



*BLUE RIBBON COMMISSION ON
TEACHER QUALITY*

*ACTIONS AND 2002-2003 RESULTS FOR
YEAR 1 AND YEAR 2
RECOMMENDATIONS*

March 2, 2004

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS**

GENERAL FINDINGS

The Blue Ribbon Commission on Teacher Quality initially met during 1999-2000 and 2000-2001 to develop recommendations to improve teacher quality in Louisiana. The majority of the recommendations have now been implemented and the initial impact is now being observed.

- The percentage of teachers with Standard Authorizations and Certifications to Teach increased from a low of 84.39 in 2001-2002 to 88.10 in 2002-2003.
- The majority of the 11.9% of teachers who possessed Non-standard Temporary Authorizations to Teach in 2002-2003 were within the category of “Temporary Authority to Teach”.
- During the last three years, an increasing percentage of teachers who completed teacher preparation programs in Louisiana were retained after one and two years of teaching in public schools.
- A higher retention rate existed after three years of teaching for teachers who completed teacher preparation programs in Louisiana (75%) when compared to teachers who completed out-of-state programs (57%).
- The percentage of teacher preparation program completers from Louisiana’s public and private universities who passed all parts of the PRAXIS examinations improved each year from 89% for 1999-2000 program completers to 96% for 2001-2002 program completers.
- There was a decrease of 185 undergraduate teacher preparation program completers from Louisiana’s public and private universities when comparing 2000-2001 to 2001-2002 undergraduate program completers. This decrease was due to universities increasing expectations for completion of teacher preparation programs and resulted in fewer program completers graduating with an inability to pass the PRAXIS examinations to become certified to teach.
- A similar number of alternate certification program completers exited teacher preparation programs during 2000-2001 and 2001-2002.
- An increase occurred in the number of teachers completing teacher preparation programs in teacher shortage areas.
- The alternate certification programs within public and private universities in Louisiana produced a similar number of program completers in the teacher shortage areas as the undergraduate teacher preparation programs despite the fact that the undergraduate programs were significantly larger than the alternate certification programs.

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 1: CREATION OF COORDINATED PARTNERSHIPS

To have state agencies, universities, and districts work collaboratively to coordinate existing partnerships and create meaningful new partnerships that result in improved student achievement.

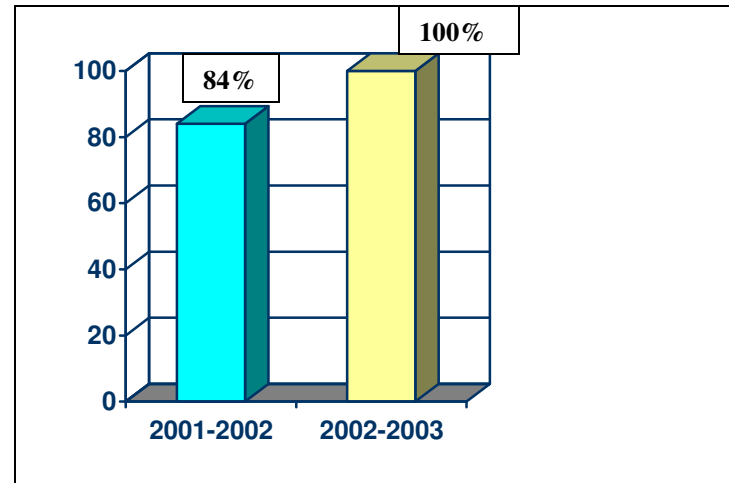
PROJECTED OUTCOME: By 2004-2005, 100% of the universities, 100% of the partner schools, and 100% of the professional development schools will meet their growth targets for the Teacher Preparation Accountability System and K-12 School Accountability System.

MEASURE: Data collected for the state's Teacher Preparation Accountability System and K-12 School Accountability System.

2002-2003 OUTCOMES

GROWTH TARGETS FOR UNIVERSITIES:

By 2002-2003, 100% of the universities met their growth targets or demonstrated Satisfactory or better performance and only had to demonstrate growth if pursuing rewards. (Note: During 2001-2003, 3 out of 19 universities entered into Corrective Action due to low passage rates on the PRAXIS examinations. All met their growth targets and exited Corrective Action in 2002-2003.)



GROWTH TARGETS FOR PROFESSIONAL DEVELOPMENT SCHOOLS:

By 2002-2003, 24% of the Professional Development Schools met their growth targets based upon the K-12 School Accountability System.

PROFESSIONAL DEVELOPMENT SCHOOLS & ATTAINMENT OF GROWTH TARGETS (2003)		
Type of Growth	Number	Percentage
Exemplary Growth	4	9%
Recognized Academic Growth	7	15%
Minimal Growth	23	50%
No Growth	8	17%
Schools in Decline	4	9%
TOTAL	46	100%

BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)

RECOMMENDATION 1: CREATION OF COORDINATED PARTNERSHIPS

Actions	Results for 2002-2003	Status
<p>1. PK-16+ Commission. Utilize a broad-based commission to recommend policies to the Board of Regents and Board of Elementary and Secondary Education that result in systemic change in the preparation of teachers and principals. Reconstitute the existing Blue Ribbon Commission on Teacher Quality to form a new Blue Ribbon Commission for Educational Excellence that monitors the implementation of actions recommended by the Commission and identifies new actions for future implementation</p>	<p>A Blue Ribbon Commission on Teacher Quality met during 1999-2003. A total of 60 new actions were recommended to the Governor, Board of Elementary and Secondary Education, and Board of Regents during 1999-2000, 40 actions were recommended during 2000-2001, and 30 actions were recommended during 2002-2003.</p>	<p><i>Benchmark Met</i></p>
<p>2. PK-16+ Councils. Form PK-16+ Councils (which involve university, district, and community leaders) chaired by university presidents/chancellors to develop strategies for universities, professional development schools, and partner schools to meet state growth targets.</p>	<p>100% of the 19 public and private universities in Louisiana have active PK-16+ Councils.</p>	<p><i>Benchmark Met</i></p>
<p>3. PK-16+ Coordinators. Create the role of a PK-16+ Coordinator within each university who answers directly to the president/chancellor and coordinates redesign efforts across colleges and districts for the university, professional development schools, and partner schools to meet state growth targets.</p>	<p>100% of the public and private universities with teacher preparation programs have PK-16+ Coordinators who are responsible for overseeing the redesign of teacher preparation programs and implementation of professional development schools.</p>	<p><i>Benchmark Met</i></p>
<p>4. PK-16+ Consortia. Select representatives from colleges of education, colleges of arts and sciences, other colleges, and districts from across the state to work together in consortia to identify core knowledge that teachers must possess to teach the K-12 content standards, pass the PRAXIS examinations, meet NCATE accreditation requirements, and effectively teach higher achieving students.</p>	<p>Six consortia composed of over 200 university and district educators have identified what teachers need to know and do to teach mathematics, science, social studies, the Arts, young children, and the learner in the learning environment.</p>	<p><i>Benchmark Met</i></p>
<p>5. Teacher Preparation Redesign Committee. Form Teacher Preparation Redesign Committees composed of college of education faculty, college of arts and science faculty, other college faculty, and district faculty to align the university curriculum with the core knowledge for teachers identified by the PK-16+ Consortia.</p>	<p>100% of the universities have used redesign committees composed of faculty from across the universities and the districts to redesign their teacher preparation programs.</p>	<p><i>Benchmark Met</i></p>
<p>6. Blue Ribbon Professional Development Schools. Create professional development schools that provide positive learning environments in which pre-service teachers, experienced teachers, and university faculty work together to produce higher achieving K-12 students.</p>	<p>100% of the universities have created Professional Development Schools. A total of 52 Professional Development Schools are currently being implemented by the universities and districts. 21% of the Professional Development Schools have met their growth targets.</p>	<p><i>In Progress</i></p>
<p>7. Partner Schools. Create other innovative partnerships with K-12 schools that allow pre-service teachers to participate in a greater number of meaningful hours of teaching experience in field-based settings prior to student teaching and allow university faculty to work directly with K-12 school faculty and students to assist them in reaching their schools' growth targets.</p>	<p>100% of the universities have partner schools in which pre-service teachers practice their teaching in field-based settings prior to student teaching. The partner schools change on a yearly basis based upon the teaching needs of pre-service teachers. Thus, it is not yet possible to determine the long term impact of pre-service teaching upon PK-12 student achievement.</p>	<p><i>Benchmark Met</i></p>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS

To have state agencies, universities, and districts work collaboratively to actively recruit individuals into the teaching profession with a focus upon certification in teacher shortage areas.

PROJECTED OUTCOME: By 2004-2005, the percentage of certified teachers in the state will increase from 86% to 94%.

