



**STATE OF LOUISIANA**  
**OVERVIEW OF 2011-12 TEACHER PREPARATION PROGRAMS IN LOUISIANA**

**MAY 22, 2013**

**EXECUTIVE SUMMARY**

All teacher preparation programs in Louisiana have undergone redesign during 2001-2010 to address more rigorous State teacher certification and program requirements to produce effective new teachers. An *Annual Report for Teacher Preparation* has been prepared to provide the public with relevant information about the performance of new and redesigned teacher preparation programs delivered by public universities, private universities, and private providers in Louisiana. Important findings in the report include the following.

- All teacher preparation programs in Louisiana have undergone a review process and been approved by the Board of Elementary and Secondary Education (BESE) and Board of Regents (BoR) (public universities only) to provide programs that will lead to teacher certification in Louisiana.
- All public and private universities with approved teacher preparation programs have regional accreditation (e.g., SACS) to operate and have obtained national teacher preparation program accreditation (e.g., NCATE/TEAC/CAEP).
- In 2010-11, a total of 1,183 teacher candidates completed undergraduate teacher preparation programs, 1,109 teacher candidates completed alternate programs offered by public and private universities, and 528 teacher candidates completed alternate programs offered by private providers.
- In 2010-11, 98-100% of all undergraduate teacher candidates passed all teacher licensure examinations (e.g., Praxis) prior to completion of their programs, and 100% of all alternate teacher candidates passed all teacher licensure examinations prior to completion of their programs.
- The Louisiana Department of Education assigns all teachers (who teach in tested grade levels in public schools in Louisiana) value-added scores that are based upon the extent to which their students met predicted growth in achievement. Mean value-added scores are now being calculated for teacher preparation programs based upon value-added scores of the first and second year teachers who completed their teacher preparation programs.
- An examination of mean value-added scores for teacher preparation programs indicates that as much variance exists within programs as across programs with teacher preparation programs demonstrating greater strengths and weaknesses in specific content areas.
- All teacher preparation programs with value-added scores have a minimum of one content area where 50% or more of their first and second year teachers' value-added scores are within the Effective-Proficient or Highly Effective ranges based upon the 2010-11 scores of all individual teachers in Louisiana.
- It had been anticipated that the majority of new teachers would be in the Effective-Emerging range since they were beginning teachers; however, a greater percentage than anticipated of first and second year teachers had value-added scores in the Effective-Proficient and Highly Effective range.

The Executive Summary can be found at the following URL: <http://regents.la.gov/academic-affairs/teacher-education-initiatives/value-added-teacher-preparation-program-assessmen-model/>