

## LOUISIANA TEACHER PREPARATION TRANSFORMATION 1.0 (1999-2012)

| Elements  | Descriptions  |
|---|---|
| <b>Teacher Preparation Concerns/Needs in 1999-2000:</b>                             | <ul style="list-style-type: none"> <li>• Low passage rates on teacher licensure examinations at some institutions (i.e., 33%, 38%, 65%);</li> <li>• Low percentage of teachers teaching in their areas of certification (i.e., 87%);</li> <li>• Low percentage of teacher preparation programs fully accredited by national bodies (i.e., 58%);</li> <li>• Inability to link growth of student learning to new teachers who completed programs; and</li> <li>• Negative public opinion about teacher preparation programs.</li> </ul>   |
| <b>Primary Purpose of Teacher Preparation Transformation 1.0:</b>                   | To create a cohesive PK-16+ system that holds universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produce higher achieving K-12 students.   |
| <b>Primary Stakeholders Engaged in Teacher Preparation Transformation 1.0:</b>      | Office of Governor, Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, public universities, private universities, private providers, K-12 partners, and Blue Ribbon Commission for Educational Excellence.   |
| <b>Aspects of Teacher Preparation Programs that Mattered the Most in 1999-2000:</b> | <ul style="list-style-type: none"> <li>• Completers pass teacher licensure examinations;</li> <li>• Programs produce a greater number of new teachers who meet all state certification requirements;</li> <li>• Programs produce more new teachers in teacher shortage areas;</li> <li>• K-12 students taught by new teachers demonstrate growth in achievement; and</li> <li>• New teachers and schools have a positive perception about teacher preparation programs.</li> </ul>  |
| <b>Initiatives That Supported Teacher Preparation Transformation 1.0:</b>           | <ul style="list-style-type: none"> <li>• Creation and implementation of more rigorous state policies for teacher licensure and teacher preparation program approval;</li> <li>• Identification of inputs to create guidelines for the redesign of all teacher preparation programs;</li> <li>• Creation of redesign teams that included college of education faculty, college of arts/sciences/humanities faculty, and K-12 school/district partners;</li> <li>• Redesign of all undergraduate, alternate, and graduate teacher preparation programs by redesign teams using State guidelines;</li> <li>• Use of national experts to evaluate all redesigned programs based upon higher state expectations;</li> <li>• Termination by Board of Regents and Board of Elementary and Secondary Education of all pre-design programs (i.e., Nursery, Kindergarten, Grades 1-8, Grades 7-12, Grades K-12, and Grades K-12 Special Education) by specific dates;</li> <li>• Approval by Board of Regents and Board of Elementary and Secondary Education of all redesigned programs (i.e., Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12, Grades K-12, Integrated to Merged Special Education/Regular Education, and Early Intervention - Birth to 5) that met more rigorous state expectations;</li> <li>• Expectation that all public and private universities have national accreditation (NCATE/TEAC);</li> <li>• Evaluation of all teacher preparation reading/language courses by national experts to ensure inclusion of state adopted Reading/Language Competencies;</li> <li>• Identification and implementation of screens/assessments for teacher preparation decision points for electronic portfolio systems for candidates;</li> <li>• Implementation of a Teacher Preparation Accountability System (currently being revised);</li> <li>• Development/piloting of a Value-added Teacher Preparation Assessment Model (Noell, 2003-2006);</li> <li>• Implementation of a Value-added Teacher Preparation Assessment Model and public reporting of results for redesigned programs (Noell, 2006-2010);</li> <li>• Implementation of Programmatic Interventions when redesigned programs demonstrated weak value-added results in specific content areas; and</li> <li>• Adoption by higher education of a new value-added model developed by the Louisiana Department of Education for a statewide teacher evaluation system (i.e., Compass). (2010-Future)</li> </ul> |
| <b>Types of Evidence for Outcomes in 2012-2013:</b>                                 | <ul style="list-style-type: none"> <li>• 100% State passage rate of completers on teacher licensure examinations;</li> <li>• Higher percentage of teachers teaching in their areas of certification (i.e., 94%);</li> <li>• 100% of public and private universities nationally accredited by NCATE or TEAC;</li> <li>• Higher percentage than anticipated of new teachers who completed teacher preparation programs in Louisiana who obtained value-added scores in the Effective-Proficient and Highly Effective ranges based upon growth of achievement of their students; and</li> <li>• Positive public opinion of teacher preparation programs.</li> </ul>  |
| <b>Web Site Links:</b>  | <a href="http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/">http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/</a>   |