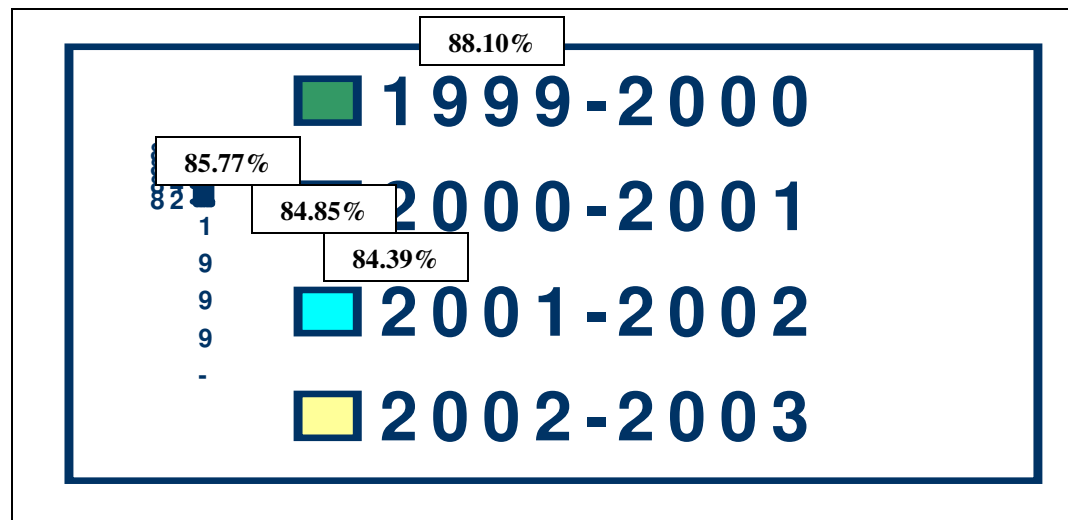
MEASURE: Data collected by the Louisiana Department of Education pertaining to certification.

2002-2003 OUTCOMES

By 2002-2003, the percentage of certified teachers in the state increased from 86% to 88%. This occurred after the percentage of certified teachers continued to decrease to a low of 84% in 2001-2002.

YEARS	TOTAL NUMBER OF TEACHERS	PERCENTAGE OF TEACHERS WHO POSSESS STANDARD AUTHORIZATIONS & CERTIFICATIONS TO TEACH	PERCENTAGE OF TEACHERS WHO DO NOT POSSESS STANDARD AUTHORIZATIONS & CERTIFICATIONS TO TEACH
1999-2000	55,619	85.77%	14.23%
2000-2001	55,429	84.85%	15.15%
2001-2002	55,526	84.39%	15.61%
2002-2003*	55,710	88.10%	11.90% (n=6,629)

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**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

1. Types of Non-Standard Authorizations to Teach:

The majority of teachers with Non-Standard Authorizations to Teach were within the category of “Temporary Authority to Teach”.

TOTAL FACULTY 2002-2003	TEMPORARY EMPLOYMENT PERMIT (TEP)	OUT OF FIELD AUTHORIZATION TO TEACH (OFAT)	TEMPORARY AUTHORITY TO TEACH (TAT)	NO CERTIFICATE	TOTAL NUMBER OF TEACHERS WITH NON-STANDARD TEMPORARY AUTHORIZATIONS TO TEACH	PERCENTAGE OF TEACHERS WITH NON-STANDARD TEMPORARY AUTHORIZATIONS TO TEACH
55,710	84	1,959	3,913	673	6,629	11.90%

TEP (Temporary Employment Permit):

Individuals who meet all certification requirements, with the exception of passing all portions of the NTE examination, but scores within ten percent of the composite score required for passage of all exams; individuals who meet all certification requirements, with the exception of passing one of the components of the PRAXIS, but has an aggregate score equal to or above the total required on all tests.

OFAT (Out-of-Field Authorization to Teach):

Individuals who hold a Louisiana teaching certificate but are teaching outside of the certified area.

TAT (Temporary Authority to Teach):

Individuals who hold a minimum of a baccalaureate degree from a regionally-accredited institution and who apply for admission to a Practitioner Teacher Program or other alternate program but do not pass the PPST or the content specialty examinations of the PRAXIS required for admission to the program; individuals who hold a minimum of a baccalaureate degree from a regionally-accredited institution and who are hired after the start of the Practitioner Teacher Program; individuals who graduate from teacher preparation programs but do not pass the PRAXIS;

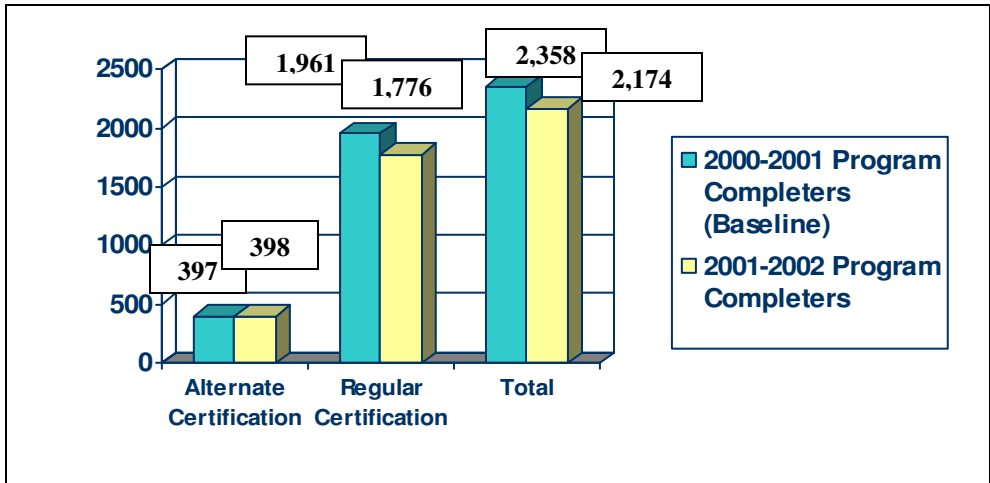
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1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)



RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

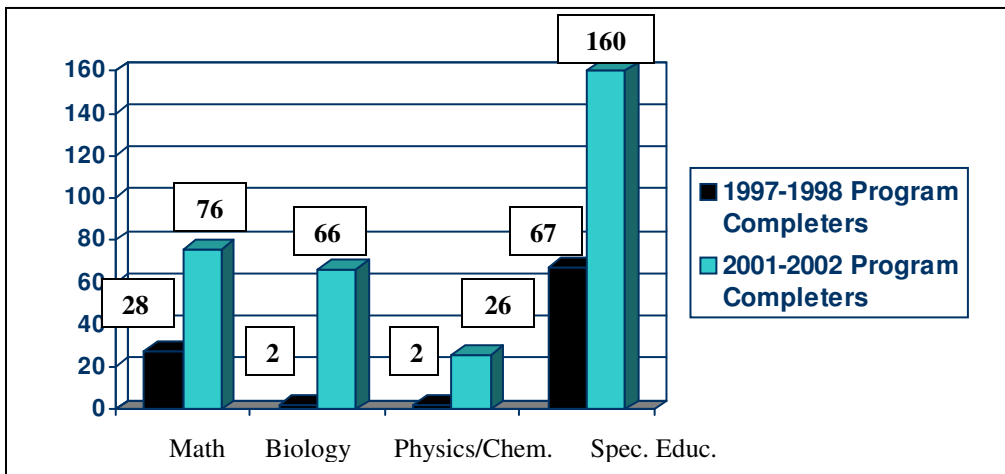
2. Total Number of Regular and Alternate Certification Program Completers

There was a decrease of 185 undergraduate teacher preparation program completers from Louisiana's public and private universities when comparing 2000-2001 to 2001-2002 undergraduate program completers. This decrease was due to universities increasing expectations for completion of teacher preparation programs and resulted in fewer program completers graduating with an inability to pass the PRAXIS examinations to become certified to teach.



3. Number of Program Completers in Teacher Shortage Areas

Increases have occurred in the number of program completers in teacher shortage areas when comparing 1997-98 to 2001-2002 program completers.



