Value Added Teacher Preparation Assessment Model:

A Bold Step Forward in Preparing, Inducting, and Supporting New Teachers

Qualitative Research Study

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Qualitative Research Study (2007-2009)

Abstract

The Louisiana Board of Regents was awarded a two-year grant from the Carnegie Corporation of New York (2007-09) to conduct a *quantitative research study* to fully develop and implement a value added model to assess the effectiveness of teacher preparation programs and to conduct a *qualitative research study* to understand why some teacher preparation programs prepare new teachers who are as effective or more effective than average experienced teachers. This was a collaborative partnership involving the Board of Regents, Board of Elementary and Secondary Education, and Louisiana Department of Education.

Studies conducted by Dr. George Noell and his research team at Louisiana State University and A&M College have described a new Value Added Teacher Preparation Assessment Model that uses Louisiana's *i*LEAP and *LEAP* testing program and predicts student achievement based on prior achievement, demographics, classroom, and school factors. Then, it calculates *effect estimates* that identify the degree to which students taught by new teachers from different universities showed achievement similar to students taught by experienced teachers when considering prior achievement, demographics, classroom, and school variables. During the last three years, the quantitative research team has identified seven post-redesign teacher preparation programs (i.e., Louisiana College, Louisiana State University at Shreveport, Nicholls State University, Northwestern State University, Southeastern Louisiana University, The New Teacher Project, and University of Louisiana at Monroe) who have attained scores (i.e., *effect estimates*) that indicate that their new teachers are preparing students whose achievement in one or more content areas is comparable to or greater than the achievement of students taught by experienced teachers.

Louisiana is unique for it is the only state in the nation that is using results from a value added assessment for teacher preparation and using qualitative research that is linked to the assessment to identify ways to create highly effective teachers. In addition, it is the only state that has implemented more rigorous certification requirements for teachers and required all public and private teacher preparation programs to redesign their programs to address the new requirements. As of July 1, 2003, teacher candidates have only been allowed to enter post-redesign teacher preparation programs, and the new value added model is being used to evaluate the effectiveness of post-redesign teacher preparation programs.

A Qualitative State Research Team led by Dr. Jeanne Burns (Board of Regents) and composed of a researcher from every state approved teacher preparation program in Louisiana as well as other state personnel met between July 1, 2007 to August 30, 2009. This team refined questions for the qualitative study, created/selected instruments for the study, and collected, analyzed, and interpreted data to identify factors that impact the effectiveness of teacher preparation programs. The team addressed a set of research questions that were based upon assumptions that existed in Louisiana during 2006-07 about the preparation of new teachers. The assumptions were the following:

- Teachers with higher ACT scores will be more effective teachers.

- Effective new teachers will perceive that their teacher preparation programs better prepared them to address the state standards for teachers (i.e., *Louisiana Components of Effective Teaching*).

- Mentors of effective new teachers will perceive that the new teachers' teacher preparation programs better prepared them to address the state standards for teachers (i.e., Louisiana Components of Effective Teaching).

- Effective new teachers will score higher on scales that measure dispositions for teaching.

- Effective new teachers will score higher on scales that measure working conditions.

After collecting and analyzing data from all 22 teacher preparation programs in Louisiana and collecting data from a sample of new teachers who completed post-redesign programs, the study identified several key findings.

First, it is not the pathway (i.e., Master of Arts in Teaching; Practitioner Teacher Program; Non-Masters/Certification-Only Program) that explains the variance between teacher preparation programs; *it is what is occurring within the pathway to prepare new teachers in the specific content areas that makes the difference*. All three alternate pathways (i.e., Master of Arts in Teaching, Practitioner Teacher Program, and Non-Masters/Certification-Only Program) were offered at institutions that had attained *effect estimates* that were at the highest two levels in specific content areas (i.e., mathematics, science, social studies, language arts, and reading). In addition, within the same institutions, *effect estimates* were higher in some content areas (e.g., mathematics and science) than other content areas (i.e., reading, language arts, and social studies) even when the data were based upon some of the same teachers who taught grades 1-5 in all five content areas.

Second, existing data do not support previous state assumptions about the preparation of new teachers. As a result of post-redesign teacher preparation programs setting higher expectations for candidates to be admitted into programs and setting higher expectations for candidates to exit the programs, new teachers who completed the post-redesign teacher preparation programs are now more similar than different. Data indicate that new teachers who complete Louisiana's post-redesign teacher preparation programs now have ACT scores that are clustered around 20 or 21; yet teachers with similar ACT scores attended programs that had high *effect estimates* in specific content areas and lower *effect estimates* in other content areas. Survey data also indicate that significant differences do not exist in the responses of new teachers who have high and low *effect estimates* when asked survey questions about their dispositions, working conditions, and teacher preparation. Significant differences also do not exist in the responses of mentors of new teachers when asked questions about the dispositions of new teachers and their teacher preparation programs. Ratings on the teacher and mentor surveys were consistently high. Further analysis with larger samples of new teachers is recommended.

Third, state policies to create more rigorous teacher certification requirements and require all universities to redesign their teacher preparation programs account for more similarities than differences in program structures and curriculum for the three alternate pathways being offered by universities and private providers. The study determined that all three pathways required candidates to pass the same Praxis Basic Skills (Reading, Writing, and Mathematics) examinations and Praxis Content examinations to enter the programs. They also required all

candidates to pass the same Praxis Principles of Learning and Teaching examinations to complete the programs. In addition, all three pathways required candidates to address the same elements (i.e., Knowledge of the Learner and Learning Environment, Methodology, and Internship/Student Teaching) and address the same teacher standards (i.e., *Louisiana Components of Effective Teaching*) and K-12 content standards. Most new teachers in alternate programs were the teachers of record in their classrooms and spent a similar amount of time teaching students while completing their programs. Although courses/seminars differed across programs, all candidates were expected to complete the programs after gaining similar knowledge about teaching and learning. The major difference in the three pathways was the delivery mode.

Fourth, teacher preparation programs are already using scores from the value added assessment to make changes to programs that impact grades 4-9 teachers in mathematics, science, social studies, English/language arts, and reading. Teacher preparation programs in Louisiana were encouraged to be innovative when redesigning their programs to better address the needs of teachers and students. All post-redesign programs assumed that they were doing an effective job in preparing new teachers, and the *effect estimates* provided hard data to validate their assumptions. The *effect estimates,* combined with a careful review of data about the program structure, curriculum, and faculty, helped faculty/staff and administrators within post-redesign programs identify strategies to improve the effectiveness of their programs.

Fifth, better retention is being exhibited among teachers who have completed undergraduate and alternate certification programs in Louisiana. Although longitudinal retention data are not yet available for post-redesign teacher preparation programs due to the newness of the programs, data for 2003-04 new teachers from Louisiana-based programs show a retention rate of around 84% by the third year of teaching as compared to a retention rate of 75.8% for teachers with degrees from in-state and out-of-state institutions. However, the attrition rate of teachers who attain Practitioner Licenses while serving as the teacher of record in schools and completing alternate certification programs is high. For a cohort of teachers who attained Practitioner Teacher licenses in 2003-04, only 55.6% of the teachers were a part of the state teacher data base by the third year and only 35.9% were a part of the state teacher data base by the sixth year. The cause of the attrition is unknown.

Sixth, more in-depth research through case studies of effective programs in specific content areas will be needed in the future to acquire the depth of knowledge necessary to identify key factors that impact effective new teachers. Results of this study have helped to filter out factors that were previously assumed to be important in Louisiana; however, more in-depth research is needed to isolate key factors. This study has helped to identify new research questions that delve deeper into how new teachers are being prepared to teach specific content areas and identify new research questions that can only be answered through the use of longitudinal data bases.

Although the scope of the current study was limited by the small number of post-redesign programs that have new teachers who have taught for one or two years, future studies will have a richer data base as new teachers complete post-redesign programs each year and teach for one or two years. As teacher preparation programs continue to work collaboratively to identify and address important factors that impact teacher quality, the effectiveness of new teachers and the achievement of their students will continue to increase.

Value Added Teacher Preparation Assessment Model:
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Qualitative Research Study (2007-2009)

I. Introduction

The Louisiana Board of Regents was awarded a two-year grant from the Carnegie Corporation of New York (2007-09) to fully develop and implement a value added assessment model that allowed colleges and universities to measure the academic success of students taught by their new teachers, identify factors that impacted the success or lack of success of new teachers based upon the achievement of their students, and make changes to teacher preparation programs to improve the effectiveness of new teachers. The Carnegie Corporation of New York provided $800,000 and the Louisiana Board of Regents provided $1,000,000 in matching funds to fully implement a quantitative study to calculate *effect estimates* for teacher preparation programs and to fully implement a qualitative study to better understand why some teacher preparation programs produced new teachers whose students' achievement exceeds that of students taught by teachers from other programs. This report provides an overview of the quantitative results and a full description of the qualitative results.

The study builds upon major educational reforms that have occurred in Louisiana during the last ten years as recommendations generated by a Blue Ribbon Commission for Teacher Quality in 1999-2000 have been implemented to improve teacher quality. These recommendations resulted in the creation of a more strenuous teacher certification structure that better addressed the developmental (PK-3, 1-5, 4-8, and 6-12) needs of students, the creation of a new undergraduate and three new alternate pathways to certification, the adoption of a greater number of Praxis examinations, and the use of higher Praxis cut-off scores for teacher certification. The new certification structure reduced the overall number of credit hours needed in teacher preparation programs for certification, increased the number of contact hours new teachers were expected to complete for *clinical practice* in school-based settings prior to entry into student teaching/internships, and increased the depth of *subject matter understanding* of new teachers that were aligned with the state's K-12 content standards.

Once the new certification policies were approved by the Louisiana Board of Elementary and Secondary Education, the Louisiana Board of Regents required universities to address four levels of teacher preparation effectiveness.

Level 1: Effectiveness of Planning (Redesign of Teacher Preparation Programs). To demonstrate effectiveness of planning, all 19 state approved public and private teacher preparation programs in Louisiana created grades PK-3, 1-5, 4-8, and 6-12 programs from October 2001 to July 2003 and successfully developed comprehensive plans to recruit, prepare, and support new teachers. The redesigned programs were jointly developed by faculty within the colleges of education, colleges of arts/sciences, and school/district personnel. The university curriculum addressed PK-12 state/national content standards, state standards for teachers (e.g., *Louisiana Components of Effective Teaching*), national accreditation expectations, and Praxis examination expectations. Campuses were encouraged to be innovative when designing their

programs. This process resulted in the elimination of outdated education courses, addition of courses that better prepared teachers for the needs of today's students, and strengthening of courses that previously did not provide the level of rigor necessary for new teachers to teach students or pass the new Praxis examinations. All university/district partnerships also worked together to provide teacher candidates with more opportunities to teach in diverse school settings prior to student teaching. Redesigned teacher preparation programs at all 19 state approved public and private institutions were evaluated by national experts, and universities had to address stipulations from the national consultants before receiving final approval from the Board of Regents and Board of Elementary and Secondary Education to implement their programs. All redesigned programs had to be approved by July 1, 2003 in order for universities to continue to admit new candidates into their programs.

Level 2: Effectiveness of Implementation (National Accreditation). To demonstrate effectiveness of implementation, all established state approved public and private teacher preparation programs in Louisiana were expected to be nationally accredited. All established universities and colleges are now accredited by the National Council for Accreditation of Teacher Education (NCATE). Two new public and private universities are now pursuing national accreditation.

Level 3: Effectiveness of Impact (Teacher Preparation Accountability System). To demonstrate effectiveness of impact, all state approved public and private teacher preparation programs in Louisiana were assigned Teacher Preparation Performance Scores and labels on an annual basis as part of the state Teacher Preparation Accountability System. An Institutional Performance Index and a Quantity Index were calculated by the state to determine each Teacher Preparation Performance Score. Indicators for the Institutional Performance Index included passage rates of university program completers on the Praxis examinations and survey ratings of first year teachers pertaining to the effectiveness of universities in preparing new teachers to address the state's standards for teachers (i.e., *Louisiana Components of Effective Teaching*). Indicators for the Quantity Index included increases in total number of program completers and/or increases of teachers in teacher shortage areas (e.g., mathematics, science, special education, etc.). Due to the impact of Hurricane Katrina and Hurricane Rita on schools and universities in the New Orleans area during 2005-06, it was necessary to create new baselines for the Quantity Index and a decision was made to revise the accountability system. The state's Blue Ribbon Commission for Educational Excellence has revised the system, added a new Growth of Student Achievement Index to the system, and will be piloting the new accountability system during 2009-2010.

Level 4: Effectiveness of Growth in Student Learning (Value Added Teacher Preparation Assessment). A Value Added Teacher Preparation Assessment Model was initially developed during 2003-2004. The model examined the effectiveness of teacher preparation programs in preparing new teachers whose students demonstrate academic growth. The model was piloted (Noell, 2004; Noell, 2005) during 2003-2004 and 2004-2005 using achievement data of students in grades 4-9 within 10 school districts. The model was then piloted (Noell, 2006) during 2005-2006 using achievement data of students in grades 4-9 in all school districts.

The Board of Elementary and Secondary Education also approved a new policy that allowed private providers who were not affiliated with universities to offer alternate certification

programs through the Practitioner Teacher Program pathway. Private providers were required to follow state guidelines when submitting proposals to the Louisiana Department of Education, their proposals underwent a rigorous evaluation by national experts. These programs were required to address all stipulations of the national experts before being approved by the Board of Elementary and Secondary Education. The Board of Elementary and Secondary Education approved the implementation of two private providers (i.e., The New Teacher Project; Louisiana Resource Center for Educators) and monitored the implementation of their programs.

All new teachers in Louisiana were also supported by the Louisiana Teacher Assistance and Assessment Program (LaTAAP), a statewide program for new teachers entering the classroom as teachers of record for the first time. Each new teacher is provided a mentor or mentor team to support the development of the teacher. The new teachers are also provided an assessment team that is responsible for assessing the performance of the new teachers based upon the state teacher standards (i.e., Louisiana Components of Effective Teaching). Teachers who fail to demonstrate competence are denied regular certification and must leave teaching in Louisiana public schools for at least two years.

Although major work occurred in Louisiana to implement teacher quality reforms and pilot a value added assessment, further analysis was needed to fully develop the value added model to publicly report the *effect estimates* for individual universities. In addition, qualitative research was needed to fully understand how the results of the value added model could be used to improve the quality of new teachers completing teacher preparation programs. This was especially important since universities and private providers had been encouraged to be innovative when redesigning their teacher preparation programs, and the value added assessment would provide valuable feedback about the impact of the new ideas. Thus, external funding was attained to conduct quantitative and qualitative research studies to further examine the Value Added Teacher Preparation Assessment Model.

II. Quantitative and Qualitative Research Teams

A Quantitative Research Team led by Dr. George Noell and housed at Louisiana State University and A&M College was created to implement grant activities to answer the first research question:

> *Can a valid and reliable statewide uniform value added model for the assessment of teacher preparation programs be developed and implemented?*

The major focus of the activities of the team was to collect and analyze achievement, demographic, and other data to create a valid and reliable Value Added Teacher Preparation Assessment that would generate teacher preparation *effect estimates* that could be used as indicators in the state's Teacher Preparation Accountability System.

A Qualitative State Research Team led by Dr. Jeanne Burns and housed at the Louisiana Board of Regents was created to implement grant activities to answer the second research questions:

> *What measurable variables demonstrate differences among completers of teacher preparation programs when a value added model is used for English/language arts and*

mathematics and it is determined that growth of achievement of students taught by new teachers from specific teacher preparation programs (Performance Level 1 and Performance Level 2) is equal to or greater than growth of achievement of students taught by experienced teachers?

The team was composed of a researcher from every public university, private university, private provider in the state plus representatives from the Louisiana Department of Education and higher education. The major focus of the team was to locate, adapt, or develop instruments to collect data about the teacher preparation programs and completers of the programs to answer the research question.

III. Brief Overview of Quantitative Study and Results

The Quantitative Research Team has produced three technical reports that address the research question and fully describe the development of the Value Added Teacher Preparation Assessment Model (Noell, G. H., Porter, B. A., & Patt, R. M. , 2007; Noell, G. H., Porter, B. A., Patt, R. M., & Dahir, A., 2008; Noell, G. H., Gansle, K. A., Patt, R. M. & Schafer, M. J., 2009). The technical reports provide comprehensive information about the development of the model.

At the present time, the Value Added Teacher Preparation Assessment 1) predicts student achievement based on prior achievement, demographics, and attendance, 2) assesses actual student achievement, and 3) calculates *effect estimates* that identify the degree to which students taught by new teachers showed achievement similar to students taught by experienced teachers. The teacher preparation *effect estimates* are based upon multiple new teachers in multiple schools across multiple school districts in the state. The *predictors* examine student variables, teacher variables, and building variables and differ slightly based upon the content areas (e.g., mathematics, science, social studies, reading, and English/language arts).