## LOUISIANA TEACHER PREPARATION TRANSFORMATION 2.0 (2012-Future)

| Elements  | Descriptions  |
|---|---|
| <b>Teacher Preparation Transformation Concerns/Needs in 2012-14:</b>              | <ul style="list-style-type: none"> <li>• Need for greater depth of collaboration between teacher preparation programs and schools/districts to ensure that candidates are provided high quality clinical experiences while being supervised by highly effective teachers;</li> <li>• Need for a strong teacher preparation curriculum that provides in-depth instruction as new resources are being developed to prepare new teachers whose students meet college and career-ready standards;</li> <li>• Need for all public and private universities to address new and more rigorous accreditation standards for the Council for the Accreditation of Educator Preparation (CAEP);</li> <li>• Need for higher education to engage in research to help inform effective practices in schools as new college and career ready standards are implemented across the state;</li> <li>• Need to communicate accurate information about teacher preparation programs to the public;</li> <li>• Need to create a coherent system that blends multiple systems currently being used to evaluate teacher preparation programs in Louisiana (e.g., national accreditation; Programmatic Intervention; Teacher Preparation Accountability System; Value-Added Assessment, Title II, etc.); and</li> <li>• Other concerns/needs to be identified.</li> </ul>  |
| <b>Purpose of Teacher Preparation Transformation 2.0:</b>                         | To prepare new teachers whose students demonstrate growth in learning for success in college and careers.   |
| <b>Primary Stakeholders to be Engaged Teacher Preparation Transformation 2.0:</b> | Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, Office of the Governor, public universities, private universities, private providers, K-12 school/district partners, educator organizations, business/community partners, parents, and other interested partners.   |
| <b>Aspects of Teacher Preparation Programs that Matter the Most in 2012-14:</b>   | <ul style="list-style-type: none"> <li>• In-depth collaborative relationships between school districts and teacher preparation programs that share the responsibility of preparing effective new teachers;</li> <li>• Relevant clinical experiences that are supervised by experienced teachers who have performed at the top two levels of the State’s teacher evaluation system (i.e., Effective Proficient or Highly Effective);</li> <li>• Evidence that candidates demonstrate depth of knowledge about content and content pedagogy to address State content standards for areas of certification;</li> <li>• Preparation of new teachers who exit teacher preparation programs exhibiting characteristics of “learner ready” new teachers;</li> <li>• Preparation of new teachers who display the following characteristics:               <ul style="list-style-type: none"> <li>➤ Demonstrate respect toward students and display a belief that all children can learn;</li> <li>➤ Display ethical behavior when interacting with children, school personnel, and parents;</li> <li>➤ Collaborate and work in teams with fellow teachers;</li> <li>➤ Demonstrate leadership and shared responsibility for student learning; and</li> <li>➤ Expand personal knowledge by engaging in beneficial learning opportunities.</li> </ul> </li> <li>• Evidence that teacher candidates model and develop within students the skills needed to succeed in college and career settings, collaborate and work in teams, and take ownership of new learning;</li> <li>• Creation of new teachers who are reflective/critical thinkers who can analyze their teaching and adapt instruction to better address the needs of individual students;</li> <li>• Creation of new teachers who obtain ratings in the top two levels of the State’s teacher evaluation system (i.e., Effective Proficient; Highly Effective);</li> <li>• Preparation of an increasing number of effective new teachers in teacher shortage areas (e.g., special education, mathematics, science, etc.); and</li> <li>• Other aspects to be identified.</li> </ul> |
| <b>Characteristics of “Learner Ready” New Teachers:</b>                           | <p>Five components of Louisiana’s Compass Teacher Performance Evaluation:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation;</li> <li>• Managing Classroom Procedures;</li> <li>• Using Questioning and Discussion Techniques;</li> <li>• Engaging Students in Learning; and</li> <li>• Using Assessment in Instruction.</li> </ul>   |