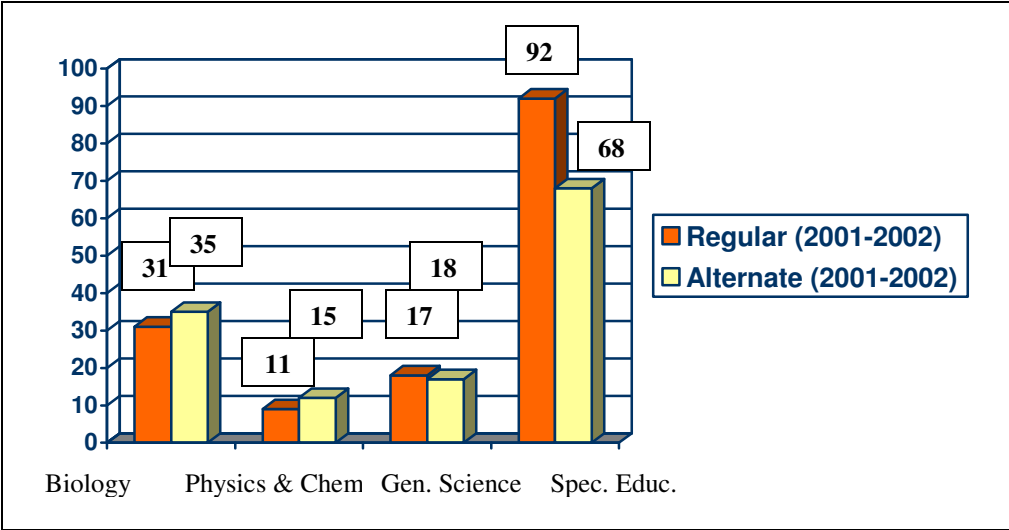
**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

QUANTITY INDEX:

4. Number of Regular and Alternate Certification Program Completers from Public and Private Universities in Teacher Shortage Areas

The alternate certification programs within public and private universities in Louisiana produced a similar number of program completers in the teacher shortage areas as the undergraduate teacher preparation programs despite the fact that the undergraduate programs were significantly larger than the alternate certification programs.



**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

Actions		Results for 2002-2003	Status
1. Alternate Certification	1a. New Alternate Certification Structure. Create, promote, and implement a streamlined alternate certification system that allows individuals to become certified after one year of combined coursework and full-time teaching if they demonstrate required content knowledge, instructional expertise, and classroom management skills.	<p>All 19 public and private universities are offering redesigned alternate certification programs that address new alternate certification programs. In addition, two private providers (e.g., The New Teacher Project; St. John's Parish) prepared alternate certification teachers during 2001-2002 through approved programs.</p> <p>During 1998-99, 478 individuals completed alternate certification programs. During 2001-2002, 643 teachers obtained certification through alternate certification programs The breakdown is the following:</p> <p>398 = University Teacher Preparation Programs (Met all requirements.) 123 = University Teacher Preparation Programs (BESE waived student teaching requirements due to teachers having 3 years of teaching – universities could not count teachers as program completers.) 113 = New Teacher Project. 9 = St. John's Parish School District</p> <p>The target is 1,000 teachers per year by 2004-2005.</p>	<i>In Progress</i>
	1b. Alternate Certification Scholarships. Create and support legislation to provide scholarships to alternate certification students who agree to teach within teacher shortage areas (e.g., mathematics, science, special education, and middle school or identified geographic areas) in Louisiana.	The Board of Elementary and Secondary Education and Louisiana Department of Education have asked school districts to use state and federal professional development/tuition exemption funds to help teachers become certified to teach before using the funds for other purposes. Data is not currently available to determine the percentage of alternate certification teachers who have their tuition waived. The Blue Ribbon Commission benchmark is to have 100% of alternate certification students qualify for state scholarships	<i>In Progress</i>
2. Electronic Recruitment Center. Create an electronic recruitment center to help teachers in Louisiana and across the nation secure positions in Louisiana in their areas of certification and assist Louisiana principals in locating certified teachers to fill vacant positions.	100% of the school districts now have access to TEACH Louisiana (http://teachlouisiana.net) which is a website that provides information on certification data on individual teachers for parents to view and job openings for teachers in Louisiana. The following centers are now operational within the web site: Teacher Certification Center; Teacher Recruitment Center; Teacher Preparation Center; and Professional Development Center.	<i>Benchmark Met</i>	

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

Actions		Results for 2002-2003	Status												
3. Recruitment of Teacher Candidates	3a. University. Require all universities to actively recruit more teacher candidates into the teaching profession and teacher shortage areas and reward them for their efforts through the state's Teacher Preparation Accountability System.	<p>The increase in number of university program completers in 1997-98 and 2001-2002 are the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Special Education:</td> <td style="width: 35%;">1997-98 = 67</td> <td style="width: 35%;">2001-02 = 160</td> </tr> <tr> <td>Mathematics</td> <td>1997-98 = 28</td> <td>2001-02 = 76</td> </tr> <tr> <td>Biology</td> <td>1997-98 = 2</td> <td>2001-02 = 66</td> </tr> <tr> <td>Chemistry & Physics:</td> <td>1997-98 = 2</td> <td>2001-02 = 26</td> </tr> </table>	Special Education:	1997-98 = 67	2001-02 = 160	Mathematics	1997-98 = 28	2001-02 = 76	Biology	1997-98 = 2	2001-02 = 66	Chemistry & Physics:	1997-98 = 2	2001-02 = 26	Benchmark Met
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3b. Technical/Community College	3b(1). Common Expectations. Have technical/community colleges and universities work together to ensure that technical/community college students enter universities with the core content knowledge identified by the PK-16+ consortia.	The Louisiana Community and Technical College System is currently working with two and four year institutions and school district personnel to finalize a common curriculum for an Associate of Science in Teaching Degree that will be aligned with PK-12 content and teacher standards and be aligned with the redesigned teacher preparation programs at four year institutions. The same curriculum will be used at all community colleges to assure smooth transition as community college teacher candidates complete their final two years within four year institutions.	In Progress												
3b(2). Scholarships. Create and support legislation to provide scholarships to nontraditional community college students who agree to teach within teacher shortage areas (e.g., mathematics, science, special education, and middle school or identified geographic areas) in Louisiana.	No work has been done to provide state scholarships to nontraditional community college students who agree to teach in teacher shortage areas.	Need to Address													

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

Actions		Results for 2002-2003	Status
3. Recruitment of Teacher Candidates	<p>3c. High School Recruitment.</p> <p>3c(1). Teacher Cadet Program. Create Teacher Cadet Programs jointly supported by universities and school districts that allow high school juniors and seniors to take electives for high school/university credit that introduces them to the teaching profession.</p>	<p>The State of Louisiana requested a license from the State of South Carolina to reproduce materials for the Teacher Cadet Programs for high schools across the State. South Carolina determined that it would not be possible for the Louisiana to purchase a license. As a result, the Louisiana Department of Education has formed a team to create materials for a Teacher Cadet Program for Louisiana. The materials are being developed during 2002-2003. Many universities are currently working with districts using the South Carolina Teacher Cadet materials. Once the new materials are finalized by the State, all institutions will be asked to work with local districts to implement the Louisiana Teacher Cadet Program.</p>	<i>In Progress</i>
	<p>3c(2). Teaching Bonuses for Teacher Cadet Graduates. Create and support legislation to provide \$3,000 bonuses during the first 3 years of teaching to Teacher Cadet Program graduates who complete teacher preparation programs and accept teaching positions in teacher shortage areas in Louisiana.</p>	<p>No work has been done to create a process for 100% of the Teacher Cadet graduates to be given contracts that provide them with signing bonuses if they complete their degrees in teacher shortage areas and teach in Louisiana.</p>	<i>Need to Address</i>
	<p>3d. Paraprofessionals. Create and support legislation to double the number of paraprofessionals (e.g., teacher aides) in Louisiana who receive funding to take courses toward teacher certification.</p>	<p>The Blue Ribbon Commission benchmark was for an additional 50 paraprofessionals to receive funding to take courses to become a certified teacher. That benchmark has been attained as a result of the No Child Left Behind Act. All paraprofessionals are now eligible for federal and state funding to help them become highly qualified. The state has established 5 pathways for paraprofessionals to become highly qualified. One pathway is to obtain an Associate of Science in Teaching Degree that can lead toward full teacher certification after completing the final two years within a four year institution.</p>	<i>Benchmark Met</i>

BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)

RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

Actions		Results for 2002-2003	Status																		
3. Recruitment of Teacher Candidates	4a. Experienced Teachers from Other States. Streamline current certification requirements for out-of-state teachers who have demonstrated three or more years of success when teaching PK-12 students.	The benchmark for the Blue Ribbon Commission was for the percentage of out-of-state teachers who leave public schools by the end of their third year of teaching in Louisiana was a decrease to 25%. The Board of Elementary and Secondary Education have approved new policies to better support new teachers; however, a greater percentage of teachers are leaving teaching after two and three years instead of a fewer number of teachers.	<i>In Progress</i>																		
	4b. Experienced Teachers Reentering the Teaching Profession. Create and offer a free course via the Internet on integrating technology into the curriculum to experienced teachers who have left the teaching profession for 5 or more years to help them meet existing state requirements to complete 6 hours of course credit to reenter the teaching profession.	The Blue Ribbon Commission's benchmark was to have 100 teachers reentering the teaching profession by completing a 6 hour Internet courses to meet state reentry requirements. Online coursework has been developed. Data is currently not available to determine the number of teachers reentering the teaching profession.	<i>In Progress</i>																		
	4c. Recruitment Strategies for Districts With Critical Shortages. Provide personnel in districts with the most critical teacher shortages with assistance in implementing effective strategies to locate and hire certified teachers and strategies to better utilize existing certified teachers to fill vacancies in teacher shortage areas.	<p>The following decreases in uncertified teachers have occurred in the five school districts that were originally identified as having the highest percentage of uncertified teachers:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">1999-2000 BRC Report</th> <th style="text-align: center;">2002-2003 Status</th> </tr> </thead> <tbody> <tr> <td>Red River</td> <td style="text-align: center;">(55.29%) n=94</td> <td style="text-align: center;">(19.01%) n=27</td> </tr> <tr> <td>East Feliciana</td> <td style="text-align: center;">(39.27%,) n=86</td> <td style="text-align: center;">(27.23%) n=55</td> </tr> <tr> <td>St. Helena</td> <td style="text-align: center;">(33.04%) n=38</td> <td style="text-align: center;">(22.34%) n=21</td> </tr> <tr> <td>Madison</td> <td style="text-align: center;">(31.86%) n=65</td> <td style="text-align: center;">(29.79%) n=42</td> </tr> <tr> <td>Assumption</td> <td style="text-align: center;">(27.38%) n=92</td> <td style="text-align: center;">(13.95%) n=48</td> </tr> </tbody> </table>		1999-2000 BRC Report	2002-2003 Status	Red River	(55.29%) n=94	(19.01%) n=27	East Feliciana	(39.27%,) n=86	(27.23%) n=55	St. Helena	(33.04%) n=38	(22.34%) n=21	Madison	(31.86%) n=65	(29.79%) n=42	Assumption	(27.38%) n=92	(13.95%) n=48	<i>Benchmark Met</i>
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4d. PRAXIS Assistance for Uncertified Teachers. Provide targeted PRAXIS examination assistance to uncertified teachers who have not passed the PRAXIS examinations.	During 1998-99, 2,487 teachers had not passed the PRAXIS to be certified to teach in Louisiana. In 2002-2003, 3,997 teachers had not passed the PRAXIS to be certified to teach. PRAXIS assistance has been provided by regional service centers and universities. The increase in 2002-2003 is partly due to teachers having to pass the specialty examination on the PRAXIS to be admitted to alternate certification programs. The PRAXIS specialty examination was not required for entrance in 1998-98.	<i>In Progress</i>																			

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1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

Actions		Results for 2002-2003	Status
3. Recruitment of Teacher Candidates	5a. High School. Counsel high school students and provide them accurate information pertaining to the pros and cons of entering and remaining within the teaching profession.	Individual universities are disseminating information to recruit individuals to the teaching profession.	<i>In Progress</i>
	5b. University. Counsel university students and provide them with accurate information and experiences that help them understand the pros and cons of entering and remaining within the teaching profession.	Individual universities are disseminating information to recruit individuals to the teaching profession. The New Teacher Project is assisting five universities in developing materials that can be disseminated to individuals interested in entering the teaching profession. More work needs to occur in this area.	<i>In Progress</i>
	6a. Placement of Teachers. Encourage districts to place all first and second year teachers in the areas in which they are certified to teach.	Data is not available to determine if changes are occurring in this area.	<i>Not Addressed</i>
	6b. District Reporting of Teacher Certification Rate. Report in the annual District Report Card the percentage of certified teachers in the school district and the percentage of schools with fully certified teachers.	100% of the district report cards specify the percentage of uncertified teachers.	<i>Benchmark Met</i>
	6c. District Accountability System. Include district teacher certification rate in the formula when developing the state District Accountability System.	The percentage of uncertified teaches is an indicator within the district accountability system.	<i>Benchmark Met</i>
	7a. Streamlining of Existing Certification Areas. Collapse existing areas of certification into fewer areas.	The Louisiana Department of Education is decreasing the number of areas of certification.	<i>In Progress</i>
	7b. Collection of Teacher Retention Data. Gather data from districts to determine why teachers leave the teaching profession.	A Teacher Retention Study is being implemented during 2003-2004.	<i>In Progress</i>

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RECOMMENDATION 2: RECRUITMENT OF TEACHER CANDIDATES AND CERTIFIED TEACHERS (CONT'D)

Actions		Results for 2002-2003	Status
3. Recruitment of Teacher Candidates	7c. Elimination of Transcript Review. Replace the need for the Louisiana Department of Education to review transcripts to determine if teachers have met certification requirements with universities recommending the names of program completers who have met state certification requirements. Only require the Louisiana Department of Education to check transcripts when teachers move to Louisiana from other states.	All universities now recommend new teachers for certification. Only out-of-state transcripts are reviewed by the Department of Education to determine certification.	<i>Benchmark Met</i>
	7d. Waivers. Do not grant waivers when teachers fail to meet certification requirements.	Waivers are granted by the Board of Elementary and Secondary Education.	<i>Not Addressed</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 3: PREPARATION OF QUALITY TEACHERS

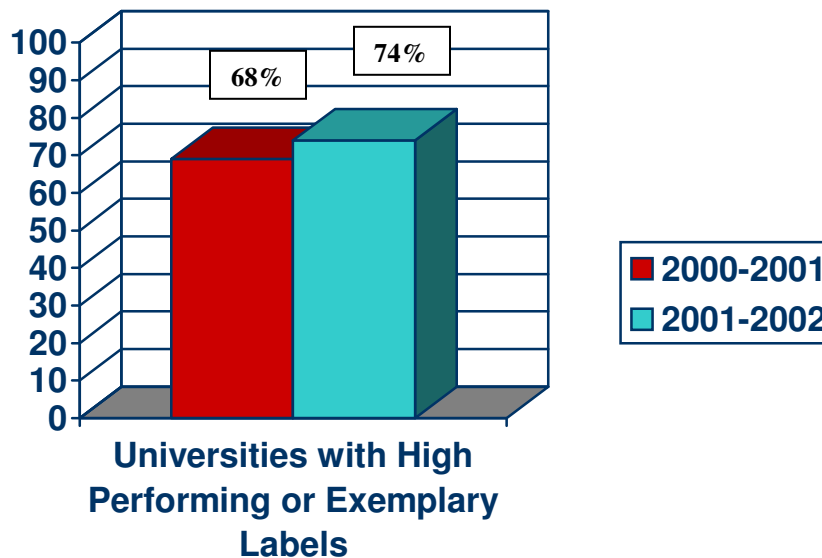
To have state agencies, universities, and districts work collaboratively to prepare teachers who possess the in-depth core knowledge and teaching skills to effectively educate higher achieving K-12 students.

PROJECTED OUTCOME: By 2004-2005, 100% of the universities will have a “Quality” status when evaluated by the state Teacher Preparation Accountability System.

MEASURE: Data collected for the state’s Teacher Preparation Accountability System.

UNIVERSITY ACCOUNTABILITY SYSTEM:

By 2002-2003, 74% of the universities attained a label of High Performing or Exemplary based upon the Teacher Preparation Accountability System.