Data analysis for the value added model was based on existing Louisiana Department of Education data for *students* enrolled in grades 4 through 9, their teachers, and their schools. These grades were selected due to the availability of a year's prior achievement for the state's standardized testing in grades 3-9. Subject areas examined were mathematics, science, social studies, reading, and language arts. Student enrollment data allowed for the match of achievement scores to new or experienced teachers groups. The data were drawn from all 70 school districts in Louisiana and included data drawn from the 2004, 2005, 2006, 2007, and 2008 student assessments to examine the 2003-04, 2004-05, 2005-06, 2006-07, and 2007-08 school years. Across content areas and years approximately 162,500 to 237,000 students contributed to the 2007-08 analyses for each content area per year. These students were taught by approximately 5,100 to 7,300 teachers in 1,050 to 1,250 schools per year.

To be included in the study, all *new teachers* were required to be first or second year teachers who had 1) completed their teacher preparation program leading to initial certification, 2) received a standard teaching certificate, 3) attained teaching positions in their areas of certification, and 4) completed a teacher preparation program within five years. *Experienced teach*ers were all other certified professionals who possessed a standard teaching certificate and taught in their area of certification for two or more years.

The model examined the four pathways to teacher licensure that exist in Louisiana: 1) Undergraduate Pathway; 2) Alternate Pathway – Master of Arts in Teaching (M); 3) Alternate Pathway - Practitioner Teacher Program (P); and 4) Alternate Pathway – Non-Master's/Certification Only Program (N). All three alternate pathways required candidates to meet the same entry/exit requirements and required all candidates to address the same standards. The mode of delivery varied.

For a teacher preparation program to be included in the study in a content area, the program had to have 25 or more new teachers from the redesigned program who were teaching in their area of certification and who had remained with the students for the full academic year.

As a result of the redesign process during 2000-2003, all universities stopped admitting new candidates to pre-redesign programs on July 1, 2003. Candidates who started the pre-redesign programs prior to July 1, 2003 were allowed to complete the pre-redesign programs. Thus, a phase-out period occurred for pre-redesign programs while post-redesign programs were implemented.

A Hierarchical Linear Model (HLM) was used for the analysis. This is a layered statistical model that is designed to analyze data within natural layers or groups (e.g., students within classes within schools). The model generated *effect estimates* for each content area within each teacher preparation pathway for a teacher preparation program.

The *effect estimates* for the new teachers were modeled on the scale of the *i*LEAP and *LEAP-21* achievement tests taken by students in Louisiana. The tests had a mean of approximately 300 and a standard deviation of approximately 50 across content areas and grade levels. The results are the mean expected effects for each teacher preparation program in comparison to experienced certified teachers. As an example, an *effect estimate* of 2.7 would indicate that the average student completing a teacher preparation program at a specific university would score 2.7 points higher (i.e., 302.7) on the state achievement test than students taught by experienced certified teaches. An *effect estimate* of -3.2 would indicate that the average student completing a teacher preparation program at a specific university would score 3.2 points lower (i.e., 296.8) on the state achievement test than students taught by experienced teachers.

Five bands of performance were created to focus attention on clusters of performance rather than a continuous ranking of teacher preparation programs. The definitions for the performance bands are listed below.

- *Level 1* – Programs whose *effect estimate* is above the mean effect for experienced teachers by its standard error of measurement or more. These are programs for which there is evidence that new teachers are more effective than experienced teachers, but this is not necessarily a statistically significant difference.

- *Level 2* – Programs whose *effect estimate* is above the mean effect for new teachers by its standard error of measurement or more. These are programs whose effect is more similar to experienced teachers than new teachers.

➢ *Level 3* – Programs whose *effect estimate* is within a standard error of measurement of the mean effect for new teachers. These are programs whose effect is typical of new teachers.

➢ *Level 4* – Programs whose *effect estimate* is below the mean effect for new teachers by its standard error of measurement or more. These are programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.

➢ *Level 5* – Programs whose *effect estimate* is statistically significantly below the mean for new teachers.

During 2006-07, only three post-redesign alternate teacher preparation programs had a sufficient number of new teachers who met the criteria for teacher *effect estimates* to be released for the content areas of mathematics, science, and social studies (See Tables 1 - 5). Additional analysis was needed in the areas of reading and language arts before results could be released. During 2007-08, seven post-redesign alternate teacher preparation programs had a sufficient number of teachers who met the criteria for teacher *effect estimates* to be released in mathematics, science, social studies, language arts, and reading. During 2008-09, eight post-redesign alternate teacher preparation programs and two post-redesign undergraduate teacher preparation programs had a sufficient number of teachers who met the criteria for *effect estimates* to be released for the five content areas. The results were released to the public on August 27, 2009.

It is anticipated that most post-redesign alternate certification programs and all large post-redesign undergraduate teacher preparation programs will have a sufficient number of new teachers who meet the criteria for the *effect estimates* to be released during spring 2010.

Effect estimates for eleven pre-redesign programs were reported in the 2006-07 Value Added Teacher Preparation Assessment report as baselines (Noell, G. H., Porter, B. A., & Patt, R. M., 2007). Pre-redesign results were available for alternate programs at two universities and undergraduate programs at eleven universities. It was determined that only one university had one program at a Performance Level 2, all eleven universities had one or more *effect estimates* in specific content areas at a Performance Level 3, and six universities had one or more effect *estimates* in specific content areas at Performance Levels 4 or 5. Once results are available for a greater number of post-redesign undergraduate programs, it will be possible for universities to compare the *effect estimates* of their pre-redesign and post-redesign programs.

IV. Underlying Assumptions for Qualitative Research Study and Adaptations

Several underlying assumptions existed as research questions were initially developed in 2006-07 for the qualitative research study. The assumptions were the following:

- Teachers with higher ACT scores will be more effective teachers.

- Effective new teachers will perceive that their teacher preparation programs better prepared them to address the state standards for teachers (i.e., *Louisiana Components of Effective Teaching*).

- Mentors of effective new teachers will perceive that the new teachers' teacher preparation programs better prepared them to address the state standards for teachers (i.e., Louisiana Components of Effective Teaching).

- Effective new teachers will score higher on scales that measure dispositions for teaching.

- Effective new teachers will score higher on scales that measure working conditions.

It had been assumed that results for both alternate and undergraduate programs would be available for analysis. Due to the amount of time it took for new teachers to complete the post-redesign teacher preparation programs, new teachers to teach for one to two years, and researchers to attain data for analysis, the number of post-redesign programs with *effect estimates* was less than originally anticipated. Out of 21 teacher preparation programs, *effect estimates* were only available for three post-redesign alternate teacher preparation programs during 2006-07 and only seven post-redesign alternate teacher preparation programs during 2007-08. The first two post-redesign undergraduate teacher preparation programs met the criteria when results were recently released for the 2008-09 study on August 27, 2009 which was too late for inclusion in the study. As a result, it has been necessary for the qualitative research study to only examine factors that impact post-redesign *alternate* certification programs.

In addition, due to the limited number of new teachers within each identified post-redesign alternate certification program, it was not been possible to analyze responses of new teachers by programs. However, it was possible to examine responses of groups of new teachers whose *effect estimates* fell within the top and bottom quartiles when using the value added model. Thus, it was necessary to adapt the original research questions to examine groups of teachers rather than individual programs.

V. Research Question

The qualitative research study addressed one central research question and ten specific research questions.

> *What measurable variables demonstrate differences among completers of teacher preparation programs when a value added model is used for English/language arts and mathematics and it is determined that growth of achievement of students taught by new teachers from specific teacher preparation programs (Level 1 and Level 2) is equal to or greater than growth of achievement of students taught by experienced teachers?*

The specific research questions addressed by the research team included the following:

1. What important elements exist in the organizational structure of Performance Level 1 and Performance Level 2 teacher preparation programs?

2. What dispositions are evident in teachers whose *effect estimates* fall at or above the 75th percentile and teachers whose *effect estimates* fall below the 25th percentile? (*Original Question: What dispositions are evident in new teachers from Performance Level 1 and Performance Level 2 teacher preparation programs?)*

3. What working conditions are evident for teachers whose *effect estimates* fall at or above the 75th percentile and teachers whose *effect estimates* fall below the 25th percentile? (*Original Question: What are the working conditions in schools that hire teachers from Performance Level 1 and Performance Level 2 teacher preparation programs?)*

4. What types of support do new teachers receive from their principals and other teachers in schools during their first two years of teaching when the teachers' *effect estimates* fall at or above the 75th percentile and below the 25th percentile? (*Original Question: What types of support do new teachers from Performance Level 1 and Performance Level 2 teacher preparation programs receive from their principals and other teachers in the schools during their three years of teaching?)*

5. How is capacity built through focused professional development in schools for teachers whose *effect estimates* fall at or above the 75th percentile and below the 25th percentile? *(Original Question: How is capacity built through focused professional development in schools that hire new teachers from Performance Level 1 and Performance Level 2 teacher preparation programs?)*

6. What does research in our state tell us we must do to prepare new teachers whose students demonstrate growth in academic achievement?

7. Are there significant differences in the English/language arts and mathematics curriculum for teachers whose *effect estimates* fall at or above the 75th percentile and below the 25th percentile? *(Original Question: What important elements are evident in the English/language arts and mathematics curriculum at Performance Level 1 and Performance Level 2 teacher preparation programs?)*

8. How is teaching performance of pre-service teachers assessed and corrected in school-based settings before and during student teaching in Performance Level 1 and Performance Level 2 teacher preparation programs?

9. What important elements in the mentoring of new teachers from Performance Level 1 and Performance Level 2 teacher preparation programs are evident as new teachers participate in the state induction program (Louisiana Teacher Assistance and Assessment Program)?

10. How do new teachers from Performance Level 1 and Performance Level 2 teacher preparation programs respond to students when their students fail to understand concepts being taught?

The study also examined data pertaining to the retention of new teachers within teacher preparation programs.

VI. Research Design

A. Participants

Data analysis for the factors pertaining to programs were based on data collected for teacher preparation programs at all 14 public universities, 6 private universities, and 2 private providers. In 2007-08, three programs had 200 or more completers, eight programs had 100-199 completers, eight programs had 11 to 99 completers, and three programs had 10 or less completers.

The analysis for new teachers was based upon data collected from a stratified random sample of new teachers from each post-redesign teacher preparation program and their mentors. All new teachers met the criteria that were previously discussed in the section of the report pertaining to the quantitative study to fully develop the Value Added Teacher Preparation Assessment Model. A total of 100 teachers were randomly selected from all alternate and undergraduate teachers whose data were included in the calculation of *effect estimates*. A total of 49 new teachers and their mentors completed all of the surveys for inclusion in the study. The new teachers represented 19 programs with 22 new teachers completing alternate programs and 27 new teachers completing undergraduate programs. The only programs not represented were three smallest teacher preparation programs (i.e., Dillard University; Tulane University; and Xavier University of Louisiana). When examining overall *effect estimates* of new teachers to create effectiveness bands, 9 new teachers had *effect estimates* within the bottom quartile, 10 new teachers had *effect estimates* within the top quartile, and 30 new teachers had *effect estimates* between the 25^{th} and 75^{th} percentiles.

B. Measures for Qualitative Research Study

Data were collected from the State teacher data system to calculate retention rates. In addition, program level measures and teacher/mentor measures were used to collect data to answer the research questions.

1. Program Level Measures

Qualitative State Research Team members used standard instruments to collect data about teacher preparation programs at their institutions. The instruments included the following:

Teacher Preparation Program Structure Audit. An instrument developed by the Qualitative State Research Team was used to identify data about the overall, undergraduate, and alternate teacher preparation programs. The General Information portion of the instrument contained 17 items that identified data pertaining to national accreditation and school-based learning sites. The Baccalaureate and Alternate Teacher Preparation Program sections identified data pertaining to teacher preparation admission attributes, student teaching, internships, cooperating teachers/university supervisors, teacher preparation unit attributes, and capstone projects.

Teacher Preparation Curriculum Audit. An instrument initially developed by the State of Florida and adapted by the Qualitative State Research Team was used to collect curriculum data about teacher preparation programs across institutions in Louisiana. The instrument contained 32 items that identified number of courses and credit hours for each of the following areas: mathematics content courses, English/Language arts content course, science content courses, social studies content courses, the Arts content courses, Theory/Foundation course, Pedagogical-Management courses, Pedagogical-Instructional (Curriculum) courses, Pedagogical-Content Methodology courses, Technology courses, Culturally Diverse/Special Education courses, Student Teaching or Internship courses, and Other courses. Official plan forms for all state approved programs were also used to examine distribution of courses across the major component areas (e.g., Knowledge of Learner and Learning Environment, Methodology, Internship/Student Teaching).

Faculty/Staff Attributes Audit. An instrument developed by the Qualitative State Research Team that contained 12 items was used to collect data about each faculty member responsible for preparing new teachers in mathematics and English/language arts. The items identified the following for each faculty member: Type of positions held, tenure, college in which faculty member was employed, number of years of employment in university, number of years of employment in K-12 schools, department in which employed, degrees, majors, institutions where attained degrees, types of teacher certification, K-12 grades in which taught, and university teaching schedule.

Program Completer Audit. An instrument developed by the Qualitative State Research Team that contained 19 items was used to collect data about each new teacher's date of birth, address, area(s) of certification, race, gender, and type of teacher preparation program.

2. New Teacher and Mentor Measures

The following instruments were administered to randomly selected new teachers from redesigned teacher preparation programs that met the criteria for participation in the study.

New Teacher Survey about Teacher Preparation Program. A survey administered to new teachers during 2003-2005 for the Louisiana Teacher Preparation Accountability System was revised by the Qualitative State Research Team. The revised instrument contained 41 items that were aligned with the state standards for teachers (i.e., *Louisiana Components of Effective Teaching)* and addressed the following domains: Planning, Management, Instruction, Assessment, School Improvement, Professional Development, Content, Louisiana Curriculum, and Overall Program. Teachers were required to use a four-point rating scale to respond to the following statement: How much opportunity did you have to do each of the following within your teacher preparation program? An example of a specific item under the category "Planning" would be: Specify learning objectives in terms of clear, concise student outcomes.

Teacher Preparation In-depth Questions for Teacher Researchers. An open-ended questionnaire was developed by the Qualitative State Research Team to collect more in-depth information from the new teachers about their teacher preparation programs and teaching experiences. The

instrument contained 11 open ended questions. Examples of questions included the following: What has been most influential in helping you to become an effective teacher?; What aspects or components of your teacher preparation program have helped you to become a more effective teacher?; In what ways are you effective in teaching mathematics?.

Beliefs About Teaching Scale. A 60 item Thurstone agreement scale developed by W. Steve Lang and Judy R. Wilkerson (Lang & Wilkerson, 2008) was used to collect data about teacher dispositions. The instrument addressed the following ten principles: Subject Matter, Development and Learning, Diverse Learners, Critical Thinking and Problem Solving, Motivation and Learning Environment, Communication, Planning, Assessment, Reflective Practice and Development, and Collegial Relationships. New teachers were required to provide a response of "Agree" or "Disagree" for each item in the instrument.

Working Conditions Survey. An instrument that was originally developed by the state of North Carolina and adaptations by other states were used by the Qualitative State Research Team to develop a working conditions survey for Louisiana. The adapted 73 item instrument addressed the following conditions: Time, Facilities and Resources, Empowerment, Leadership, Professional Development, and Overall Conditions. An example of a question is the following: How strongly do you agree or disagree with the following statement: I am trusted to make sound professional decisions about instruction. New teachers responded to a five point rating scale (Strongly Disagree; Disagree, Neither Disagree Nor Agree; Agree; Strongly Agree), rank ordered items, or selected from multiple responses when answering the questions,

The following instruments were administered to mentors of randomly selected new teachers who met the criteria to participate in the study.

*Mentor of New Teacher Survey about Teacher Preparation Program***:** The *New Teacher Survey about Teacher Preparation Program* was adapted by the Qualitative State Research Team to create a 41 item instrument to be administered to mentors of the selected new teachers. Mentors were required to use a four point rating scale to indicate the extent to which the teacher preparation program prepared the new teacher to demonstrate behaviors that were aligned with the state teacher standards (*i.e., Louisiana Components of Effective Teaching*).

*Classroom Disposition Checklist***.** A 50 item instrument developed by W. Steve Lang and Judy R. Wilkerson (Wilkerson & Lang, 2007) was administered to mentors of new teachers was used to examine dispositions of the new teachers. Mentors were required to use many past observations of a teacher rather than a single observation to complete the instrument. For each item, mentors were provided a positive and negative statement about a specific disposition and required to rate each item (i.e., Typically Positive; Mixed - Both Positive and Negative; Typically Negative; No Decision or No Data) based upon previous observations of the new teachers. The areas examined were the following: Content, Learning and Development, Diversity, Critical Thinking, Learning Environment, Communication, Planning, Assessment, Reflective Practitioner and Professional Development, and Professionalism.