**LOUISIANA  
TEACHER PREPARATION TRANSFORMATION 2.0 (2012-Future) (CONT'D.)**

| <b>Elements</b>   | <b>Descriptions</b>   |
|---|---|
| <b>Initiatives That Support Teacher Preparation Transformation 2.0:</b> | <p><b><i>Currently Being Implemented:</i></b></p> <ul style="list-style-type: none"> <li>• Participation in the Core to College initiative with 12 other states and national partners to obtain higher levels of alignment and collaboration to achieve greater college readiness through the implementation of college and career-ready standards and new assessments;</li> <li>• Creation of Campus Leadership Teams on all campuses to engage higher education faculty and leaders in discussions and decisions about the State standards and aligned assessments;</li> <li>• Professional development of university faculty to implement the State standards and Compass teacher evaluation system within teacher preparation programs;</li> <li>• Faculty engagement in the alignment of the teacher preparation curriculum to State standards and implementation of the aligned curriculum;</li> <li>• Participation in the CAEP Alliance to work with 12 other states and national partners to support the creation of clinically rich preparation programs and clinical innovation; and</li> <li>• Participation in the Network for Transforming Educator Preparation (NTEP) to work with six other states and national partners to identify ways to improve teacher licensure, program approval, and data collection, analysis, and reporting.</li> </ul>  |
| <b>Types of Evidence to Report to the Public:</b>                       | <p><b><i>Candidate Selection Profile</i></b></p> <ul style="list-style-type: none"> <li>• <i>Academic Strength</i> <ul style="list-style-type: none"> <li>➤ Completer Passage Rate on Praxis Skills Assessment</li> <li>➤ Median GPA of Candidates Entering the program</li> <li>➤ Median GPA of Candidates Completing the Program</li> <li>➤ Number of Candidates who Started but Did not Complete the Program Within a Specific Number of Years</li> </ul> </li> <li>• <i>Candidates/Completer Diversity</i> <ul style="list-style-type: none"> <li>➤ Number of Candidates Enrolled in the Program</li> <li>➤ Number of Candidates Completing the Program</li> <li>➤ Total Number of Candidates</li> <li>➤ Number of Candidates Enrolled by Gender</li> <li>➤ Number of Candidates Enrolled by Race</li> </ul> </li> <li>• <i>Teaching Promise</i> <ul style="list-style-type: none"> <li>➤ To be Determined</li> </ul> </li> </ul> <p><b><i>Knowledge and Skills for Teaching</i></b></p> <ul style="list-style-type: none"> <li>• <i>Content Knowledge</i> <ul style="list-style-type: none"> <li>➤ Completer Passage Rate on Praxis Content Assessment</li> </ul> </li> <li>• <i>Pedagogical Content Knowledge</i> <ul style="list-style-type: none"> <li>➤ Completer Passage Rate on Praxis Professional Knowledge Assessment</li> </ul> </li> <li>• <i>Completer Rating of Program</i> <ul style="list-style-type: none"> <li>➤ Survey Ratings of Candidate Completers</li> </ul> </li> <li>• <i>Teaching Skill</i> <ul style="list-style-type: none"> <li>➤ Number of Clinical Clock Hours Prior to Student Teaching</li> <li>➤ Student Teaching/Internships <ul style="list-style-type: none"> <li>▪ Number of Weeks</li> <li>▪ Number of Clock Hours Per Week</li> <li>▪ Total Number of Clock Hours</li> </ul> </li> <li>➤ Mean scores of completers on student teaching performance assessments</li> </ul> </li> </ul> <p><b><i>Performance as Classroom Teachers</i></b></p> <ul style="list-style-type: none"> <li>• <i>Impact on K-12 Students</i> <ul style="list-style-type: none"> <li>➤ Mean Compass Student Outcome Score</li> <li>➤ Percentage and Number of Compass Outcomes Scores by Teacher Effectiveness Levels</li> <li>➤ Mean Value-Added Scores by Content Areas (Mathematics, Science, Social Studies, and Language Arts/Reading)</li> <li>➤ Percentage and Number of Value-Added Scores by Content Areas and Teacher Effectiveness Levels</li> </ul> </li> </ul> |

# LOUISIANA TEACHER PREPARATION TRANSFORMATION 2.0 (2012-Future) (CONT'D.)

| Elements  | Descriptions   |
|---|--|
| <b>Types of Evidence to Report to the Public (Cont'd.):</b>                 | <p><i>Performance as Classroom Teachers (Cont'd)</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrated Teaching Skill</i> <ul style="list-style-type: none"> <li>➤ Mean Compass Professional Practice Score</li> <li>➤ Percentage and Number of Compass Professional Practice Score by Teacher Effectiveness Levels</li> <li>➤ Mean Final Evaluation Score</li> <li>➤ Percentage and Number of Compass Final Evaluation Scores by Teacher Effectiveness Levels</li> <li>➤ Survey Ratings of Employers</li> </ul> </li> </ul> <p><i>Program Productivity, Alignment to State Needs</i></p> <ul style="list-style-type: none"> <li>• <i>Entry and Persistence in Teaching</i> <ul style="list-style-type: none"> <li>➤ Percentage and Number of Completers that Meet State Licensing Requirements in Louisiana</li> <li>➤ Percentage and Number of Completers that Obtained a License to Teach in Louisiana</li> <li>➤ Percentage and Number of Completers that Began Teaching in Public Schools in Louisiana within a Year After Completing Their Program</li> <li>➤ Percentage and Number of Completers that are Hired in Positions for which they are Prepared in Public Schools in Louisiana</li> <li>➤ Percentage and Number of Completers that were Retained after Four Years of Teaching in Public Schools in Louisiana</li> </ul> </li> <li>• <i>Placement/Persistence in High-Need Subjects/Schools</i> <ul style="list-style-type: none"> <li>➤ To be Determined</li> </ul> </li> </ul> <p><i>Program Demographics</i></p> <ul style="list-style-type: none"> <li>• <i>Program Web Site</i></li> <li>• <i>Approval/Accreditation</i> <ul style="list-style-type: none"> <li>➤ State</li> <li>➤ Regional</li> <li>➤ National</li> </ul> </li> <li>• <i>Types of Programs</i></li> <li>• <i>Areas of Certification</i></li> </ul> |
| <b>Web Site Links:</b>  | <p><a href="http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/">http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/</a><br/> <a href="http://regents.la.gov/onestopshop">http://regents.la.gov/onestopshop</a></p>  |
| <b>Reports to Guide Teacher Preparation Transformation 2.0 Discussions:</b> | <ul style="list-style-type: none"> <li>• <i>Evaluation of Teacher Preparation Programs: Purposes, Methods, and Policy Options</i> (National Academy of Education, 2013)</li> <li>• <i>Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession.</i> (CCSSO, 2013)</li> <li>• <i>Preparing and Advancing Teachers and School Leaders.</i> (The Education Trust, 2013)</li> </ul>  |