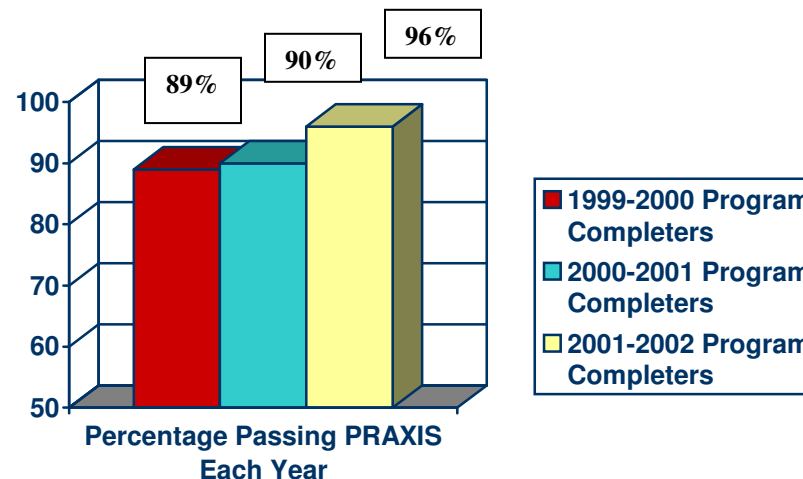
**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 3: PREPARATION OF QUALITY TEACHERS (Cont'd)

INSTITUTIONAL PERFORMANCE INDEX:

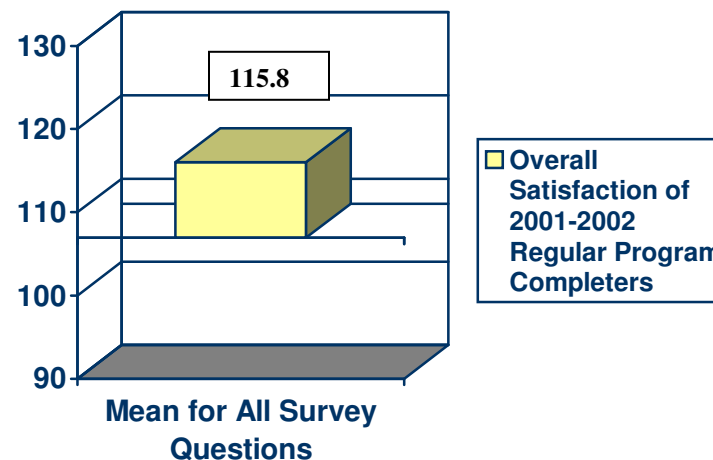
1. PRAXIS Passage Rates (1999-2002):

The percentage of teacher preparation program completers from Louisiana's public and private universities who passed all parts of the PRAXIS examinations improved each year from 89% in 1999-2000 to 96% in 2001-2002.



2. First Year Teacher Satisfaction Survey (2001-2002)

The mean score for first year teacher satisfaction of teacher preparation programs was 115.8. A score of 105-116 fell within the "B" range. A score of 117-127 fell within the "A" range.



**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 3: PREPARATION OF QUALITY TEACHERS

Actions	Results for 2002-2003	Status
<p>1. New Content Focused Certification Structure. Approve a new certification structure that allows teachers to develop in-depth content knowledge and instructional expertise to effectively teach students at the following grade levels: PK-2; 1-6; 4-8; and 7-12.</p>	<p>New certification structures are now being implemented for the following grade levels: PK-3; 1-5; 4-8; and 6-12.</p>	<i>Benchmark Met</i>
<p>2. Teacher Preparation Accountability System. Create and implement a results driven accountability system that holds universities accountable for the success of their graduates as they teach PK-12 students in school settings.</p>	<p>100% of the universities are currently being evaluated based upon a Teacher Preparation Accountability System that has been approved by the Board of regents.</p>	<i>Benchmark Met</i>
<p>3. State and Institutional Report Cards for Teacher Preparation Programs. Issue annual state and institutional report cards on the quality of teacher preparation programs in Louisiana.</p>	<p>An annual institutional report is issues for 100% of the universities on April 8 of each year.</p>	<i>Benchmark Met</i>
<p>4. Technology Infrastructure and Preparation. Provide universities, professional development schools, and partner schools with the necessary infrastructure and trained faculty to prepare new teachers to successfully integrate technology into the curriculum.</p>	<p>100% of the universities, have the basic infrastructure to allow pre-service teachers to integrate technology into the curriculum when working with K-12 students.</p> <p>Efforts are currently underway for professional development schools to possess the necessary infrastructure for pre-service teachers to use technology while teaching students.</p>	<i>In Progress</i>
<p>5. Redesign of University Curriculum. Redesign the university curriculum to address university and district expectations for what effective teachers should know and be able to do to teach higher achieving K-12 students.</p>	<p>100% of the universities have redesigned their for undergraduate teacher preparation programs and alternate certification programs.</p>	<i>Benchmark Met</i>
<p>6. Program Review. Have the Board of Regents review all redesigned teacher preparation programs to ensure that they address current needs of K-12 schools.</p>	<p>100% of the teacher preparation redesigned programs were evaluated by external national consultants and recommended for approval to the Board of Regents and Board of Elementary and Secondary Education.</p>	<i>Benchmark Met</i>
<p>7. Faculty Involvement in K-12 Schools. Require all College of Education faculty who teach pre-service teachers to work directly within K-12 schools (e.g., conducting action research, teaching field-based courses, supervising student teachers, mentoring new teachers, etc.) for a minimum of one semester every five years.</p>	<p>All universities have integrated a greater amount of school-based experiences within teacher education courses which require faculty to have direct interaction with PK-12 schools. Specific data is not currently being collected to determine the percentage of faculty per year that work directly with PK-12 schools.</p>	<i>In Progress</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS

To have state agencies, universities, and districts work collaboratively to *create environments and conditions that support and retain highly effective pre-service teachers, new teachers, and experienced teachers.*

PROJECTED OUTCOME: By 2004-2005, the percentage of Louisiana public school teachers who remain within the teaching profession after their first 3 years of teaching will increase from 75% to 85%.

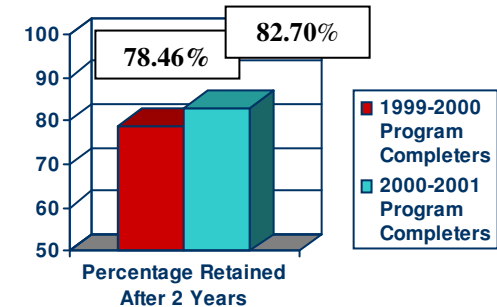
MEASURE: Data collected by the Louisiana Department of Education pertaining to retention of new teachers.

2002-2003 RESULTS

1. GRADUATES OF LOUISIANA COLLEGES OR UNIVERSITIES

Years Teachers Began Teaching	Total Number of New Teachers	Percentage Retained Through One Year	Percentage Retained Through Two Years	Percentage Retained Through Three Years
1999-2000	1,755	87.52% (n=1,536)	78.46% (n=1,377)	74.87% (n=1,314)
2000-2001	1,416	87.57% (n=1,240)	82.70% (n=1,171)	
2001-2002	1,567	89.98% (n=1,410)		

TEACHER RETENTION AFTER TWO YEARS OF TEACHING IN PUBLIC SCHOOLS (LA GRADUATES)

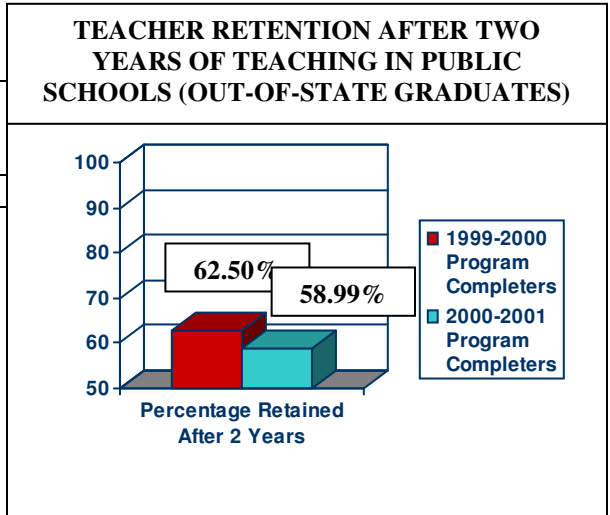


**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS

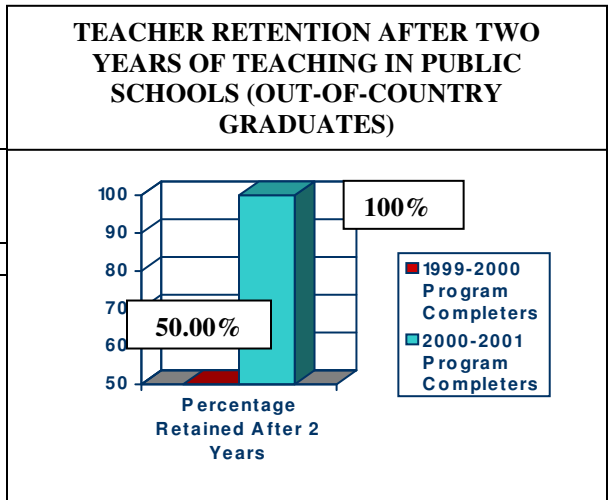
2. GRADUATES OF OUT-OF-STATE COLLEGES OR UNIVERSITIES

Years Teachers Began Teaching	Total Number of New Teachers	Percentage Retained For One Year	Percentage Retained for Two Years	Percentage Retained for Three Years
1999-2000	200	76.50% (n=153)	62.50% (n=125)	57.00% (n=114)
2000-2001	139	74.82% (n=104)	58.99% (n=82)	
2001-2002	185	85.41% (n=158)		