C. Data Collection Procedures for Qualitative Research Study

A Qualitative State Research Teams met between July 1, 2007 to August 30, 2009 to conduct the qualitative research study. The team was composed of a researcher from each of the 14 public universities, 6 private universities, and 2 private providers who prepare new teachers in Louisiana at the time of this report. In addition, personnel from the Louisiana Department of Education, Board of Regents, and university systems served as members of the Qualitative State Research Team. The team met during 2007-08 and 2008-09 to identify and develop instruments to collect data to answer the research questions, develop the process for data collection, collect data, and interpret data once it was analyzed. Each university was provided subgrant funding to support the research, and the College of Education dean at each university served as a Co-Principal Investigator for the subgrant. The College of Education dean identified the researchers from their campuses who would serve as members of the Qualitative State Research Team. The researchers kept the College of Education deans informed about all grant activities.

The following is an overview of the process that was used to develop/select the instruments, collect the data, and interpret the results.

2007-08

- Members of the team met with Dr. George Noell to develop an understanding of the Value Added Teacher Preparation Assessment Model and identified specific questions to be answered to address the 10 research questions for the study.

- Program completer data submitted annually by public and private teacher preparation programs to the Board of Regents for the Title II institutional reports was gathered to determine answers to specific research questions about program completers.

- Members of the team identified specific questions about programs that might explain differences in the effectiveness of new teachers, identified types of data that would be necessary to answer the questions, and developed the following instruments to collect the data.

    - Teacher Preparation Curriculum Audit
    - Teacher Preparation Program Structure Audit
    - Faculty/Staff Attributes Audit

- Members of the team met with the College of Education deans and other staff within the programs to collect data for the following instruments: Teacher Preparation Curriculum Audit; Teacher Preparation Program Structure Audit; and Faculty/Staff Attributes Audit.

- All data were submitted to the Board of Regents for analysis.

2007-09

- Members of the team participated in the following work groups to identify or develop instruments to collect data pertaining to teacher dispositions, working conditions, and new teacher behaviors.

    - Dispositions Survey for Student Teachers and Teacher Researchers Work Group
    - Working Conditions Survey for Teacher Researchers Work Group
    - Observation Scale for New Teachers, Student Teachers, & Teacher Researchers Work Group
    - In-depth Interview and Survey for Teacher Researchers Work Group

- The work groups developed or identified each of the following instruments to be administered to new teachers or mentors of new teachers.

    - *New Teacher Survey About Teacher Preparation Programs*
    - *Teacher Preparation In-depth Questions for Teacher Researchers*
    - *Working Conditions Survey*
    - *Beliefs About Teaching Scale (BATS) (Dispositions Assessments Aligned with Teacher Standards Battery - DAATS Battery - developed by Judy R. Wilkerson and W. Steve Lang)*
    - *Mentor of New Teacher Survey for Teacher Preparation Programs*
    - *Classroom Disposition Checklist (DAATS Battery)*

- Permission was attained to use instruments with copyrights and contracts were processed for consultants to analyze data for specific instruments.

- A Board of Regents Teacher Quality E-portal was developed for selected new teachers and their mentors to complete all instruments online.

- Dr. George Noell created a stratified random sample composed of new teachers who completed redesigned teacher preparation programs across all universities and private providers in 2002-03, 2003-04, 2004-05, 2005-06 and were included in the 2003-04, 2004-05, 2005-06, and 2006-07 data sets for new teachers. These teachers were identified as Teacher Researchers.

- Consensus was reached to secure permission from one university Institutional Review Board to attain permission to conduct the study instead of working with Institutional Review Boards at 21 universities. All necessary forms were submitted by Dr. Kristin Gansle to the Institutional Review Board at Louisiana State University and A&M College and permission was granted to conduct the study.

- Once permission to conduct the study was attained, Dr. Jeanne Burns sent a letter from the Board of Regents to invite 100 randomly selected new teachers to participate in the study (See Appendix A). The new teachers were provided details about the study and

informed that their identities would be masked when reporting the study results. Each new teacher was offered a stipend of $200 to complete 4 online instruments.

New teachers who agreed to participate were required to identify mentors who possessed knowledge about their teaching capabilities and were willing to participate in the study. The teachers were required to provide the mentors with a copy of a letter that explained the study and offered to pay the mentors a $100 stipend to complete two online instruments for the study. Both the teacher mentors and the new teachers were required to jointly sign a Consent Form if they wished to participate and submit the form to the Board of Regents.

- Once the consent forms were received by the Board of Regents, an e-mail was sent to the new teachers and their mentors that provided instructions to access and complete the online instruments. The electronic system provided the new teachers and their mentors with multiple reminders of the completion deadline when some but not all surveys had been completed by the teachers and/or their mentors.

- Due to funding for stipends being a part of the subgrant funds on each campus, the names of the new teachers and mentors who had completed all required surveys were sent to the appropriate research team member on each campus to pay the stipends. All survey responses were masked; therefore, it was not possible for campuses to know the responses of teachers or mentors who completed the surveys. New teachers had to respond to all 4 surveys and mentors had to complete the 2 surveys to receive the stipends.

- Data were submitted to appropriate consultants for analysis.

- Members of the Qualitative State Research Team met to interpret the data and arrive at conclusions.

D. Analysis of Data

Scores for Beliefs about Teaching Scale (BATS) & Classroom Disposition Checklist (CDC) (Wilkerson & Lang, 2009). Scores were analyzed by Dr. Judy R. Wilkerson and Dr. Steve Lang for new teachers who completed the *Beliefs About Teach*ing (BATS) scale and their mentors who completed the *Classroom Disposition Checklist* (CDC). Interval-level scores were calibrated and analyzed for statistical fit using the Rasch model of Item Response Theory. It was reported that the results were statistically impressive. With the two instruments combined, person separation reliability (the Rasch equivalent of classical test reliability) was .79. When pooled with a similar norm sample of 66 BATS scores, Cronbach's alpha approaches 1.00. No evidence of gender or ethnic bias was detected. The analysis supported use of the instruments in Louisiana.

Means and Standard Deviations of Alternate Programs and Baccalaureate Programs Graduates on Scale and Overall Scores (Gansle & Noell, 2009). Survey data were analyzed by Dr. Kristin Gansle and Dr. George Noell for new teachers and their mentors for the following five instruments: *New Teacher Survey about Teacher Preparation Programs; Working Conditions*

Survey; Beliefs about Teaching Scale (BATS); Mentor of New Teacher Survey about Teacher Preparation Programs, and *Classroom Disposition Checklist (CDC)*. Means and standard deviations were calculated for each major scale and subscales for completers of baccalaureate and alternate certification programs (See Table 6).

Analysis of Variance (ANOVA) Using Effectiveness Estimate Bands for Surveys (Gansle & Noell, 2009). Dr. Gansle and Dr. Noell categorized teacher researchers into one of three effectiveness bands according to their Z-scores in English/language arts, mathematics, and Overall: below the 25^{th} percentile, 25^{th} percentile to the 75^{th} percentile, and 75^{th} percentile and above. The 25^{th} percentile represents a Z-score of -.67, and the 75^{th} percentile represents a Z-score of +.67. The mean of a Z-score is 0, and the standard deviation is 1. Teacher researchers' Overall scores were calculated as an average of all of their effectiveness estimates. If they had only one estimate for any of the content areas, it was the only score in the Overall score. Differences were evaluated on the Teacher Survey and subscales, Mentor Survey and subscales, the BATS, CDC, BATS-CDC combination, and the BATS-CDC subscales. The means and standard deviations of the scale by effectiveness band in the three areas are detailed in Tables 7 - 9.

Qualitative Analysis of In-depth Questions (Matthews & LeDoux, 2009). A content analysis was performed by Russell A. Matthews and Jared LeDoux for 11 questions to identify response themes. Responses were coded using a numeric range. A primary consultant reviewed and identified the primary themes present within the written comments for each question. An assistant then performed an initial content analysis, and response statements were assigned to relevant categories. Additional categories were composed, and previous categories were refined as needed. The coding scheme for each question consisted of independent categories that would apply to the large majority of the responses' content. Qualitative coding training was then conducted with two assistants who then independently coded all responses to each open-ended question. Discrepancies were identified between the initial content analysis and the content coding provided by the assistants. Discrepancies were discussed until consensus was reached in separate follow-up meetings with the assistants.

Analysis of Program Data. Descriptive statistics were used by Dr. Jeanne Burns and the State Quantitative Research Team to examine similarities and differences across alternate certification teacher preparation programs. Means, frequencies, and percentages were provided in tables to address variables identified for specific research questions.

Analysis of Retention Data. Descriptive statistics were used by Dr. George Noell, Michael Collier, and Dr. Kristin Gansle to examine all data for all new teachers in Louisiana who had completed in-state and out-of-state alternate and undergraduate teacher preparation programs. Percentages were provided in tables to identify the number of teachers who continued to teach in public schools in Louisiana over a one to six year time period.

VII. Results of Study

The results have been divided into sections that address general and specific findings for the study. The general findings address the goal, objectives, and outcomes for the research study.

The specific findings address the individual research questions. A section has also been provided for research questions that require additional study.

A. General Results

Goal. *The overall goal for the research study was to produce new teachers in grades 4-9 whose students demonstrate as much or greater academic achievement in mathematics and English/language arts as students taught by experienced teachers.*

The quantitative research results indicate that it is possible for alternate teacher preparation programs to produce new teachers whose students demonstrate comparable or greater achievement than students taught by experienced teachers. Tables 1-5 show that the University of Louisiana at Monroe, Northwestern State University, Louisiana College, and The New Teacher Project had *effect estimates* at the two highest levels (i.e., Performance Level 1; Performance Level 2) in specific content areas when results were disseminated in 2006-07, 2007-08, and/or 2008-09. Southeastern Louisiana University and Louisiana State University at Shreveport had a sufficient number of new teachers in 2008-09 for an *effect estimate* to be generated for one content area (i.e., Language Arts) that also fell at a Performance Level 2. Sufficient data will be available during 2009-2010 for *effect estimates* to be reported for most universities in the state.

Objective. *The objective for the qualitative research study was to identify a common set of research-based factors that impacted the performance of new teachers from teacher preparation programs with high teacher preparation effectiveness values.*

Since *effect estimates* were only available for alternate certification programs, it was only possible to examine factors that impact alternate certification programs in the state. The results indicated that it was possible to "filter out" factors that were assumed to be important in the preparation of new teachers via alternate certification pathways; however, more in-depth research is needed to identify factors in specific content areas that impact the effectiveness of the new teachers. Additional information will be provided about factors that have been filtered out in the section of the report that pertains to Specific Findings.

Short Term Outcome*. The short term outcome for the qualitative research study was to identify a common set of factors that have a positive impact upon the performance of graduates of Performance Level 1 and Performance Level 2 teacher preparation programs. All colleges and universities that have effect estimates will possess data about the factors for their institutions.*

The use of a Qualitative State Research Team resulted in researchers from all teacher preparation programs reviewing literature about important factors, developing instruments, collecting data, and interpreting data about the factors. Results indicated that although *effect estimates* were not available for all post-redesign programs, programs without *effect estimates* could still use their data and compare the data to programs that had *effect estimates* that fell at Performance Level 1 or Performance Level 2. Specific examples will be provided in the section of the report that pertains to Specific Findings.

Long Term Outcome: *The long term outcome for the qualitative research study was for Level 4 and Level 5 teacher preparation programs to use data for their institutions about the factors to make changes to their programs to improve the performance of children who are taught by new teachers who have graduated from their programs.*

Quantitative results indicated that there were no teacher preparation programs that consistently attained *effect estimates* at Performance Level 4 or Performance Level 5 across all content areas. Instead, two teacher preparation programs attained *effect estimates* that were comparable to other new teachers (Performance Level 3) in four out of the five content areas. The two programs attained a Performance Level 4 or Performance Level 5 in just one content area. Both teacher preparation programs have already used the data they collected to identify strategies to improve their programs in the specific content areas.

As examples, the University of Louisiana at Lafayette attained an *effect estimate* at a Performance Level 4 in 2007-08 in the area of language arts. After reviewing their curriculum data, they determined that they had integrated language arts into multiple courses in an effort to create a more innovative program. The *effect estimate* in language arts provided them with valuable feedback about the success of their idea. The university has now returned to a more traditional approach to teaching language arts and substituted a language arts methodology course for another course in the curriculum. The university also determined that adjunct staff had been assigned the responsibility of teaching language arts to candidates within the alternate certification program. The university is now assigning appropriate personnel to teach the language arts methodology course(s).

The Louisiana Resource Center for Educators (a private provider) attained an *effect estimate* at a Performance Level 5 in 2007-08 in the area of reading. After reviewing their curriculum data, they determined that they had relied too heavily upon local school districts to prepare and support new teachers in the area of the reading. They have now changed their curriculum and hired new faculty/staff who have a depth of knowledge in the teaching of reading to prepare and support the candidates in their program.

Thus, both teacher preparation programs have already used the *effect estimates* and the data they have collected to focus their attention upon changes in specific content areas.

B. Specific Results

Research Question 1 (Program Structure): *What important elements exist in the organizational structure of Performance Level 1 and Performance Level 2 teacher preparation programs?*

- Of the three alternate certification pathways (e.g., Practitioner Teacher Program, Master of Arts in Teaching, and Non-Master's/Certification-Only), *no one specific alternate certification pathway was found to be the most effective.*

Institutions attained *effect estimates* at a Performance Level 1 or Performance Level 2 in specific content areas when offering all three pathways. Northwestern State University, Louisiana College, and The New Teacher Project attained Performance Level 1 or Performance Level 2 *effect estimates* with new teaches who completed Practitioner Teacher Programs. Similar results were demonstrated by the University of Louisiana at Monroe and Southeastern Louisiana University who offered a Master of Arts in Teaching pathway and Louisiana State University at Shreveport who offered a Non-Master's/Certification-Only pathway.

- Each alternate certification pathway (e.g., Practitioner Teacher Program, Master of Arts in Teaching, and Non-Masters/Certification-Only) possessed common elements and addressed common expectations; thus, *the program structure did not account for the variance across and within alternate certification programs*.

All three pathways contained common elements (i.e., Knowledge of the Learner and Learning Environment, Methodology, and Student Teaching/Internship) that addressed the same content and teacher standards. It was determined that programs offered by universities and private providers were not approved by the state unless they addressed the common elements and standards. A review of each program revealed differences in names of courses/seminars; however, the overall hours and content for the common elements were similar. All candidates were required to pass the same Praxis examinations to enter and exit all three alternate certification pathways. The only major difference in program structure was the delivery mode for the Practitioner Teacher Program when compared to the Master of Arts in Teaching and Non-Master's/Certification-Only Program. The Practitioner Teacher Program was a fast track model that was delivered over a one year time period using an integrated curriculum approach. The Non-Masters/Certification-Only and Master of Arts in Teacher programs were completed over a two to three year time period using more traditional coursework. Despite this difference, effectiveness was demonstrated by new teachers who completed all three pathways.

- Most new teachers were teachers of record at schools and taught full time while enrolled in their alternate certification programs; thus, the *amount of time teaching in a classroom* did not account for the variance between and within alternate certification programs.

Teacher candidates who entered alternate certification programs in Louisiana had to possess baccalaureate or higher degrees, pass the Praxis Basic Skills examinations (i.e., Reading, Mathematics, and Writing), pass the Praxis Content examination(s), and meet other entry requirements. These candidates met the state criteria to be classified as "Highly Qualified", were issued Practitioner Teacher licenses, hired as full time teachers, qualified for a salary as a first year teacher, and completed all required courses/seminars for their alternate certification programs. These individuals completed their alternate certification programs while working with their students all day every day as the teacher of record. These requirements were the same for all three alternate certification pathways.

- The number of years teacher preparation programs were nationally accredited ranged from zero to 56 years; thus, *length of time of national accreditation* did not explain the variance between alternate certification programs.

All public universities with teacher preparation programs in Louisiana were required by the Board of Regents to be nationally accredited, and all private universities were required to pursue national accreditation during the redesign process. Years of national accreditation among programs attaining *effect estimates* at a Performance Level 1 or Performance Level 2 ranged from Northwestern State University and the University of Louisiana at Monroe being nationally accredited for 54-56 years to Louisiana College being accredited for one year. The New Teacher Project did not pursue national accreditation for it was a private provider.

- The mean ACT scores of alternate certification program completers were similar and *did not explain the variance in teacher preparation program effectiveness.*

One hypothesis of the study was that teachers with higher ACT scores would be more effective teachers. Quantitative data indicated that the ACT scores for new teachers in the post-redesign alternate certification programs clustered around 20 or 21. ACT scores of new teachers from institutions with high *effect estimates* were similar to ACT scores of teachers from institutions with low *effect estimates*. It was also noted that some new teachers with ACT scores of 20 or 21 had *effect estimates* that were comparable to other new teachers in four out of five content areas but their *effect estimates* were below new teachers or significantly below new teachers in one content area. Thus, it was not their ACT score that predicted or determined their effectiveness in all of the specific content area.

