New	(n=66)							
(Please examine the 2017	Teachers with Less than Two Years								
Louisiana Teacher Preparation	of Teaching	Compass Teacher Effectiveness Levels for Final Evaluation Scores							
Data Fact Book to accurately	Percentage and Number of 2013- 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	3%	17%	65%	15%				
500103.7	Teachers by LDOE Teacher	(n=≤10)	(n=11)	(n=42)	(n=10)				
	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							
Two Years of Teaching by		N/A (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	Science (Taught During 2013-14, 2014-15 & 2015-16)	N/A							
Data Fact Book to accurately		(n=N/A)							
interpret the meaning of these scores.)	2013-10/	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)				
	Social Studies	N/A							
	(Note: Data not available – new	Ineffective	Effective Emerging	Effective Proficient	Highly Effective				
	assessments being developed.)	N/A	N/A	N/A	N/A				
	English/Language Arts/Reading	N/A N/A N/A							
	(Taught During 2014-15 & 2015-16)			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)				
		\····///	\		··· ··// ··/				