3. GRADUATES OF OUT-OF-COUNTRY COLLEGES OR UNIVERSITIES

Years Teachers Began Teaching	Total Number of New Teachers	Percentage Retained For One Year	Percentage Retained for Two Years	Percentage Retained for Three Years
1999-2000	4	50.00% (n=2)	50.00% (n=2)	50.00% (n=2)
2000-2001	3	100% (n=3)	100% (n=3)	
2001-2002	8	87.50% (n=7)		



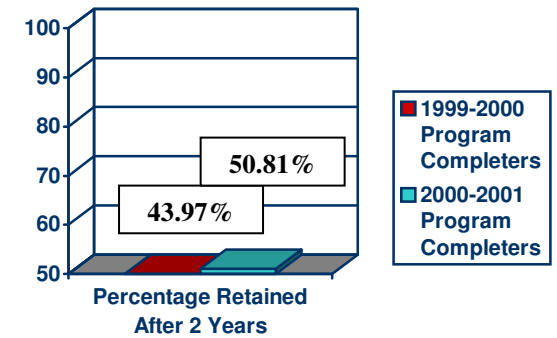
**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS

6. NO CERTIFICATION OR NO MATCH WITH FILE

**TEACHER RETENTION AFTER TWO YEARS
OF TEACHING IN PUBLIC SCHOOLS (NO
CERTIFICATION OR NO MATCH
WITH FILE TEACHERS)**

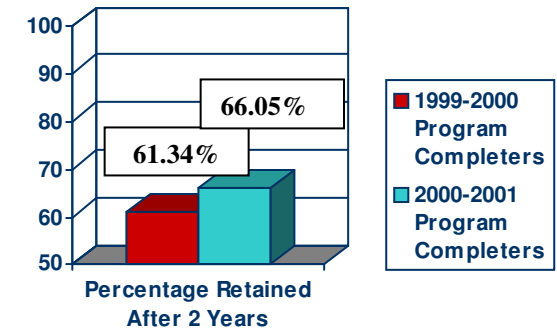
Years Teachers Began Teaching	Total Number of New Teachers	Percentage Retained For One Year	Percentage Retained for Two Years	Percentage Retained for Three Years
1999-2000	1,740	62.93% (n=1,095)	43.97% (n=765)	39.37% (n=685)
2000-2001	1,488	61.42% (n=914)	50.81% (n=756)	
2001-2002	1,465	65.39% (n=958)		



7. TOTAL OF ALL NEW TEACHERS

**TEACHER RETENTION AFTER TWO YEARS
OF TEACHING IN PUBLIC SCHOOLS
(ALL TEACHERS)**

Years Teachers Began Teaching	Total Number of New Teachers	Percentage Retained For One Year	Percentage Retained for Two Years	Percentage Retained for Three Years
1999-2000	3,699	75.32% (n=2,786)	61.34% (n=2,269)	57.18% (n=2,115)
2000-2001	3,046	74.23% (n=2,261)	66.05% (n=2,012)	
2001-2002	3,225	78.54% (n=2,533)		



**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS

Actions		Results for 2002-2003	Status
1. Monetary Incentives for Teachers	1a. Teacher Salaries. Create and support legislation to raise average teacher salaries to the SREB average.	The Blue Ribbon Commission benchmark was to reach an SREB Average Teacher Salary Target of \$35,522 by 2004-2005. Louisiana had an SREB Average Teacher Salary of \$36,878 for 2002-2003. The SREB Average Teacher Salary is now \$40,771.	<i>Benchmark Met</i>
	1b. Elevation in Salary for Master's Degree. During 2000-2001, require the Blue Ribbon Commission on Teacher Quality to recommend to the Board of Elementary and Secondary Education and Board of Regents strategies to create and support legislation to provide more substantial pay increases once teachers obtain additional graduate degrees.	A state consortia composed of teacher leaders provided recommendations for salary increases for graduate degrees. No further action has been taken.	<i>In Progress</i>
	1c. Reward Teachers Who Attain National Certification. Actively promote the value of national certification through the National Board for Professional Teaching Standards and continue to provide teachers who attain national certification with reimbursement for their application costs and a \$5,000 pay increase each year for 10 years.	The Blue Ribbon Commission set a benchmark of 100 teachers in Louisiana achieving National Board Certification. Louisiana now has 337 National Board Certified teachers with over 550 candidates working toward National Board Certification for 2003-2004.	<i>Benchmark Met</i>
	1d. State Income Tax Incentive. Create and support legislation that allows new teachers to be exempted from state income taxes for their first five years of teaching.	A bill was introduced to the legislature; however, it was not passed.	<i>Bill not Passed By Legislature</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
2. Funding to Implement Change	2a. Existing Funds. Redistribute existing funds/resources within the Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, universities, and districts to implement components of the Blue Ribbon Commission recommendations.	Existing BOR and LDOE funds have been reallocated to support the recommendations of the Blue Ribbon Commission on Teacher Quality.	<i>Benchmark Met</i>
	2b. Grant Funds. Actively pursue grant funds to implement components of the Blue Ribbon Commission recommendations.	A Title II Teacher Quality Enhancement State grant was secured to support the teacher quality initiatives.	<i>Benchmark Met</i>
	2c. New State Funds. Secure new state funds to implement components of the Blue Ribbon Commission recommendations that require dedicated funding (e.g., Teacher Preparation Accountability system; hiring of new faculty to address increased enrollments in teacher preparation programs, etc.).	New state funds were appropriate to the Board of Regents to support the redesign of all teacher preparation programs and the recruitment of teachers to the teaching profession.	<i>Benchmark Met</i>
3. University Tenure and Promotion. Create new polices for tenure/promotion within universities that reward university faculty who demonstrate outstanding performance when collaborating with K-12 schools to improve teacher quality and student achievement.	The Blue Ribbon Commission target was for 100% of the universities to have policies that would reward outstanding performance in K-12 schools when making tenure/promotion and merit decisions. The Board of Regents passed a Teacher Preparation Policy that asked all campuses to reexamine their tenure/promotion policies to determine if greater weight could be provided for involvement in K-12 school. Additional follow-up with the campuses regarding policies has not occurred.	<i>In Progress</i>	