When examining ACT scores of individual teachers across all teacher preparation programs, it was determined that ACT mathematics scores were modest predictors of teacher effectiveness in mathematics.

Research Question #2 (Teacher Preparation Curriculum Program): *What does research in our state tell us we must do to prepare new teachers whose students demonstrate growth in academic achievement?*

- Results of surveys (i.e., *New Teacher Survey About Teacher Preparation Programs*) completed by new teachers regarding opportunities within redesigned teacher preparation programs to address specific state standards for teachers (i.e., *Louisiana Components of Effective Teaching*) did not reveal significant differences in means between teachers with *effect estimates* in the top quartile and bottom quartile.

A hypothesis of the study was that new teachers who taught students who demonstrated the highest achievement when accounting for other factor would rate their teacher preparation programs at a higher level than new teachers with lower performing students. This was not evident on a survey that examined how well the teacher preparation programs prepared the new teachers to address the state teacher standards in the following domains: planning, management, instruction, assessment, school improvement, professional development, content, and the Louisiana curriculum. On a 4-point scale, the overall mean for all teachers on all items was a 3.17 with a range of 3.03 to 3.32 in seven of the nine areas. It was observed that the means for new teachers who had *effect estimates* in the bottom quartile were higher in seven out of nine areas when compared to the means of the teachers in the top quartile.

New teachers from both undergraduate and alternate certification new teachers completed the survey, and it was determined that there were no significant differences on any of the measures by whether the new teachers completed alternate certification program or baccalaureate programs (See Table 6).

- Results of surveys (i.e., *Mentor of New Teacher Survey About Teacher Preparation Programs*) completed by mentors of new teachers regarding the extent to which redesigned teacher preparation programs prepared new teachers to address specific state standards for teachers (i.e., *Louisiana Components of Effective Teaching*) did not reveal significant differences in means between teachers with *effect estimates* in the top quartile and bottom quartile.

A hypothesis of the study was that mentors would rate teacher preparation programs higher for new teachers who had *effect estimates* within the top quartile when compared to ratings by mentors of new teachers whose *effect estimates* fell within the bottom quartile. This was not evident on a survey that examined mentors' perceptions of how well teacher preparation programs prepared the new teachers. All mentors responded to the same types of items found on the survey for new teachers. On a 4-point scale, the overall mean for all mentors on all items was a 3.35 with a range of 3.24 to 3.43 for the nine domains.

- Responses to a question pertaining to aspects of components of a teacher preparation program that helped new teachers become more effective teachers did not reveal differences in the types of responses provided by new teachers in the top quartile and other new teachers.

A variety of different components of teacher preparation programs were identified by new teachers as important. The responses with the highest percentages were the following: Student teaching/field experiences (26%), mentor teacher (24%), lesson planning skills (17%), observing and interacting with other teachers (13%), etc. Teachers in the top and bottom quartile identified these and other components in their responses.

- Responses to a question pertaining to components that should be added to teacher preparation programs did not reveal differences in the types of responses provided by new teachers in the top quartile and other new teachers.

Fifteen percent of the respondents indicated that they would not add another aspect or component to their teacher preparation programs. Four of the respondents were new teachers from the top quartile and two were respondents from the bottom quartile. Of those teachers who indicated that they would add something, there was considerable variability in what they recommended. The three areas with the highest percentages were the following: More independent field experiences (19%), classroom management skills (17%), and technology component (11%). Teachers in the top and bottom quartiles identified these and other components when responding. Most responses were very specific and listed by the new teachers only once.

Research Question #3 (English/language arts & Mathematics Curriculum): *Are there significant differences in the English/language arts and mathematics curriculum for teachers*

whose effect estimates fall at or above the 75th percentile and below the 25th percentile?

A hypothesis of the study was that new teachers whose *effect estimates* fell within the top quartile would rate their teacher preparation programs at a higher level on questions that pertained to English/language arts and mathematics content and curriculum.

- Results of surveys that required new teachers to indicate the extent to which they were provided opportunities in their teacher preparation programs to address *English/language arts content* did not reveal significant differences in means between teachers with *effect estimates* in the top and bottom quartiles in English/language arts.

New teachers in the bottom quartile had a mean of 3.27, and new teachers in the top quartile had a mean of 3.00. It was observed that the mean for new teachers in the bottom quartile was higher than the mean for teachers in the top quartile.

- Results of surveys that required new teachers to indicate the extent to which they were provided opportunities in their teacher preparation programs to address the *Louisiana state curriculum for English/language* arts did not reveal significant differences in means between teachers with *effect estimates* in the top and bottom quartiles in English/language arts.

New teachers in the bottom quartile had a mean of 3.30, and new teachers in the top quartile had a mean of 3.06. It was observed that the mean for new teachers in the bottom quartile was higher than the mean for teachers in the top quartile.

- Results of surveys that required new teachers to indicate the extent to which they were provided opportunities in their teacher preparation programs to address *mathematical* content did not reveal significant differences in means between teachers with *effect estimates* in the top and bottom quartiles in mathematics.

New teachers in the bottom quartile had a mean of 3.0, and new teachers in the top quartile had a mean of 3.5.

- Results of surveys that required new teachers to indicate the extent to which they were provided opportunities in their teacher preparation programs to address the *Louisiana state curriculum for mathematics* did not reveal significant differences in means between teachers with *effect estimates* in the top and bottom quartiles in mathematics.

New teachers in the bottom quartile had a mean of 3.55, and new teachers in the top quartile had a mean of 3.21. It was noted that the mean for teachers in the bottom quartile was higher than the mean for teachers in the top quartile.

An examination of the curriculum within the Master of Arts in Teaching and Non-Masters/Certification-Only alternate certification programs indicated that most universities offered a similar number of courses in language arts, mathematics, and reading methodology. All three pathways had to address a common set of reading competencies that were required by

the state. Universities and private providers that offered the Practitioner Teacher Program used an integrative approach when addressing methodology in these three areas. Since passage of content examinations (and not majors in baccalaureate degrees) was required for entry into the alternate certification program, candidates entered programs with different types of majors.

Research Question #4 (Dispositions): *What dispositions are evident in teachers whose effect estimates fall at or above the 75th percentile and teachers whose effect estimates fall below the 25th percentile?*

A hypothesis of the study was that new teachers with high *effect estimates* would attain higher scores on a scale measuring dispositions than new teachers with low *effect estimates*. It was also assumed that mentors of new teachers with high *effect estimates* would rate the new teachers at a significantly higher level.

- Results of surveys (i.e., *Beliefs About Teaching Scale*) completed by teachers regarding beliefs or dispositions about teaching in 10 areas (i.e., content, learning and development, diversity, critical thinking, learning environment, communication, planning, assessment, reflective practitioner and professional development, and professionalism) did not reveal significant differences in overall means between teachers with *effect estimates* in the top and bottom quartiles.

New teachers in the bottom quartile had an overall mean of 68.88, and new teachers in the top quartile had a mean of 66.62. It was observed that the mean for new teachers in the bottom quartile was higher than the mean for teachers in the top quartile.

- Results of surveys (i.e., *Classroom Disposition Checklist*) completed by mentors of teachers based upon previous observations regarding positive and negative dispositions in 10 areas (i.e., content, learning and development, diversity, critical thinking, learning environment, communication, planning, assessment, reflective practitioner and professional development, and professionalism) did not reveal significant differences in overall means between teachers with *effect estimates* in the top and bottom quartiles.

New teachers in the bottom quartile had an overall mean of 81.40, and new teachers in the top quartile had a mean of 81.66.

Although not significant based upon the analysis used, it was noted that there was a pattern of higher means for new teachers who had *effect estimates* in the top quartile.

Research Question #5 (Working Conditions): *What working conditions are evident for teachers whose effect estimates fall at or above the 75th percentile and teachers whose effect estimates fall at or below the 25th percentile?*

A hypothesis of the study was that new teachers who had high *effect estimates* would rate their working conditions at a significantly higher level than new teachers who had low *effect estimates*.

- Results of surveys (i.e., *Working Conditions Survey*) completed by new teachers regarding working conditions in their schools (i.e., time, facilities and resources, empowerment, leadership, and development) did not reveal significant differences in means between teachers with *effect estimates* in the top quartile and bottom quartiles.

New teachers in the bottom quartile for English/language arts had an overall mean of 3.88, and new teachers in the top quartile had a mean of 3.96. New teachers in the bottom quartile for mathematics had an overall mean of 3.65 and new teachers in the top quartile had a mean of 4.12.

Research Question #6 (Principal Support): *What types of support do new teachers receive from their principals and other teachers in schools during their first two years of teaching when the teachers' effect estimates fall at or above the 75th percentile and at or below the 25th percentile?*

- Responses to questions pertaining to Principal Leadership on the *Working Conditions Survey* revealed no significant differences for new teachers with *effect estimates* at the top quartile and bottom quartiles.

New teachers at the bottom quartile for English/language arts had a mean of 4.0 and new teachers at the top quartile had a mean of 4.04. New teachers at the bottom quartile for mathematics had a mean of 3.76 and new teachers at the top quartile had a mean of 4.17.

- Responses to questions pertaining to Empowerment on the *Working Conditions Survey* revealed no significant differences for new teachers with *effect estimates* at the top quartile and bottom quartile.

New teachers at the bottom quartile had a mean of 3.61 for English/language arts and new teachers at the top quartile had a mean of 3.86. New teachers at the bottom quartile for mathematics had a mean of 3.44 and new teachers at the top quartile had a mean of 4.02.

Research Question #7 (Professional Development): *How is capacity built through focused professional development in schools for teachers whose effect estimates fall at or above the 75th percentile and at or below the 25th percentile?*

- Responses to questions pertaining to Professional Development on the *Working Conditions Survey* revealed no significant differences for new teachers with *effect estimates* at the top quartile and bottom quartile.

New teachers at the bottom quartile had a mean of 4.09 for English/language arts and new teachers at the top quartile had a mean of 4.14. New teachers at the bottom quartile for mathematics had a mean of 4.16 and new teachers at the top quartile had a mean of 4.50.

C. Additional In-Depth Research

- Responses to open-ended questions on a survey did not provide sufficient data to answer questions about the assessment of teacher performance, teacher response to students who

fail to learn, and mentoring of new teachers; more in-depth research methods are needed to address questions in these areas.

Research Question #8 (Performance Assessment): *How is teaching performance of pre-service teachers assessed and corrected in school-based settings before and during student teaching in Performance Level 1 and Performance Level 2 teacher preparation programs?*

A total of 74.1% of new teachers who responded to the survey indicated that their performance was assessed by some form of observation. More specifically, 51% indicated their performance was assessed via observations by mentors, 26% by school administrative personnel, 24% by preparatory program personnel (e.g., supervisors, instructors, and administrators), and 15% by an external observer, including school board members and parish coordinators. The assessment process was identified as helpful when the method provided constructive/timely feedback (56%) and when it provided opportunities to discuss strengths and weaknesses (37%). Only 15% of the respondents indicated that the assessment processes during their field experiences were not helpful. New teachers whose *effect estimates* fell within the bottom quartile consistently indicated that the assessments and feedback were helpful. Three of the new teachers whose *effect estimates* fell within the top quartile indicated that feedback sessions from their mentor teachers and others were "somewhat helpful" or "helped a little." The remaining new teachers in this group identified ways in which the feedback assisted them.

Research Question #9 (Mentoring): *What important elements in the mentoring of new teachers from Performance Level 1 and Performance Level 2 teacher preparation programs are evident as new teachers participate in the state induction program (Louisiana Teacher Assistance and Assessment Program)?*

Most respondents were very positive in terms of perceptions of help provided by LaTAAP mentors. Among the respondents, 69% indicated that extensive help was provided, 15% indicated that a moderate amount of help was provided, 9% indicated that a limited amount was provided, and 7% indicated not at all. Teachers within the bottom and middle quartiles described LaTAAP mentors as providing both formal and informal feedback, as well as helping with classroom management issues, and helping the new teachers to develop and become more effective in the classroom. Responses from new teachers at the top quartile were more critical. Five of the new teachers in the top quartile provided responses that indicted that they had not benefited from the mentors in the same way as other teachers.

Research Question #10 (Teacher Response): *How do new teachers from Performance Level 1 and Performance Level 2 teacher preparation programs respond to students when their students fail to understand concepts being taught?*

The underlying theme for responses of all new teachers for this question when asked about *language arts* suggested that strategies were frequently situation-dependent and often multiple methods were used to address potential issues. Respondents provided a total of 18 different responses with "reteach" (48%) as the most consistent response. Other responses included: one-on-one instruction (17%), differentiated instruction (15%), patience/support (13%), small group instruction (13%), students clarifying what they do not understand (13%), drawing on others to

explain the subject matter (11%), etc. Among the new teachers whose *effect estimates* fell in the top quartile, seven of the nine teachers indicated that they would "reteach." The remaining two teachers indicated that they would work individually with the students. Among the teachers in the bottom quartile, five of the new teachers indicated that they would "reteach" Instead of using the term "reteach", other teachers in the bottom quartile indicated that they would do the following: explain in a different way, take a different approach, cover the material in a different manner, and use differentiated instruction.

Respondents provided 17 different ways in which they would respond to students if they failed to understand a concept in mathematics. The most commonly cited methods include the use of manipulatives (30%) and utilization of real world examples (19%). Responses included the following: differentiated instruction (26%), peer-tutoring/cooperative learning (22%), reteaching (20%), one-on-one instruction (17%), hand-one learning activities (14%), etc. Teachers in the top and bottom quartiles identified a variety of different ways in which they would help students. A consistent response was not identified.

C. Retention of New Teachers in Teacher Preparation Programs

An examination of five and six year trend data for all new teachers who began teaching in 2003-04 and 2004-05 indicated that the attrition rate of new teachers who enter the field not certified or enter the field with a Practitioner Teacher license is high (See Tables 10-11). A Practitioner License is issued to all new teachers who enter Alternate Certification Programs once they have demonstrated that they possess a baccalaureate degree, have passed the Praxis Basic Skills examinations (or an equivalent), passed the Praxis content examination(s), and met other criteria. The results for new teachers who started teaching in 2003-04 indicated that by the third year of teaching 55.6% of the new teachers who started with a Practitioner Teacher License were still in the state teacher data base. By the sixth year of teaching, only 35.9% of the teachers were still in the state teacher data base. In contrast, 75.8% of all teachers who had completed in-state or out-of-state alternate or undergraduate teacher preparation programs were still teaching by their third year, and 60.2% were still teaching by their sixth year. Similar patterns were found for teachers who started teaching in 2004-05.

An examination of five and six year trend data for teachers who had completed undergraduate or alternate certification programs in Louisiana indicated that persistence rates were better (See Tables 12 and 13). By the third year of teaching, the retention rates of a cohort of teachers who completed programs in Louisiana and started teaching in 2003-04 were 84% for both undergraduate and alternate certification program completers. By the sixth year of teaching the retention rate was 72.1% for completers of undergraduate programs and 65.1% for completers of alternate certification programs.

The majority of the teachers in the 2003-04 and 2004-05 cohorts were teachers who had completed the pre-redesign teacher preparation programs. Additional years of data are needed for trend data to be provided for post-redesign programs.

VIII. Limitations of the Study

There were three limitations for the study.

Due to the amount of time needed for new teachers to complete post-redesign alternate and undergraduate teacher preparation programs and teach for one to two years after completion of the programs, it has taken longer to create a database of new teachers for the study than originally anticipated. Although data are available for teachers who completed pre-redesign programs, the data are not being used in the analysis for the universities stopped admitting candidates into the pre-redesign programs on July 1, 2003. Thus, the results of the current study have been limited to a small number of redesigned teacher preparation programs that were the first to be implemented in the state. AS the programs continue to generate new teachers, the number of alternate and undergraduate programs in the analysis will increase each year and new data will be available for a larger number of teacher preparation programs to be included in future studies.

As of now, a limited number of new teachers completed the small number of post-redesign alternate certification programs and have taught for one or two years. Thus, this reduced the amount of data that could be collected and analyzed from new teachers. Although it was necessary within this study to look at teachers as a group whose *effect estimates* fell at the top and bottom quartiles, a larger number of teachers will exist in the future within post-redesign programs to examine the responses of new teachers whose programs' *effect estimates* fell within Performance Level 1 and Performance Level 2. More research is need before results for groups of teachers can be generalized to the actual teacher preparation programs.

The data used within this study has been limited to all students, all teachers, all schools, all districts, all public/private universities with teacher preparation programs, and all private providers with teacher preparation programs in Louisiana. The Value Added Model for Teacher Preparation Model has been built using Louisiana data and is being implemented based upon the achievement of grades 4-9 students who are taught by new and experienced teachers in Louisiana. The teacher preparation programs being examined within the study have all been redesigned and new teachers completing the post-redesign programs have been required to address more rigorous criteria to enter and exit the alternate and undergraduate teacher preparation programs. Thus, a limitation of the study is that the results are specific to Louisiana and still at an exploratory stage. The results of this study should be used to generate more specific research questions to be further examined by researchers in Louisiana and other states.

IX. Discussion

The quantitative studies by Noell and his research team have shown that it is possible for teacher preparation programs to prepare new teachers whose students demonstrate growth in achievement that is comparable or greater than the growth in achievement of children taught by experienced teachers. During the last three years, six universities (i.e., University of Louisiana at Monroe, Northwestern State University, Louisiana College, Nicholls State University, Louisiana State University at Shreveport, and Southeastern Louisiana University) and one private provider (i.e., The New Teacher Project) have achieved *effect estimates* at a level that is above

experienced teachers (Performance Level 1) or comparable to experienced teachers (Performance Level 2) in one or more specific content area. Since the new Value Added Teacher Preparation Assessment compares the *effect estimates* of teacher preparation programs in specific content areas (i.e., Mathematics, Reading, Language Arts, Science, and Social Studies) to experienced teachers, it is possible for all teacher preparation programs to reach Performance Levels 1 and 2.

This study has generated several interesting findings that have validated the importance of the research and resulted in more research questions that need to be answered in the future.

First, it is not the pathway (i.e., Master of Arts in Teaching; Practitioner Teacher Program; Non-Masters/Certification-Only Program) that explains the variance between teacher preparation programs; *it is what is occurring within the pathway to prepare new teachers in the specific content areas that makes the difference*. The results of the study show that universities with *effect estimates* at Performance Levels 1 and/or 2 utilize all three pathways (e.g., Practitioner Teacher Program, Master of Arts in Teaching, and Non-Master's/Certification-Only Program) to prepare new teachers. At the same time, variance in *effect estimates* exists within the programs. As an example, The New Teacher Project has *effect estimates* at Performance Level 1 in Reading and Mathematics, Performance Level 2 in Science and Language Arts, and Performance Level 3 in Reading. In some cases, the same teachers help generate the *effect estimates* in different content areas for they teach all content areas in grades 1-5 programs, yet the *effect estimates* are higher in some content areas when compared to other content areas. Thus, it is what is occurring in the preparation of teachers in the specific content areas that appear to be making the difference.

Second, existing data and analysis do not support previous state assumptions about the preparation of new teachers. This study has been successful in filtering out assumptions that were not supported by the data. Assumptions that have been filtered out include the following:

- ACT scores do not account for the variance in teacher preparation programs. Since ACT scores of teachers in Louisiana's teacher preparation programs cluster around 20 and 21, teachers completing programs with *effect estimates* of Performance Levels 1 and/or 2 have the same cluster of ACT scores as teachers completing program with *effect estimates* of Performance Level 4 or 5.

- The number of years a teacher preparation program is nationally accredited does not account for the variance in teacher preparation programs. Teacher preparation programs with *effect estimates* at Performance Levels 1 and/or 2 had been nationally accredited from zero to 56 years.

- Teachers' and mentors' perceptions about how well teacher preparation programs prepared new teachers to address the state standards for teachers (based upon responses of new teachers and their mentors on surveys) do not account for differences in teachers whose *effect estimates* fall within the top and bottom quartiles. Significant differences did not exist in responses for teachers in the top and bottom quartiles.

- Dispositions of new teachers (based upon responses of new teachers and their mentors on

surveys and checklists) do not account for differences in new teachers whose *effect estimates* fall within the top and bottom quartiles. Significant differences did not exist in the responses of teachers in the top and bottom quartiles.

- Working conditions in schools (based upon responses of new teachers on surveys) do not account for differences in new teachers whose *effect estimates* fall within the top and bottom quartiles. Significant differences did not exist in the responses of teachers in the top and bottom quartiles.

As a result of post-redesign teacher preparation programs setting higher expectations for candidates to be admitted into programs and setting higher expectations for candidates to exit the programs, new teachers who are completing the post-redesign teacher preparation programs are now more similar than different.

It was noted on the disposition instruments that mean scores of new teachers who had *effect estimates* in mathematics in the top quartile were consistently higher than mean scores of teachers who had *effect estimates* in the bottom quartile. Although not significant based upon the analysis conducted for this study, additional analysis needs to occur to examine these differences. In addition, a larger sample of teachers is needed to examine the dispositions.

One interesting finding about highly effective teachers that does warrant further research in the future was a pattern *across different surveys where the mean scores of teachers with effect estimates in the top quartile were often lower than the mean scores of teachers with effect estimates in the bottom quartile*. In addition, when responding to a question on the in-depth questionnaire, the teachers in the top quartile provided a greater number of negative responses about the value of their LaTAAP mentors than teachers with *effect estimates* at the bottom quartile. These findings need to be further explored for if highly effective teachers are more reflective and critical of themselves and their programs, the result may be lower mean scores for teacher preparation program that prepare highly effective teachers and higher mean scores for teacher preparation programs that prepare less effective teachers. Before using survey data for accountability purposes, more research is needed in this area.

Third, state policies to create more rigorous teacher certification requirements and require all universities to redesign their teacher preparation programs account for more similarities than differences in program structures and curriculum for the three alternate pathways being offered by universities and private providers. The study determined that all three pathways required candidates to pass the same Praxis Basis Skills (i.e., Reading, Writing, and Mathematics) examinations and Praxis Content examinations to enter the programs. They also required all candidates to pass the same Praxis Principles of Learning and Teaching examinations to complete the programs. In addition, all three pathways required candidates to address the same elements (i.e., Knowledge of the Learner and Learning Environment, Methodology, and Internship/Student Teaching) and address the same teacher standards (i.e., *Louisiana Components of Effective Teaching*), K-12 content standards, and reading competencies. Most new teachers in alternate programs were the teachers of record in their classrooms and spent a similar amount of time teaching students while completing their programs. Although courses/seminars differed across programs, all candidates were expected to gain similar

knowledge about teaching and learning as they completed their programs. The major difference in the three pathways was the delivery mode.

When *effect estimates* were calculated for eleven pre-redesign programs in mathematics, science, and social studies, one university had one *effect estimate* at a Performance Level 2 and six universities had nine content specific *effect estimates* at Performance Levels 4 or 5. All other *effect estimates* were at a Performance Level 3. In contrast, when *effect estimates* were calculated for nine post-redesign programs in mathematics, science, and social studies, three teacher preparation programs had six *effect estimates* at a Performance Level 1 and/or Performance Level 2 and none had *effect estimates* at Levels 4 or 5. All other *effect estimates* were at Level 3. New *effect estimates* for Language Arts and Reading have shown that seven post-redesign teacher preparation programs have ten additional *effect estimates* in Reading and Language Arts that are within Performance Levels 1 and/or 2. Only two post-redesign alternate programs have three *effect estimates* at a Performance Level 4. All other *effect estimates* are at a Performance Level 3.

Fourth, teacher preparation programs are already using scores from the value added assessment to make changes to programs that impact grades 4-9 teachers in mathematics, science, social studies, English/language arts, and reading. All teacher preparation programs in Louisiana were asked to be innovative and create post-redesign programs that better addressed the needs of students in schools. The results from the study showed that the University of Louisiana at Lafayette tried an innovative approach when developing their Non-Masters/Certification-Only program. They assumed that the change had been effective until they received their first *effect estimates* in December 2008 and learned that the *effect estimate* in language arts was below that of new teachers from other teacher preparation programs. The university examined the language arts curriculum, identified a way to improve the program, and has already made changes to the curriculum. Once new teachers have completed the adapted curriculum and taught for one year, the university will receive *effect estimates* that will reflect the changes to the program. Without the results, the university would have continued to assume that its innovative approach was working.

Fifth, better retention is being exhibited among teachers who have completed undergraduate and alternate certification programs in Louisiana. Although longitudinal retention data are not yet available for post-redesign teacher preparation programs due to the newness of the programs, data for 2003-04 new teachers from Louisiana-based programs show a retention rate of 84% by the third year of teaching as compared to a retention rate of 75.8% for teachers with degrees from within and outside the state. However, the attrition rate of teachers who attain Practitioner Licenses while serving as the teacher of record in schools and completing alternate certification programs is high. For a cohort of teachers who attained Practitioner Teacher licenses in 2003-04, only 55.6% of the teachers were a part of the state teacher database by the third year and only 35.9% were a part of the state teacher database by the sixth year. The cause of the attrition is unknown.

Sixth, more in-depth research through case studies of effective programs in specific content areas will be needed in the future to acquire the depth of knowledge necessary to identify key factors that predict effective new teachers. As members of the Qualitative State Research Team

met to analyze and interpret the data to identify factors, they discovered that they had data to rule out what they had assumed would make a difference; however, the available data did not go to the depth needed to clearly identify factors that clearly made a difference in the performance of new teachers who were very effective in improving the achievement of students. The team began to describe their journey as one of perusing UFOs (Unidentified Factors of Success). They knew that the factors existed but the instruments that they had used were not sophisticated enough to identify those specific factors. The team concluded that the study was successful in filtering out factors and more clearly defining the direction of future research to isolate specific factors that have a significant impact upon the preparation of effective new teachers.

X. Implications for Future Research

Many new research questions have been generated as a result of the qualitative research study. The Qualitative State Research Team has determined that the current research study needs to be expanded beyond the areas of mathematics and English/language arts to science and social studies. Additional information needs to be collected from all campuses; however, the questions need to be more specifically directed to the teaching of content areas. In addition, in-depth case studies of programs that have *effect estimates* at Performance Level 1 and Performance Level 2 are needed to identify factors that impact the success of their programs. A need exists for researchers to ask probing questions about the specific strategies being utilized within the programs and to probe deeper into responses that were initially provided about the program structure. Additional data are also needed from new teachers who have completed the post-redesign programs to identify those practices that have had the greatest impact upon their effectiveness as new teachers.

New research questions for further study include the following:

Quantitative Effect Estimates

1. If teacher preparation programs attain lower *effect estimates* in a specific content area (e.g., mathematics) for a specific pathway (e.g., Master of Arts in Teaching), are the *effect estimates* low for multiple grade spans (i.e., grades 1-4; grades 4-8; grades 6-12) or just one grade span?

2. Do *effect estimates* for cohorts of teachers from institutions change over time once teachers have completed their third, fourth, and fifth years of teaching?

3. Are *effect estimates* for alternate and undergraduate programs similar in specific content areas at the same institutions when results are available for both pathways? If not, do longitudinal data indicate that the results change over time?

Program Structure and Curriculum

4. What content-specific pedagogical strategies that are content specific are being used by faculty/staff in teacher preparation programs with *effect estimates* at Performance Levels 1 and 2?

5. For programs with effect estimates at Performance Levels 1 and 2, what specific strategies are being used to prepare new teachers to be reflective and think critically while working with students in school-based settings?

School-Based Support

6. What specific types of follow-up support are being provided by individual faculty/staff/school personnel to assist teacher candidates and new teachers as they apply information from their teacher preparation programs to teach students in schools?

7. How are school-based teaching assignments in specific content areas structured for candidates prior to student teaching or internships and how are candidates evaluated in programs that have *effect estimates* at Performance Levels 1 and 2.

Faculty/Staff

8. What specific types of backgrounds and experiences do faculty/staff have in specific content areas within programs that have *effect estimates* in specific content areas at Performance Levels 1 and 2?

Teacher Survey Data

9. Do teacher preparation programs with *effect estimates* at Performance Level 1 and Performance Level 2 have lower mean scores on survey tools due to the reflective/critical thinking of their effective new teachers?

10. Are significant differences found in dispositions of new teachers in the area of mathematics with a larger sample of new teachers whose *effect estimates* are at the top and bottom quartiles?

Retention

11. Do retention rates of program completers differ within specific pathways for post-redesign teacher preparation programs that have high and low *effect estim*ates? If so, why are new teachers leaving?

12. What is the attrition rate of teachers who attain Practitioner Teacher licenses within specific pathways for post-redesign teacher preparation programs? Why are teachers leaving programs that have high attrition rates?

XI. Conclusions

In conclusion, this study has clearly demonstrated that it is possible for new teachers to complete teacher preparation programs that produce new teachers whose students demonstrate comparable or greater achievement in specific content areas than students taught by experienced teachers.

The study has also demonstrated that it is not the type of program that a new teacher completes that makes the difference; instead, it is how the teachers are prepared in specific content areas that determines their success. There have been assumptions in Louisiana that it may be the prior knowledge of new teachers (e.g., ACT scores) or the dispositions of the new teachers that account for the variance in the effectiveness of the programs. However, results of this study show that significant differences do not exist between the groups of most and least effective new teachers and suggest that factors that extend beyond the teachers themselves are impacting their effectiveness. ACT scores and dispositions are important; however, the redesigned programs examined in this study have set higher expectations for candidates to be admitted into the programs and for candidates to exit the programs. Thus, the teachers who are completing post-redesign programs are now more similar than different and their success may now dependent primarily on the quality of the experiences they are having within their programs.

The results have also shown that surveys about general characteristics of teacher preparation programs do not provide the depth of information needed to clearly understand why some programs are preparing very effective new teachers. Instead, in-depth case studies are needed to explore programs in specific content areas within universities. This study has been important for it has demonstrated that the 2006-07 assumptions about effective teacher preparation programs are no longer valid in Louisiana. Instead, new hypotheses are now being formed whose testing will require different types of data and analysis. While the study has provided insight into teacher preparation effectiveness, it has provided even greater value in creating new questions that more in-depth research will be able to answer.

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TABLES

TABLE 1

POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS
TEACHER PREPARATION EFFECT ESTIMATES WITHIN PERFORMANCE BANDS

READING
2006-07, 2007-08, & 2008-09

Performance Bands	2006-07	2007-08	2008-09
Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.		The New Teacher Project (P) Louisiana College (P)	The New Teacher Project (P)
Level 2: Programs whose effect is more similar to experienced teachers than new teachers.		Northwestern State University (P)	Louisiana College (P) Northwestern State University (P) University of LA – Monroe (M)
Level 3: Programs whose effect is comparable to new teachers.		University of LA – Lafayette (N)	University of LA – Lafayette (N)
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.			Louisiana Resource Center for Educators (P)
Level 5: Programs that are statistically significantly less effective.		Louisiana Resource Center (P)	

Note: M = Master of Arts in Teaching; N = Non-Master's/Certification-Only Program: & P = Master of Arts in Teaching.

TABLE 2

POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS
TEACHER PREPARATION EFFECT ESTIMATES WITHIN PERFORMANCE BANDS

LANGUAGE ARTS
2006-07, 2007-08, & 2008-09

Performance Bands	2006-07	2007-08	2008-09
Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.		University of LA – Monroe (M) The New Teacher Project (P)	
Level 2: Programs whose effect is more similar to experienced teachers than new teachers.		Louisiana College (P) Northwestern State Univ. (P) Nicholls State University (P)	University of LA – Monroe (M) Louisiana State University – Shreveport (N) The New Teacher Project (P) Southeastern Louisiana University (M) Louisiana College (P) Northwestern State Univ. (P)
Level 3: Programs whose effect is comparable to new teachers.		Louisiana Resource Center for Educators (P)	Louisiana Resource Center for Educators (P)
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.		University of LA – Lafayette (N)	University of LA – Lafayette (N)
Level 5: Programs that are statistically significantly less effective.			

Note: M = Master of Arts in Teaching; N = Non-Master's/Certification-Only Program: & P = Master of Arts in Teaching.

TABLE 3

POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS
TEACHER PREPARATION EFFECT ESTIMATES WITHIN PERFORMANCE BANDS

MATHEMATICS
2006-07, 2007-08, & 2008-09

Performance Bands	2006-07	2007-08	2008-09
Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.	The New Teacher Project (P)	The New Teacher Project (P)	The New Teacher Project (P)
Level 2: Programs whose effect is more similar to experienced teachers than new teachers.	Northwestern State University (P)	University of LA – Monroe (M) Northwestern State Univ. (P)	
Level 3: Programs whose effect is comparable to new teachers.	Louisiana College (P)	Louisiana College (P) University of LA – Lafayette (N) Louisiana Resource Center for Educators (P)	Northwestern State University (P) University of LA – Monroe (M) University of LA – Lafayette (N) Louisiana Resource Center for Educators (P) Louisiana College (P)
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.			
Level 5: Programs that are statistically significantly less effective.			

Note: M = Master of Arts in Teaching; N = Non-Master's/Certification-Only Program: & P = Master of Arts in Teaching.