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
4. Induction of New Teachers	<p>4a. Louisiana Teacher Assistance and Assessment Program</p> <p>4a(1). Amount of Mentoring. Expand the amount of time new teachers are mentored at their schools to one full year before being assessed for the Louisiana Teacher Assistance and Assessment Program..</p>	100% of new teachers are now being provided two full years of mentoring as part of the Teacher Assistance and Assessment Program.	<i>Benchmark Met</i>
	<p>4a(2). Structure of Mentoring Program. Restructure the current mentoring program to enhance the quality of interaction between mentors and new teachers.</p>	The Blue Ribbon Commission benchmark was for 90% of new teachers to provide a rating of 5 or 6 (on a 6–point) scale when required to state the extent to which mentoring activities improved their teaching. This data has not been collected.	<i>Not Addressed</i>
	<p>4a(3). Expansion of Assessment. Change the existing Louisiana Teacher Assistance and Assessment Program by assessing teachers at the beginning of their second year of teaching instead of the end of their first year.</p>	100% of new teachers are being assessed at the beginning of their second year of teaching instead of at the end of their first year of teaching.	<i>Benchmark Met</i>
	<p>4a(4). Content of Assessment. Expand the existing performance-based assessments (e.g., interview data and observation data) to include a portfolio of teacher work samples when assessing the effectiveness of new teachers.</p>	100% of new teachers submit a portfolio of work samples as additional assessment data for the Teacher Assistance and Assessment Program	<i>Benchmark Met</i>
	<p>4b. District Induction. Assist principals in developing comprehensive induction programs for teachers during their first three years of teaching that extend beyond the mentoring provided by the Louisiana Teacher Assistance and Assessment.</p>	The Blue Ribbon Commission benchmark was for five districts to develop and implement model induction programs and have the retention rate of teachers in the 5 districts with model programs increase by 50%. Districts are implementing model induction programs; however, data is not available pertaining to total number of districts and impact of the programs.	<i>In Progress</i>
	<p>4c. University Mentoring. Provide ongoing support (e.g., on-line support, Internet resources, special seminars, etc.) to university graduates during their first three years of teaching.</p>	100% of the universities are now providing ongoing support for graduates during their first three years of teaching.	<i>Benchmark Met</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
5. District Retention of Teachers	5a. District Reporting of Teacher Retention Rate. Report in the annual District Report Cards data pertaining to the retention of teachers after one, two, and three years of teaching in the districts.	The Blue Ribbon Commission benchmark was for five districts to develop and implement model induction programs and have the retention rate of teachers increase by 50%. This was not addressed.	<i>Not Addressed</i>
	5b. District Accountability System. Include teacher retention rate in the formula when developing the state District Accountability System.	100% of the universities will provide formal ongoing support for graduates during their first three years of teaching.	<i>Not Addressed</i>
6. Data System.	Develop a comprehensive data system shared by universities and districts that answers questions pertaining to teacher recruitment, teacher quality, and teacher retention.	Meetings have been conducted to discuss the development of a comprehensive data system that combines BOR and BESE data.	<i>In Progress</i>
6. Recruitment, Preparation and Retention of Quality Principals.	During 2000-2001, require the Blue Ribbon Commission on Teacher Quality to recommend to the Board of Elementary and Secondary Education and Board of Regents a comprehensive system to recruit, prepare, and retain highly qualified principals and district leader.	A state committee met and submitted recommendations to the Blue Ribbon Commission for Teacher Quality.	<i>Benchmark Met</i>
7. Professional and Leadership Development	8a. University Faculty. Provide university faculty with the necessary professional development to successfully deliver the redesigned curriculum.	100% of the universities have provided opportunities for faculty to participate in professional development that supports the redesigned teacher preparation programs.	<i>Benchmark Met</i>
	8b. Teachers - New Licensure Structure. During 2000-2001, require the Blue Ribbon Commission on Teacher Quality to recommend to the Board of Elementary and Secondary Education and Board of Regents a system that requires all teachers under the new certification structure to participate in ongoing professional development (aligned with school improvement goals) over a five year time period in order for teacher licenses to be renewed every five years.	A state committee met and submitted a comprehensive set of recommendations to the Blue Ribbon Commission for Teacher Quality pertaining to teacher participation in ongoing professional development.	<i>Benchmark Met</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
7. Professional and Leadership Development (Cont'd)	8c. Teachers - Existing Licensure Structure. During 2000-2001, require the Blue Ribbon Commission on Teacher Quality to recommend to the Board of Elementary and Secondary Education and Board of Regents a comprehensive professional development system that provides experienced teachers with opportunities to participate in meaningful professional development that results in improved student achievement.	A state committee met and submitted recommendations to the Blue Ribbon Commission for Teacher Quality for a comprehensive professional development system that provides experienced teachers with opportunities to participate in meaningful professional development that results in improved student achievement.	<i>Benchmark Met</i>
	8d. Principals. During 2000-2001, require the Blue Ribbon Commission on Teacher Quality to recommend to the Board of Elementary and Secondary Education and Board of Regents a comprehensive professional development system that provides principals with opportunities to participate in meaningful professional development that results in improved student achievement.	A state committee met and submitted recommendations to the Blue Ribbon Commission for Teacher Quality for a comprehensive professional development system that provides principals with opportunities to participate in meaningful professional development that results in improved student achievement.	<i>Benchmark Met</i>
	8e. Graduate Programs for Teachers and Principals. During 2000-2001, require the Blue Ribbon Commission on Teacher Quality to recommend to the Board of Elementary and Secondary Education and Board of Regents strategies to improve the quality of existing graduate programs within universities.	A state committee met and submitted recommended strategies to the Blue Ribbon Commission for Teacher Quality to improve the quality of existing graduate programs within universities	<i>Benchmark Met</i>
	8f. Leadership Opportunities for Classroom Teachers. During 2000-2001, require the Blue Ribbon Commission on Teacher Quality to recommend to the Board of Elementary and Secondary Education and Board of Regents ways to create leadership opportunities for highly effective teachers (e.g., Teachers of the Year, National Board Certified Teachers, etc.) who wish to remain within school settings.	A state committee met and submitted a comprehensive set of recommendations to the Blue Ribbon Commission for Teacher Quality pertaining to ways to create leadership opportunities for highly effective teachers (e.g., Teachers of the Year, National Board Certified Teachers, etc.) who wish to remain within school settings.	<i>Benchmark Met</i>

BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
8. Recruitment, Preparation, and Retention of Educational Leaders	<p>Develop a comprehensive system to recruit, prepare, and retain quality educational leaders.</p> <p>1a. Certification. Redesign and strengthen educational leadership certification in Louisiana.</p> <p>1a(1) Consolidation of Certification Areas. Consolidate the existing five areas of certification for school and district-level administrators (e.g., Elementary School Principal; Secondary School Principal; Parish or City School Supervisor of Instruction; Parish or City School Superintendent; and Supervisor of Child Welfare and Attendance/Visiting Teacher) into one certification area of "Educational Leader".</p>	One Educational Leadership certificate was approved by the Board of Elementary and Secondary Education to replace the five separate certification areas.	<i>Benchmark Met</i>
	<p>1a(2) New Certification Structure for Educational Leadership. Require educational leaders to progress through different levels to obtain a professional license as an educational leader. The highest level must be attained to be certified as a superintendent.</p>	A new certification structure was approved by the Board of Elementary and Secondary Education which requires principals to transition through three different levels to reach the highest level of educational leadership as a superintendent.	<i>Benchmark Met</i>
	<p>1b. Redesigned University Curriculum for Educational Leadership Programs</p> <p>Require universities to redesign the curriculum within educational leadership programs during 2001-2002, obtain university and BoR approval of the programs during 2002-2003, and begin implementing the new programs on July 1, 2003.</p>	All universities are currently redesigning their educational leadership programs. All redesigned educational leadership programs must be approved by the Board of Regents and Board of Elementary and Secondary Education by July 1, 2005.	<i>In Progress</i>

BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
8. Recruitment, Preparation, and Retention of Educational Leaders (Cont'd)	1b. Redesigned University Curriculum for Educational Leadership Programs (Cont'd) 1b(1) Curriculum Standards. Construct the educational leadership programs on the following standards: (a) Standards for School Principals in Louisiana; (b) Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders; and (c) National Council for the Accreditation of Teacher Education (NCATE) folio guidelines for program review.	All universities are using state approved standards to redesign their educational leadership programs.	<i>Benchmark Met</i>
	1b(2) Job-Embedded Experiences. Require new programs to provide their candidates with real-world, job-embedded experiences by integrating field experiences throughout the curriculum, offering practicum experiences throughout the entire program, requiring students to complete projects that are connected to the real world of schools, and requiring students to demonstrate mastery through the successful completion of problem-based work.	All universities are integrating job-embedded experiences into their redesigned educational leadership programs.	<i>Benchmark Met</i>
	1b(3) Full Time Internship. Require all students enrolled in educational leadership programs to complete a robust, full-time internship that is at least one academic year (i.e., two regular consecutive semesters or three quarters) as a degree requirement.	Individual universities are working with school districts to create plans for district to fund full-time internships for educational leadership candidates.	<i>In Progress</i>
	1b(3a) Create a subcommittee to work with BESE and the BoR to develop a strategy to fund the cost of the full-time internships to ensure that the internships do not impose a financial burden on the students and serve as a disincentive for individuals to pursue educational leadership certification.	Individual universities are working with school districts to create plans for district to fund full-time internships for educational leadership candidates.	<i>In Progress</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