TABLE 4

POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS
TEACHER PREPARATION EFFECT ESTIMATES WITHIN PERFORMANCE BANDS

SCIENCE
2006-07, 2007-08, & 2008-09

Performance Bands	2006-07	2007-08	2008-09
Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.	Northwestern State University (P)	Northwestern State University (P) University of LA – Monroe (M)	Northwestern State University (P) University of LA – Monroe (M)
Level 2: Programs whose effect is more similar to experienced teachers than new teachers.	Louisiana College (P)	The New Teacher Project (P)	The New Teacher Project (P)
Level 3: Programs whose effect is comparable to new teachers.		Louisiana College (P) University of LA – Lafayette (N) Louisiana Resource Center (P)	Louisiana College (P) University of LA – Lafayette (N) Louisiana Resource Center for Educators (P)
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.			
Level 5: Programs that are statistically significantly less effective.			

Note: M = Master of Arts in Teaching; N = Non-Master's/Certification-Only Program: & P = Master of Arts in Teaching.

TABLE 5

POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS
TEACHER PREPARATION EFFECT ESTIMATES WITHIN PERFORMANCE BANDS

SOCIAL STUDIES
2006-07, 2007-08, & 2008-09

Performance Bands	2006-07	2007-08	2008-09
Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.	Louisiana College (P)	University of LA – Monroe (M)	
Level 2: Programs whose effect is more similar to experienced teachers than new teachers.	Northwestern State University (P)	Louisiana College (P) Northwestern State University (P)	University of LA – Monroe (M) Northwestern State University (P)
Level 3: Programs whose effect is comparable to new teachers.		The New Teacher Project (P) University of LA – Lafayette (N) Louisiana Resource Center for Educators (P)	Louisiana College (P) University of LA – Lafayette (N) Louisiana Resource Center for Educators (P) The New Teacher Project (P)
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.			
Level 5: Programs that are statistically significantly less effective.			

Note: M = Master of Arts in Teaching; N = Non-Master's/Certification-Only Program: & P = Master of Arts in Teaching.

Table 6

Means and Standard Deviations for Surveys by Type of Program

Areas	Alternate Certification Programs			Baccalaureate Programs			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Specific Domains for New Teacher Survey									
Planning	3.10	22	0.79	3.23	27	0.65	3.17	49	0.71
Management	3.21	22	0.63	3.24	27	0.80	3.22	49	0.72
Instruction	3.21	22	0.51	3.41	27	0.53	3.32	49	0.52
Assessment	2.88	22	0.69	2.89	27	0.64	2.89	49	0.66
School Improvement	2.80	22	0.83	2.90	27	0.82	2.86	49	0.82
Professional Development	3.00	22	0.77	3.06	27	0.78	3.03	49	0.77
Content	3.14	22	0.94	3.07	27	0.83	3.10	49	0.87
LA Curriculum	3.18	22	0.65	3.19	27	0.72	3.18	49	0.68
Overall Program	2.95	22	1.05	3.33	27	0.78	3.16	49	0.92
Teacher Survey Total	3.11	22	0.45	3.21	27	0.52	3.17	49	0.49
Specific Domains for Mentor Survey									
Planning	3.25	22	0.68	3.30	27	0.68	3.28	49	0.67
Management	3.41	22	0.50	3.44	27	0.67	3.43	49	0.59
Instruction	3.40	22	0.51	3.38	27	0.51	3.39	49	0.50
Assessment	3.23	22	0.59	3.27	27	0.61	3.25	49	0.60
School Improvement	3.15	22	0.69	3.31	27	0.67	3.24	49	0.68
Professional Development	3.45	22	0.53	3.39	27	0.61	3.42	49	0.57
Content	3.55	22	0.60	3.33	27	0.88	3.43	49	0.76
LA Curriculum	3.38	22	0.53	3.29	27	0.84	3.33	49	0.71
Overall Program	3.45	22	0.60	3.41	27	0.75	3.43	49	0.68
Mentor Survey Total	3.35	22	0.48	3.35	27	0.56	3.35	49	0.52
Specific Conditions for Working Conditions Survey									
Time	3.17	22	0.82	3.47	27	0.89	3.34	49	0.87
Facilities & Resources	4.16	22	0.52	4.31	27	0.51	4.24	49	0.52
Empowerment	3.70	22	0.55	3.80	27	0.77	3.75	49	0.68
Leadership	3.76	22	0.84	4.08	27	0.72	3.94	49	0.79
Professional Development	3.95	22	0.80	4.25	27	0.63	4.11	49	0.72
Working Conditions Survey Total	3.75	22	0.61	3.98	27	0.61	3.88	49	0.61

Table 6 (Cont'd)

Means and Standard Deviations for Surveys by Type of Program

Areas	Alternate Certification Programs			Baccalaureate Programs			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Total Scores									
Beliefs About Teaching Scale (BATS) Total	65.98	22	5.50	67.84	27	8.02	67.01	49	6.99
Classroom Disposition Checklist (CDE) Total	80.06	22	13.26	84.18	27	14.85	82.33	49	14.16
BATS & CDC Total	73.88	22	5.88	76.05	27	8.08	75.08	49	7.19
Individual Principles (BATS & CDC)									
Content	73.09	22	10.58	77.04	27	9.65	75.27	49	10.16
Learning & Development	74.68	22	9.63	76.15	27	10.57	75.49	49	10.08
Diversity	75.27	22	10.70	77.48	27	11.52	76.49	49	11.10
Critical Thinking	71.91	22	8.50	76.22	27	9.38	74.29	49	9.16
Learning Environment	75.59	22	8.38	75.04	27	9.77	75.29	49	9.08
Communication	74.45	22	8.18	75.74	27	9.18	75.16	49	8.68
Planning	74.45	22	10.31	76.93	27	11.32	75.82	49	10.84
Assessment	74.82	22	9.79	75.74	27	8.93	75.33	49	9.23
Reflective Practitioner & Professional Development	74.50	22	11.26	75.56	27	8.03	75.08	49	9.52
Professionalism	74.91	22	11.17	76.00	27	10.62	75.51	49	10.76

Table 7

Means and Standard Deviations by *Overall Effectiveness Bands* for Surveys

Areas	Less than 25th Percentile			Between 25th and 75th Percentile			75th Percentile and Above			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Specific Domains for New Teacher Survey												
Planning	3.11	9	0.73	3.22	30	0.71	3.1	10	0.76	3.17	49	0.71
Management	3.4	9	0.67	3.14	30	0.81	3.33	10	0.44	3.22	49	0.72
Instruction	3.47	9	0.47	3.28	30	0.52	3.31	10	0.6	3.32	49	0.52
Assessment	3	9	0.66	2.82	30	0.6	2.98	10	0.87	2.89	49	0.66
School Improvement	2.96	9	0.81	2.74	30	0.76	3.1	10	1.01	2.86	49	0.82
Professional Development	2.83	9	0.83	2.98	30	0.76	3.35	10	0.71	3.03	49	0.77
Content	3.22	9	0.83	3.07	30	0.91	3.1	10	0.88	3.1	49	0.87
LA Curriculum	3.36	9	0.88	3.22	30	0.6	2.93	10	0.74	3.18	49	0.68
Overall Program	3.33	9	0.71	3.07	30	0.98	3.3	10	0.95	3.16	49	0.92
Teacher Survey Total	3.28	9	0.50	3.12	30	0.47	3.20	10	0.58	3.17	49	0.49
Specific Domains for Mentor Survey												
Planning	3.31	9	0.58	3.18	30	0.74	3.55	10	0.47	3.28	49	0.67
Management	3.24	9	0.77	3.43	30	0.59	3.59	10	0.41	3.43	49	0.59
Instruction	3.37	9	0.49	3.34	30	0.54	3.56	10	0.39	3.39	49	0.50
Assessment	3.36	9	0.55	3.17	30	0.61	3.40	10	0.60	3.25	49	0.6=
School Improvement	3.19	9	0.67	3.18	30	0.69	3.47	10	0.67	3.24	49	0.68
Professional Development	3.22	9	0.57	3.4	30	0.61	3.65	10	0.41	3.42	49	0.57
Content	3.33	9	0.71	3.33	30	0.84	3.80	10	0.42	3.43	49	0.76
LA Curriculum	3.22	9	0.64	3.28	30	0.77	3.58	10	0.57	3.33	49	0.71
Overall Program	3.22	9	0.83	3.4	30	0.67	3.7=	10	0.48	3.43	49	0.68
Mentor Survey Total	3.30	9	0.52	3.30	30	0.55	3.55	10	0.42	3.35	49	0.52
Specific Conditions for Working Conditions Survey												
Time	3.39	9	0.98	3.24	30	0.88	3.58	10	0.73	3.34	49	0.87
Facilities & Resources	4.21	9	0.52	4.24	30	0.50	4.29	10	0.61	4.24	49	0.52
Empowerment	3.46	9	0.74	3.81	30	0.60	3.84	10	0.82	3.75	49	0.68
Leadership	3.84	9	0.81	3.94	30	0.73	4.02	10	0.99	3.94	49	0.79
Professional Development	4.11	9	0.54	4.08	30	0.76	4.21	10	0.79	4.11	49	0.72
Working Conditions Total	3.77	9	0.69	3.87	30	0.56	3.97	10	0.76	3.88	49	0.61

Table 7 (Cont'd.)

Means and Standard Deviations by *Overall Effectiveness Bands* for Surveys

Areas	Less than 25th Percentile			Between 25th and 75th Percentile			75th Percentile and Above			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Total Scores												
Beliefs About Teaching Scale (BATS) Total	68.88	9	7.08	66.57	30	6.81	66.62	10	7.92	67.01	49	6.99
Classroom Disposition Checklist (CDE) Total	81.40	9	16.96	82.83	30	14.20	81.66	10	12.74	82.33	49	14.16
BATS & CDC Total	75.44	9	8.64	74.99	30	6.90	75.02	10	7.47	75.08	49	7.19
Individual Principles (BATS & CDC)												
Content	76.00	9	8.22	75.17	30	10.71	74.9	10	11.00	75.27	49	10.16
Learning & Development	77.67	9	11.61	74.47	30	9.42	76.60	10	11.28	75.49	49	10.08
Diversity	72.22	9	14.58	76.63	30	9.91	79.90	10	10.98	76.49	49	11.10
Critical Thinking	73.78	9	9.43	73.17	30	9.64	78.10	10	6.97	74.29	49	9.16
Learning Environment	72.56	9	11.90	75.87	30	8.70	76.00	10	7.82	75.29	49	9.08
Communication	77.56	9	10.32	74.93	30	7.92	73.70	10	9.84	75.16	49	8.68
Planning	73.67	9	9.63	76.43	30	10.63	75.90	10	13.19	75.82	49	10.84
Assessment	78.78	9	9.87	73.43	30	8.66	77.90	10	9.77	75.33	49	9.23
Reflective Practitioner & Professional Development	75.89	9	11.11	75.5	30	8.9	73.10	10	10.62	75.08	49	9.52
Professionalism	77.89	9	9.44	75.93	30	11.06	72.10	10	11.2	75.51	49	10.76

Table 8

Means and Standard Deviations by *Language Arts Effectiveness Bands* for Surveys

Areas	Less than 25th Percentile			Between 25th and 75th Percentile			75th Percentile and Above			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Specific Domains for New Teacher Survey												
Planning	3.30	11	0.72	3.10	17	0.76	3.13	8	0.63	3.17	36	0.7
Management	3.39	11	0.68	2.97	17	0.91	3.39	8	0.43	3.19	36	0.77
Instruction	3.53	11	0.41	3.11	17	0.58	3.48	8	0.47	3.32	36	0.54
Assessment	3.02	11	0.64	2.76	17	0.66	2.98	8	0.76	2.89	36	0.67
School Improvement	3.09	11	0.83	2.63	17	0.67	3.17	8	0.94	2.89	36	0.8
Professional Development	3.23	11	0.85	2.82	17	0.83	3.13	8	0.69	3.01	36	0.81
Content	3.27	11	0.79	2.94	17	1.03	3.00	8	0.93	3.06	36	0.92
LA Curriculum	3.30	11	0.95	3.22	17	0.59	3.06	8	0.82	3.21	36	0.75
Overall Program	3.55	11	0.69	2.76	17	1.09	3.63	8	0.74	3.19	36	0.98
Teacher Survey Total	3.35	11	0.45	2.99	17	0.54	3.28	8	0.49	3.17	36	0.52
Specific Domains for Mentor Survey												
Planning	3.25	11	0.61	3.28	17	0.70	3.28	8	0.78	3.27	36	0.67
Management	3.35	11	0.75	3.42	17	0.60	3.52	8	0.57	3.42	36	0.63
Instruction	3.38	11	0.53	3.43	17	0.54	3.30	8	0.57	3.39	36	0.53
Assessment	3.25	11	0.70	3.34	17	0.51	3.08	8	0.62	3.26	36	0.59
School Improvement	3.21	11	0.64	3.14	17	0.69	3.33	8	0.87	3.20	36	0.70
Professional Development	3.23	11	0.56	3.59	17	0.44	3.50	8	0.71	3.46	36	0.55
Content	3.45	11	0.69	3.47	17	0.72	3.25	8	1.16	3.42	36	0.81
LA Curriculum	3.2	11	0.67	3.44	17	0.73	3.16	8	1.08	3.31	36	0.79
Overall Program	3.27	11	0.79	3.53	17	0.62	3.50	8	0.76	3.44	36	0.69
Mentor Survey Total	3.31	11	0.53	3.39	17	0.54	3.31	8	0.63	3.35	36	0.54
Specific Conditions for Working Conditions Survey												
Time	3.33	11	1.05	3.05	17	0.93	3.33	8	0.70	3.2	36	0.91
Facilities & Resources	4.31	11	0.37	4.11	17	0.63	4.31	8	0.59	4.22	36	0.55
Empowerment	3.61	11	0.73	3.60	17	0.66	3.86	8	0.73	3.66	36	0.69
Leadership	4.00	11	0.81	3.70	17	0.85	4.04	8	0.78	3.86	36	0.81
Professional Development	4.09	11	0.64	4.03	17	0.78	4.14	8	0.91	4.07	36	0.75
Working Conditions Total	3.88	11	0.66	3.67	17	0.63	3.96	8	0.60	3.80	36	0.63

Table 8 (Cont'd.)

Means and Standard Deviations by *Language Arts Effectiveness Bands* for Surveys

Areas	Less than 25th Percentile			Between 25th and 75th Percentile			75th Percentile and Above			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Total Scores												
Beliefs About Teaching Scale (BATS) Total	66.79	11	6.78	67.97	17	7.10	65.05	8	4.76	66.96	36	6.49
Classroom Disposition Checklist (CDE) Total	79.56	11	16.18	83.42	17	13.57	75.94	8	14.51	80.58	36	14.50
BATS & CDC Total	73.49	11	7.24	76.55	17	7.68	71.20	8	3.85	74.43	36	7.05
Individual Principles (BATS & CDC)												
Content	73.49	11	7.24	76.55	17	7.68	71.2	8	3.85	74.43	36	7.05
Learning & Development	72.64	11	9.39	76.88	17	11.16	71.88	8	5.30	74.47	36	9.65
Diversity	74.09	11	11.18	75.53	17	10.29	70.75	8	8.80	74.03	36	10.15
Critical Thinking	72.09	11	13.35	77.59	17	12.37	76.88	8	11.32	75.75	36	12.36
Learning Environment	75.27	11	9.42	73.47	17	9.03	73.5	8	10.85	74.03	36	9.32
Communication	70.64	11	8.15	78.00	17	9.45	76.75	8	6.92	75.47	36	8.96
Planning	74.82	11	8.83	76.24	17	9.11	71.13	8	8.59	74.67	36	8.89
Assessment	74.82	11	10.55	76.47	17	10.93	71.13	8	13.03	74.78	36	11.17
Reflective Practitioner & Professional Development	75.91	11	8.42	76.18	17	9.23	76.13	8	9.03	76.08	36	8.69
Professionalism	73.0	11	9.56	76.12	17	9.13	68.88	8	11.39	73.56	36	9.92

Table 9

Means and Standard Deviations by *Mathematics Effectiveness Bands* for Surveys

Areas	Less than 25th Percentile			Between 25th and 75th Percentile			75th Percentile and Above			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Specific Domains for New Teacher Survey												
Planning	3.30	10	0.71	3.27	15	0.67	3.08	6	0.89	3.24	31	0.71
Management	3.19	10	1.00	3.16	15	0.67	3.40	6	0.42	3.22	31	0.74
Instruction	3.49	10	0.48	3.22	15	0.51	3.32	6	0.70	3.33	31	0.54
Assessment	2.98	10	0.63	2.81	15	0.58	3.10	6	1.03	2.92	31	0.68
School Improvement	3.17	10	0.74	2.56	15	0.77	3.11	6	1.15	2.86	31	0.87
Professional Development	3.05	10	0.80	2.77	15	0.68	3.50	6	0.77	3.00	31	0.76
Content	3.00	10	0.94	3.07	15	0.88	3.50	6	0.84	3.13	31	0.88
LA Curriculum	3.55	10	0.39	3.32	15	0.48	3.21	6	0.66	3.37	31	0.49
Overall Program	3.30	10	0.67	3.27	15	0.88	3.00	6	1.10	3.23	31	0.84
Teacher Survey Total	3.30	10	0.49	3.10	15	0.44	3.26	6	0.63	3.20	31	0.49
Specific Domains for Mentor Survey												
Planning	3.18	10	0.55	3.10	15	0.80	3.58	6	0.56	3.22	31	0.69
Management	3.29	10	0.72	3.38	15	0.68	3.55	6	0.46	3.38	31	0.65
Instruction	3.41	10	0.47	3.27	15	0.56	3.57	6	0.40	3.38	31	0.51
Assessment	3.10	10	0.60	3.13	15	0.63	3.57	6	0.53	3.21	31	0.61
School Improvement	3.20	10	0.48	3.13	15	0.79	3.67	6	0.52	3.26	31	0.67
Professional Development	3.30	10	0.67	3.30	15	0.70	3.67	6	0.41	3.37	31	0.65
Content	3.20	10	0.79	3.27	15	0.96	3.83	6	0.41	3.35	31	0.84
LA Curriculum	3.23	10	0.51	3.12	15	0.95	3.63	6	0.38	3.25	31	0.75
Overall Program	3.10	10	0.74	3.27	15	0.80	3.67	6	0.52	3.29	31	0.74
Mentor Survey Total	3.28	10	0.47	3.23	15	0.61	3.59	6	0.41	3.32	31	0.53
Specific Conditions for Working Conditions Survey												
Time	2.93	10	1.14	3.34	15	0.71	3.78	6	0.68	3.3.0	31	0.89
Facilities & Resources	4.18	10	0.50	4.32	15	0.46	4.44	6	0.68	4.29	31	0.51
Empowerment	3.44	10	0.98	3.90	15	0.48	4.02	6	0.76	3.77	31	0.74
Leadership	3.76	10	0.94	4.02	15	0.53	4.17	6	1.07	3.96	31	0.78
Professional Development	4.16	10	0.51	4.14	15	0.65	4.50	6	0.37	4.22	31	0.57
Working Conditions Total	3.65	10	0.82	3.96	15	0.40	4.12	6	0.81	3.89	31	0.64

Table 9 (Cont'd.)

Means and Standard Deviations by *Mathematics Effectiveness Bands* for Surveys

Areas	Less than 25th Percentile			Between 25th and 75th Percentile			75th Percentile and Above			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Total Scores												
Beliefs About Teaching Scale (BATS) Total	65.06	10	7.74	67.77	15	7.49	69.41	6	8.79	67.21	31	7.73
Classroom Disposition Checklist (CDE) Total	82.73	10	15.98	82.68	15	16.73	83.25	6	11.26	82.81	31	15.11
BATS & CDC Total	73.53	10	7.10	75.40	15	8.65	78.07	6	8.28	75.32	31	8.00
Individual Principles (BATS & CDC)												
Content	76.00	10	7.75	76.87	15	12.53	77.67	6	12.83	76.74	31	10.91
Learning & Development	74.70	10	8.37	75.93	15	9.68	79.5	6	11.83	76.23	31	9.54
Diversity	72.90	10	16.51	77.67	15	7.83	81.00	6	9.82	76.77	31	11.64
Critical Thinking	73.40	10	8.25	73.13	15	11.42	79.17	6	8.30	74.39	31	9.92
Learning Environment	73.40	10	11.02	74.13	15	8.67	76.00	6	7.67	74.26	31	9.06
Communication	72.40	10	8.80	74.93	15	9.82	75.50	6	12.45	74.23	31	9.78
Planning	76.20	10	10.10	76.73	15	11.37	79.83	6	11.16	77.16	31	10.65
Assessment	74.40	10	9.47	72.13	15	10.49	78.83	6	12.56	74.16	31	10.53
Reflective Practitioner & Professional Development	76.10	10	7.75	76.67	15	10.61	75.33	6	5.24	76.23	31	8.68
Professionalism	73.40	10	11.59	73.73	15	11.59	77.83	6	9.06	74.42	31	10.94

Table 10

Retention Rate of All New Teachers Who Started Teaching During 2003-04

Type of Programs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Not Certified	100%	69.9%	57.8%	47.5%	47.3%	44.2%
Practitioner License *(Teachers Enrolled in Alternate Certification Programs in Louisiana)*	100%	74.8%	55.6%	41.2%	37.6%	35.9%
Type A/B or Level 1/2 License *(All Teachers Who Completed In-State or Out-of-State Alternate or Undergraduate Teacher Preparation Programs)*	100%	83.3%	75.8%	66.6%	64.5%	60.2%

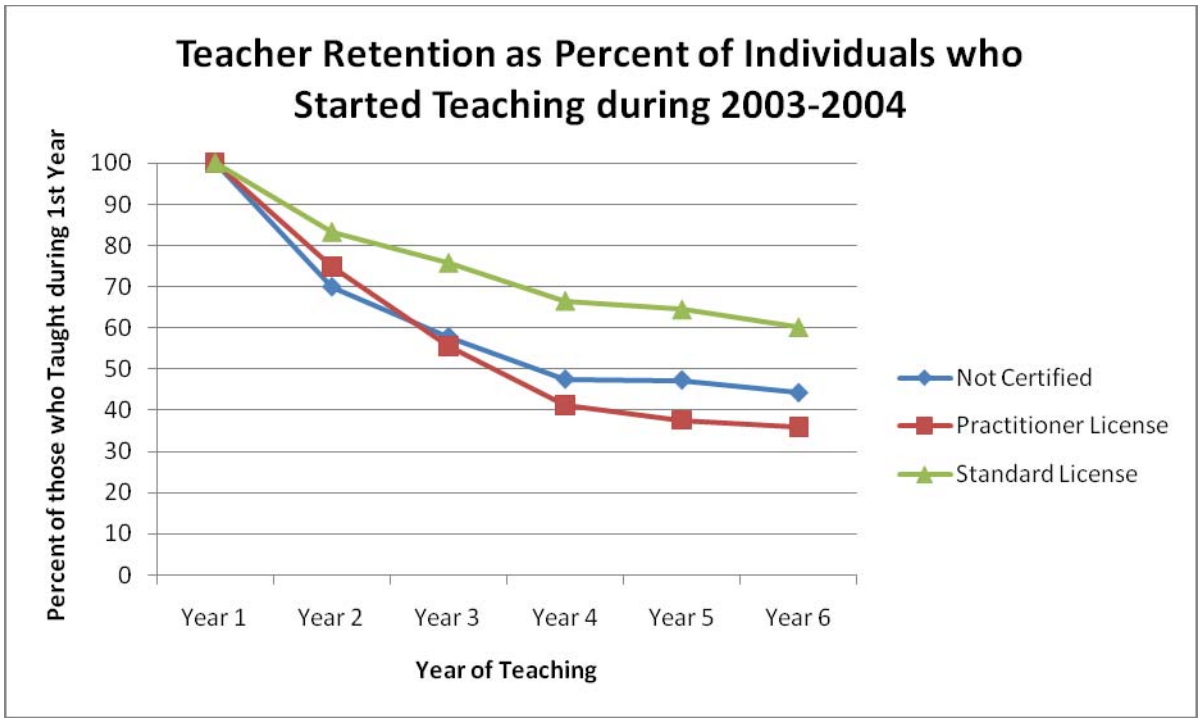


Table 11

Retention Rate of All New Teachers Who Started Teaching During 2004-05

Type of Programs	Year 1	Year 2	Year 3	Year 4	Year 5
Not Certified	100%	67.3%	52.3%	49.4%	46.0%
Practitioner License *(Teachers Enrolled in Alternate Certification Programs in Louisiana)*	100%	71.1%	49.1%	47.9%	44.9%
Type A/B or Level 1/2 License *(All Teachers Who Completed In-State or Out-of-State Alternate or Undergraduate Teacher Preparation Programs)*	100%	80.5%	70.5%	65.9%	61.8%

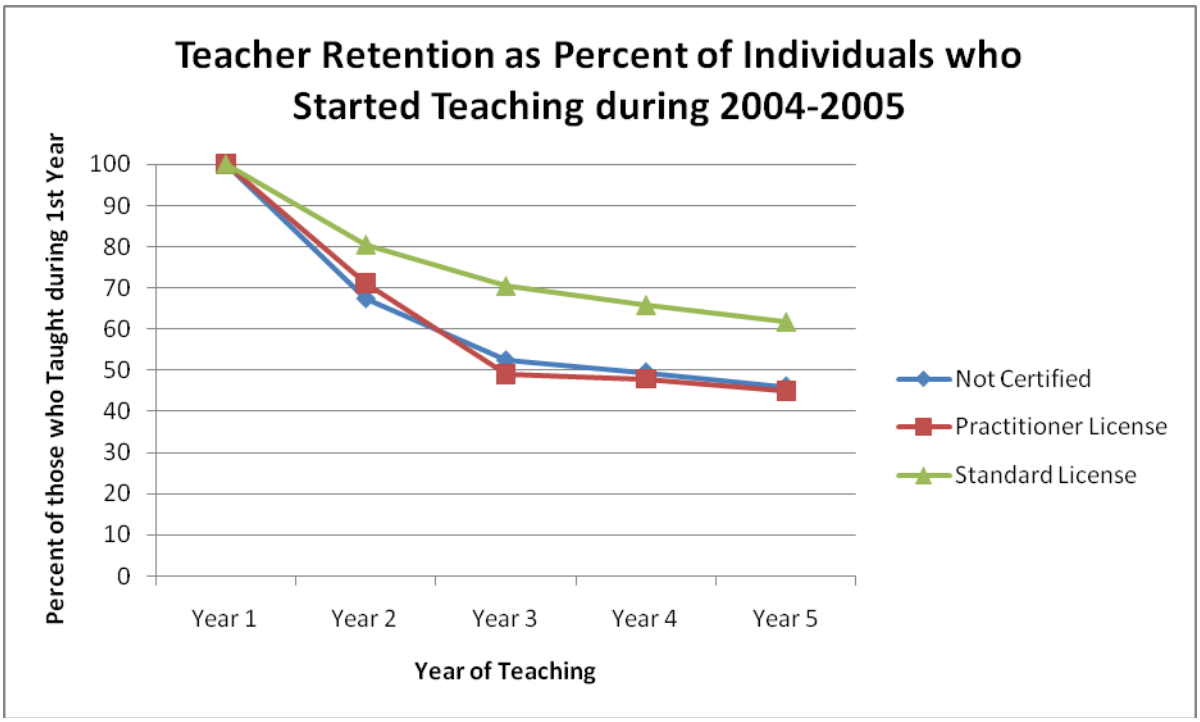


Table 12

Retention Rate for New Teacher Program Completers in Louisiana Who Started Teaching During 2003-04

Type of Programs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alternative Certification Programs *(New teachers who completed alternate certification programs in Louisiana.)*	100%	89.3%	84.0%	71.6%	69.3%	65.1%
Undergraduate Programs *(New teachers who completed undergraduate programs in Louisiana.)*	100%	88.7%	84.4%	77.4%	75.4%	72.1%

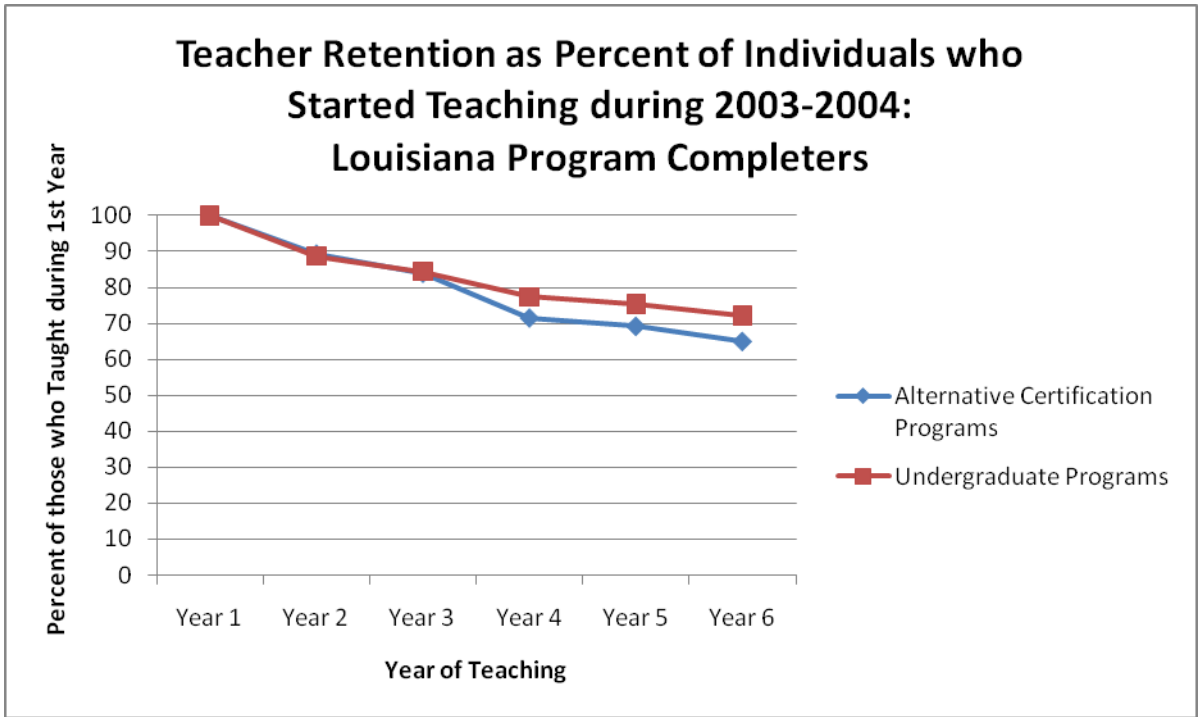
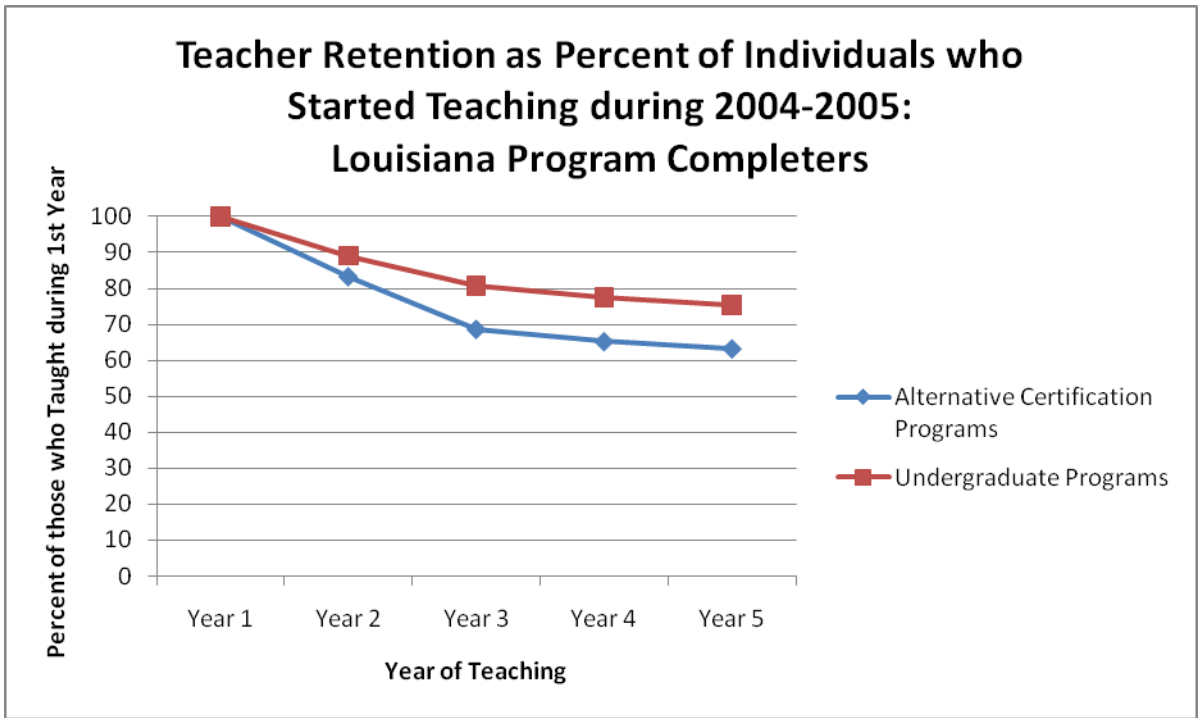


Table 13

Retention Rate for New Teacher Program Completers in Louisiana Who Started Teaching During 2004-05

Type of Programs	Year 1	Year 2	Year 3	Year 4	Year 5
Alternative Certification Programs	100%	83.3%	68.7%	65.3%	63.3%
Undergraduate Programs	100%	89.1%	80.7%	77.6%	75.4%



APPENDIX

BOARD OF REGENTS
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.state.la.us

APPENDIX A

LETTER TO TEACHER RESEARCHER

TEACHER RESEARCHER NAME & ADDRESS

Dear TEACHER RESEARCHER NAME:

On behalf of the Louisiana Board of Regents, we would like to invite you to participate in a study as a Teacher Researcher that is currently being conducted to identify factors that have an impact upon the preparation of new teachers. You have been randomly selected as 1 of 100 teachers who represent all teachers who completed new or redesigned teacher preparation programs during the time periods of 2003-04, 2004-05, 2005-06, and 2006-07. This study is being funded by the Louisiana Board of Regents and the Carnegie Corporation of New York. Your participation in the study will help our state in its effort to create strong teacher preparation programs that produce effective teachers who have a positive impact upon improved student achievement.

To participate in the study as a Teacher Researcher, you are being asked to complete four online instruments during May 4 – 13, 2009 that are located on a web site maintained by the Board of Regents. In addition, you are being asked to identify a Mentor (e.g., principal, LaTAAP mentor, content coach, etc.) who mentored you during the last two years of teaching. The person you identify will be asked to complete two online instruments during May 4 – 13, 2009 that are located on the Board of Regents web site. You will be provided $200 for serving as a Teacher Researcher and completing the four online instruments. The Mentor you identify will be provided $100 for completing the two online instruments. Your name and the name of your Mentor will be masked during all phases of the study. You will not see the responses of your Mentor and your Mentor will not see your responses on the online instruments. A letter has been enclosed that you may give to your Mentor (See Appendix A). Descriptions of the instruments have been enclosed in Appendix B.

If you have any questions about this study, please feel free to send an e-mail to me at jeanne.burns@la.gov or call at 225-342-4253. In addition, I have provided a list of researchers from all universities and private providers in the state who have been working with this project (See Appendix C). Please feel free to contact the person from the university/private provider you attended if you have questions. The researchers on the list will be providing you and your Mentor with your monetary compensation through their research funds once all instruments have been completed. Due to the fact that the identity of all Teacher Researchers and their Mentors will be masked, the universities/private providers on this list will not be aware of your responses on any of the instruments.

If you and your Mentor are willing to participate in the study, the two of you will need to sign the attached Informed Consent Form (See Appendix D) and return it to: Deidra Mwalimu; Board of Regents; P.O. Box 3677; Baton Rouge, LA 70821-3677. A stamped self-addressed envelope has been enclosed to return the signed permission form. It is necessary for both a Teacher Researcher and a Mentor to participate in the study and complete all instruments in order for compensation to occur.

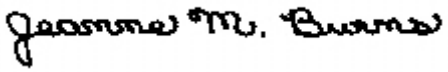
Please submit the Informed Consent form to our office immediately. As soon as our office receives the Informed Consent form, we will contact you and the Mentor via e-mail. We will provide each of you with instructions to access a web site that is maintained by the Board of Regents. You will then go to the web site and complete the four instruments online. As soon as we have confirmation that you have completed the four instruments and the Mentor has completed the two instruments, we will contact the appropriate university or private provider and have them issue you your $200 in compensation for completing the four instruments. They will also issue the $100 in compensation to the Mentor.

I would appreciate it if you would immediately contact Deidra Mwalimu via e-mail (Deidra.mwalimu@la.gov) or telephone (225-342-4253) to indicate if you are willing to participate in the study. We will then know that you will be sending your Informed Consent form to us via the mail. *If you cannot participate in the study, we will randomly select another teacher to take your place.*

We hope that you will agree to serve as a Teacher Researcher for this very important research study. Your involvement could have a significant impact upon the preparation of future teachers in our state.

We look forward to hearing from you.

Sincerely,



Jeanne M. Burns, Ph.D.
Associate Commissioner of
Teacher Education Initiatives

Cc: Dr. Sally Clausen
Commissioner of Higher Education

Paul Pastorek
State Superintendent of Schools

Enclosure

BOARD OF REGENTS
P. O. Box 3677
Baton Rouge, LA 70821-3677
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www.regents.state.la.us

APPENDIX A(A)

LETTER FOR MENTOR

Dear Mentor of Teacher Researcher:

On behalf of the Louisiana Board of Regents, we would like to invite you to participate in a study that is currently being conducted to identify factors that have an impact upon the preparation of new teachers. The teacher who has contacted you to participate in the study has been randomly selected from all teachers who completed new or redesigned teacher preparation programs during the time periods of 2003-04, 2004-05, 2005-06, and 2006-07. This study is being funded by the Louisiana Board of Regents and the Carnegie Corporation of New York. Your participation in the study will help our state in its effort to create strong teacher preparation programs that produce effective teachers who have a positive impact upon improved student achievement.

To participate in the study, the Teacher Researcher is being asked to complete four online instruments during May 4 – 13, 2009 that are located on a web site maintained by the Board of Regents. In addition, you are being asked to complete two online instruments during May 4 – 13, 2009 that are located on the Board of Regents web site. Descriptions of the instruments have been enclosed. The Teacher Researcher will be provided $200 for serving as a Teacher Researcher and completing the four online instruments. You will be provided $100 for completing the two online instruments. Your name and the name of the Teacher Researcher will be masked during all phases of the study. The Teacher Researcher will not be aware of your responses on the surveys, and you will not be aware of the Teacher Researcher's response on the surveys.

If you have any questions about this study, please feel free to send an e-mail to me at jeanne.burns@la.gov or call at 225-342-4253. In addition, I have provided a list of researchers from all universities and private providers in the state who have been working with this project. Please feel free to contact a person from the list if you have questions. The researchers on the list will be providing you and the Teacher Researcher with your monetary compensation through their research

funds once all instruments have been completed. Due to the fact that the identity of all Teacher Researchers and their Mentors will be masked, the universities/private providers on this list will not be aware of your responses on any of the instruments.

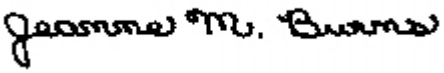
If you are willing to participate in the study, please let the teacher who contacted you know that you are willing to participate. You and the Teacher Researcher will need to sign the attached Informed Consent form. The Teacher Researcher will return the form to: Deidra Mwalimu; Board of Regents; P.O. Box 3677; Baton Rouge, LA 70821-3677. It is necessary for both a Teacher Researcher and a Mentor to participate in the study and complete all instruments for compensation to occur. The Informed Consent form needs to be returned to our office immediately.

As soon as our office is notified of your willingness to participate in the study, we will contact you and the Teacher Researcher. We will provide each of you with information to access a web site that is maintained by the Board of Regents. You will then go to the web site and complete the two instruments online. As soon as we have confirmation that you have completed the two instruments and the Teacher Researcher has completed the four instruments, we will contact the appropriate university or private provider and have them issue you your $100 in compensation for completing the two instruments. They will also issue the $200 in compensation to the Teacher Researcher.

We hope that you will agree to serve as a Mentor for this very important research study. Your involvement could have a significant impact upon the preparation of future teachers in our state.

We look forward to hearing from you.

Sincerely,



Jeanne M. Burns, Ph.D.
Associate Commissioner of
Teacher Education Initiatives

Cc: Dr. Sally Clausen
Commissioner of Higher Education

Paul Pastorek
State Superintendent of Schools

Enclosures

Appendix A(B)

Value Added Teacher Preparation Assessment Model: A Bold Step Forward in Preparing, Inducting, and Supporting New Teachers

DESCRIPTION OF INSTRUMENTS

INSTRUMENTS FOR TEACHER RESEARCHERS:

Names of Instruments	Brief Descriptions
New Teacher Survey about Teacher Preparation Program	An instrument that contains 41 items that are aligned with Louisiana's Components of Effective Teaching. Teachers must use a four point rating scale to respond to the following statement: How much opportunity did you have to do each of the following within your teacher preparation program. An example of an item would be: Specify learning objectives in terms of clear, concise student outcomes. The identity of all respondents will be masked.
Teacher Preparation In-depth Questions for Teacher Researchers	An instrument that contains 11 open ended questions pertaining to teacher preparation programs and teaching practices. Examples of questions include the following: What has been most influential in helping you to become an effective teacher?; To what extent did your university/private provider help you as a new teacher after you completed your teacher preparation program?; In what ways are you effective in teaching mathematics?. The identity of all respondents will be masked.
Beliefs About Teaching Scale	An instrument that contains 60 statements that pertain to beliefs about teaching. A teacher must answer as "Agree" or "Disagree." An example of a type of item on the instrument would be the following: "I am glad that I am a teacher.". The identity of all respondents will be masked.
Working Conditions Survey	An instrument that contains 73 items that use rating scales or rankings that examine conditions in schools in the following areas: Time, Facilities and Resources, Empowerment, Leadership, Professional Development, and Overall Conditions. An example of a question is the following: How strongly do you agree or disagree with the following statement: I am trusted to make sound professional decisions about instruction. The identity of all respondents will be masked.

INSTRUMENTS FOR MENTORS:

Names of Instruments	Brief Descriptions
Mentor of New Teacher Survey about Teacher Preparation Program	An instrument that contains 41 items that are aligned with Louisiana's Components of Effective Teaching. Mentors must use a four point rating scale to respond to the following statement: To what extent did the teacher preparation program prepare this new teacher to do the following? An example of an item would be: Specify learning objectives in terms of clear, concise student outcomes. The identity of all respondents will be masked.
Classroom Disposition Checklist	An instrument that contains 50 items that examine dispositions of teachers in the following areas: Content, Learning and Development, Diversity, Critical Thinking, Learning Environment, Communication, Planning, Assessment, Reflective Practitioner and Professional Development, and Professionalism. Responses to items are based upon many past observations of a teacher and not one single observation. The identity of all respondents will be masked.

APPENDIX A(C)

CONTACT INFORMATION FOR UNIVERSITY RESEARCHERS

LOUISIANA STATE UNIVERSITY SYSTEM		
Louisiana State University – Alexandria	Dr. Kiona Walker LeMalle	klemalle@lsua.edu
Louisiana State University – Baton Rouge	Dr. Sarah Raines	sraines@lsu.edu
Louisiana State University – Shreveport	Dr. Julie Bergeron	Julie.bergeron@lsus.edu
University of New Orleans	Dr. Claire Amy Thoreson	athoreso@uno.edu
SOUTHERN UNIVERSITY SYSTEM		
Southern University – Baton Rouge	Dr. Roy Jacobs	Roy_jacobs@subr.edu
Southern University – New Orleans	Dr. Mary Minter	mminter@suno.edu
UNIVERISTY OF LOUISIANA SYSTEM		
Grambling State University	Dr. Doris Williams-Smith	smithdo@gram.edu
Louisiana Tech University	Dr. Donald Schillinger	dschill@latech.edu
McNeese State University	Dr. Michelle Haj-Broussard	mbroussard@mcneese.edu
Nicholls State University	Dr. Greg Stall	Greg.stall@nicholls.edu
Northwestern State University	Dr. Kimberly McAlister	mcallisterk@nsula.edu
Southeastern Louisiana University	Dr. Jeff Oescher	Jeffrey.oescher@selu.edu
University of Louisiana – Lafayette	Dr. Peter Sheppard	psheppard@louisiana.edu
University of Louisiana - Monroe	Dr. George Rice	rice@ulm.edu
PRIVATE UNIVERSITIES		
Centenary College	Dr. Robert Prickett	rprickett@centenary.ecu
Dillard University	Dr. Ramona Jean-Perkins Dr. Eartha Lee Johnson	rmitchell@dillard.edu ejohnson@dillard.edu
Louisiana College	Christine Shipley	wacoshipley@hotmail.com
Our Lady of Holy Cross College	Dr. Geralyn Dell	gdell@olhcc.edu
Tulane University	Dr. Linda McKee	lmckee@tulane.edu
Xavier University	Dr. Judith Miranti	jmiranti@xula.edu
PRIVATE PROVIDERS		
Louisiana Resource Center for Educators	Angelle Stringer	angelles@lrce.org
The New Teacher Project	Larisa Diephuis	ldiephuis@tntp.org

Appendix A(D)

Informed Consent to Participate as a Teacher Researcher and Mentor for Value Added Teacher Preparation Assessment Model Study

1. **Study Title**: Value Added Teacher Preparation Assessment Model: A Bold Step Forward in Preparing, Inducting, and Supporting New Teachers

2. **Performance Sites:** Louisiana State University, Board of Regents, and schools of Teacher Researchers and their Mentors

3. **Investigators:** The following investigators are available for questions: Dr. Jeanne Burns at (225) 342-4253 and Dr. Kristin Gansle at (225) 578-5517.

4. **Purpose of the study:** The purpose of the study is to identify a common set of factors that have a positive impact upon the performance of graduates/completers of high performing teacher preparation programs. This study will build upon the research that is being conducted by Dr. George Noell (Department of Psychology, Louisiana State University and A&M College) to examine the growth of learning of grades 4-9 students taught by new teachers from teacher preparation programs when compared to the growth of learning of grades 4-9 students taught by experienced teachers.

5. **Participant Inclusion**: Teachers (who completed new or redesigned teacher preparation programs in Louisiana during the time periods of 2003-04, 2004-05, 2005-06, and 2006-07) and Mentors of the teachers are eligible to participate.

6. **Number of Participants**: 50-100 Teacher Researchers and their Mentors.

7. **Study Procedures:** Teacher Researchers who agree to participate will be given a User ID and password and asked to complete the following four instruments that are housed on a secure web site that is maintained by the Louisiana Board of Regents: *New Teacher Survey about Teacher Preparation Program*, *Teacher Preparation In-depth Questions for Teacher Researchers*; *Working Conditions Survey;* and *Beliefs About Teaching Scale.* Mentors identified by the Teacher Researchers will be provided a User ID and password and asked to complete the following two instruments that are housed on a secure web site that is maintained by the Louisiana Board of Regents: *Mentor of New Teacher Survey about Teacher Preparation Program* and *Classroom Disposition Checklist.* Value added growth of student learning data for each Teacher Researcher will be used when analyzing the data. The identities of the Teacher Researchers and their Mentors will be masked when reporting all results.

8. **Benefits:** Teacher Researchers and Mentors who participate will be provided compensation for helping with the study. Teacher Researchers will be provided $200 to complete the four instruments online. Mentors will be provided $100 to complete the two instruments online. All items on all six instruments must be completed in order for the Teacher Researchers and Mentors to receive the compensations. Partial completion of the instruments will result in no compensation to the Teacher Researchers or Mentors. Once the six instruments have been completed, the Board of Regents will notify the universities/private providers that prepared the teachers, and the universities/private providers will use research grant funds to compensate the Teacher Researchers with $200 and the Mentors $100 for helping with the research study.

9. **Risk:** The primary risk associated with participating in this study is one researcher within the Board of Regents and one researcher on the quantitative research team will know the identities of the Teacher Researchers and Mentors. Once the online data is collected by the Board of Regents and given to the research team for analysis, it will be stored in a locked location and accessed only by the quantitative research team. Names of Teacher Researchers and Mentors will be masked during all analysis and reporting.

10. **Right to Refuse:** Participants may chose not to participate or withdraw from participation at any time with no penalty or loss of any benefit to which you might be otherwise entitled to.

11. **Privacy**: Results from this study may be published, but no names or individual identifying information will be included in any publications. Participants' identity and data will remain confidential unless disclosure is compelled by law.

12. **Consent:** If participants sign this form and return it, they are consenting to participate in this study. If participants do not wish to participate in the study, they must contact Dr. Jeanne Burns at 225-342-0162 so that another Teacher Researcher may be selected. If there are any questions about subjects rights or other concerns please contact Dr. Robert C. Mathews, Institutional Review Board, (225) 578-8692. Participants should keep a copy of this form if they decide to participate.

CONSENT TO PARTICIPATE:

The signatures below indicate consent to participate in the research study that is being conducted to identify factors that may impact the preparation of new teachers in Louisiana. It is our understanding that participants may choose at any time to not participate in the study after signing the consent form. It is also our understanding that all parts of the four online instruments for Teacher Researchers and the two online instruments for Mentors must be completed before the Teacher Researchers will be provided the $200 in compensation and the Mentors will be provided the $100 in compensation.

Teacher Researcher:

Name of Teacher Researcher:	
Signature of Teacher Researcher:	
Date of Signature:	
E-mail Address of Teacher Researcher:	
Telephone Number of Teacher Researcher:	

Mentor of Teacher Researcher:

Name of Mentor of Teacher Researcher:	
Signature of Mentor:	
Date of Signature:	
E-mail Address of Mentor:	
Telephone Number of Teacher Researcher:	