	Actions	Results for 2002-2003	Status
8. Recruitment, Preparation, and Retention of Educational Leaders (Cont'd)	1b(3) Full Time Internship. 1b(3b) During this time period, require students to not hold full time employment to allow them to serve in a variety of leadership capacities on a full time basis in state-accredited schools.	Individual universities are working with school districts to create plans for district to fund full-time internships for educational leadership candidates.	<i>In Progress</i>
	1c. Tuition Exemptions and Other Types of Support Create tuition exemptions and identify other funding opportunities for talented educators to pursue careers in educational leadership. Provide tuition exemptions and other types of support to individuals who complete Aspiring Leaders Programs and enter into Educational Leadership Programs.	Individual universities are working with school districts to create plans for district to fund individuals who wish to enter Aspiring Leaders Programs and Educational Leadership Programs.	<i>In Progress</i>
	1d. District Evaluation of Educational Leaders Have the Louisiana Department of Education develop and implement a plan to change existing evaluation processes so that they are consistent with the state's new vision for leader preparation, practices, and professional development.	The Principal Induction Program is aligning the evaluation of new principals with new visions for leader preparation.	<i>In Progress</i>
	1e. Educational Leadership Program Accountability Add indicators to the existing Teacher Preparation Accountability System that examine the preparation and retention of educational leaders that complete university educational leadership programs.	This has not been addressed.	<i>Not Addressed</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
8. Recruitment, Preparation, and Retention of Educational Leaders (Cont'd)	1f. Recruitment and Retention of Educational Leaders Expand salary incentives and administrative support to recruit and retain educational leaders.	This has not been addressed.	<i>Not Addressed</i>
	1f(1) Monetary Incentives for Educational Leaders. Create and support policies/legislation to raise average salaries of educational leaders to the SREB average. Adjust salary schedules to ensure that principals are paid at a higher rate than the most senior teachers.	This has not been addressed.	<i>Not Addressed</i>
	1f(2) 12 Month Employment. Create and support policies/legislation to indicate that school principals <i>should</i> be hired for 12-month positions and that salaries be adjusted accordingly. <i>(Note: Based on the provisions for R.S. 17, it is mandated that principals who work more than 9 months each year receive an additional 1/9th of their salary for each additional month worked.)</i>	This has not been addressed.	<i>Not Addressed</i>
	1f(3) Leaders for Hard-to-Fill Positions. Create and support policies to encourage districts to provide incentives to principals who work within schools that have been classified as academically unacceptable or schools that are undergoing corrective actions due to their limited growth in student achievement.	This has been addressed at the local level within some parishes.	<i>In Progress</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
8. Recruitment, Preparation, and Retention of Educational Leaders	1f(4) Relieve Administrative Burden on School Leaders. Create a subcommittee to recommend to BESE strategies that districts should follow in order to relieve the administrative burden on school leaders, drawing upon findings from the paperwork reduction study mandated by the 2000 Regular Legislative Session.	This has not been addressed.	<i>Not Addressed</i>
9. Professional Development of Educators	Develop a comprehensive structure to provide educators with quality professional development to improve student achievement. 2a. Professional Development Center. Build upon the existing structure within the Louisiana Department of Education to establish a Professional Development Center for Educators (e.g., teachers, support personnel, principals, administrators, etc.) that oversees the creation, implementation, and assessment of professional development programs and learning activities for PK-12.	The Louisiana Department of Education is currently developing a professional development system.	<i>In Progress</i>
	2a(1) Establishment of New Programs. Have the center create criteria to establish, implement, and evaluate new programs (e.g., Institutes for Aspiring Leaders; Mentoring Programs for New Educational Leaders, etc.).	The Louisiana Department of Education has developed new criteria to identify quality professional development programs.	<i>In Progress</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

	Actions	Results for 2002-2003	Status
9. Professional Development of Educators (Cont'd)	<p>2a(2) Professional Development System. Establish an online professional development system that ensures that educators participate in “quality” professional development. This system should include: On-line System; Professional Growth Plans, Professional Portfolios, and Site-Based Professional Growth Teams, and Evaluation Processes.</p>	<p>The Louisiana Department of Education is currently working on the development of an electronic professional development system.</p>	<i>In Progress</i>
	<p>2b. Ongoing Professional Development for All Educators</p> <p>Require all educators to participate in a total of 150 hours of professional development over a five year time period.</p>	<p>This has not been addressed.</p>	<i>Not Addressed</i>
	<p>2c. Recertification</p> <p>In addition to existing certification requirements, require all new teachers who become certified to teach as of July 1, 2002 to be required to complete 150 hours of professional development within a five-year time period in order to receive a Type B teaching certificate. Once these teachers receive a Type B teaching certificate, require them to complete 150 hours of professional development over a five-year time period in order to have their teaching certificates renewed every five years by the Louisiana Department of Education. This recommendation will not impact teachers who were issued Type A, Type B, or Type C teaching certificates prior to July 1, 2002.</p>	<p>The Board of Elementary and Secondary Education adopted a policy that requires all new teachers to complete 150 hours of ongoing professional development over a five year time period to renew their licenses.</p>	<i>In Progress</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
9. Professional Development of Educators (Cont'd)	<p>2d. Graduate Programs for Teachers</p> <p>Provide teachers with opportunities to participate in graduate level programs that provide teachers with advanced knowledge and relevant experiences that have a positive impact upon student development and student learning.</p> <p>2d(1) Masters Programs for Teachers. Require universities to redesign the curriculum within masters programs for teachers during 2001-2002, obtain university and BoR approval of the programs during 2002-2003, and begin implementing the new programs on July 1, 2003. (See Appendix F)</p>	All universities are currently redesigning their graduate programs to provide teachers with advance knowledge and relevant experiences that impact student learning.	<i>In Progress</i>
	<p>2b(2) New Masters and Doctoral Degrees for Teacher Leaders. Create graduate degrees at the masters and doctoral levels for educators who wish to assume leadership responsibilities without leaving classroom/school settings.</p>	All universities are currently redesigning their educational leadership programs.	<i>In Progress</i>
	<p>2d(3) Non-degree Programs/Institutes. Create non-credit programs/institutes for teachers that are developed to address local school/district needs and lead toward improved student achievement.</p>	The guidelines for the redesign of post-baccalaureate programs requires all universities to identify non-credit programs/institutes that are being developed to address local school/district needs and lead toward improved student achievement.	<i>In Progress</i>
	<p>2d(4) Pay Increases for Graduate Degrees. Support policies/legislation to provide teachers with annual raises each time graduate degrees are awarded from state approved universities.</p>	This has not been addressed.	<i>Not Addressed</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
9. Professional Development of Educators (Cont'd)	<p>2e. Bonus Hours for Professional Development</p> <p>Develop a process to allow teachers to be given credit for twice as many hours if they can provide documented evidence that their professional development led to changes in teacher practices and three times as many hours if they can document significant improvement in student achievement once new teacher practices were implemented within classrooms.</p>	The professional development system currently being developed integrates improvement in student achievement in the system.	<i>In Progress</i>
	<p>2f. Funding for Professional Development Activities</p> <p>Have the legislature establish permanent funding for professional development based on a per student figure with 70% of the funding going to individual schools, 20% of the funding going to the districts, and 10% of the funding going to the state to develop the professional development initiative and to teachers in rural districts to receive scholarships for special types of professional development (e.g., conferences, courses, etc.) not available within rural districts.</p>	This has not been addressed.	<i>Not Addressed</i>
	<p>2g. Teacher Assistance and Assessment Program</p> <p>Expand the Teacher Assistance and Assessment program to a two-year program with one year of assistance and one year of assessment.</p>	The Louisiana Teacher Assistance and Assessment has been expanded with mentoring occurring during year one and year two and the assessment occurring during year two.	<i>Benchmark Met</i>
	<p>2g(1) Portfolio and Formal Observations. Have new teachers demonstrate proficiency during assessment through a combination of a portfolio assessment and formal observations.</p>	New teachers prepare portfolios and are formally observed during their assessment within the Teacher Assistance and Assessment Program.	<i>Benchmark Met</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
9. Professional Development of Educators (Cont'd)	2g(2) Assignment of Mentors. Encourage school districts to have mentors form mentor teams within schools and have each mentor work with 1-2 new teachers.	Mentor teams have been established in schools.	<i>In Progress</i>
	2g(3) Full Time Mentoring. If mentoring full time, have mentors work with a maximum of 10 new teachers.	This has not been addressed.	<i>Not Addressed</i>
	2g(4) University Faculty Participation in Assessment and/or Mentor Training. Have university faculty participate in assessment and/or mentor training program to acquire a better understanding of the assessment and/or mentoring program.	Some university faculty are participating in assessment and/or mentor training.	<i>In Progress</i>
	2g(5) University Faculty as External Assessors. Have university faculty be trained to serve as external assessors for the State Teacher Assistance and Assessment Program.	Some university faculty serve as external assessors for the Teacher Assistance and Assessment Program.	<i>In Progress</i>
	2g(6) Increase Pay for Mentors. Increase the pay for mentors.	This has not been addressed.	<i>Not Addressed</i>
	2g(7) University Credit. Permit university credit for assessor and mentor training.	Some universities are offering credit for assessor/mentor training.	<i>In Progress</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
1. Recruitment, Preparation, and Retention of Educational Leaders	<p>2h. Recognition of Educational Leaders</p> <p>Develop a process to recognize and celebrate state and nationally recognized educators (e.g., State Teacher of the Year (e.g., Elementary, Middle, High School, and Overall), Principal of the Year (e.g., Elementary, Middle, High School, and Overall) Presidential Award for Excellence in Science and Mathematics Teaching, etc. on their certificates and with an annual pay increase for each new honor. Determine the fiscal impact of implementing the process retroactively.</p>	Recognition ceremonies are currently being implemented within the state.	<i>In Progress</i>
	<p>2i. Incentives for Educators</p> <p>Over the next five years, obtain outside funding to provide incentives for individuals to participate in quality professional development activities. Specific incentives include: release time; university courses offered at school sites; tuition exemption or assistance; scholarship funds; supplies needed to implement new skills or techniques; laptop computers and Internet access for all educators, etc.</p>	State and federal funds are now available at the district level for educators to participate in professional development activities.	<i>In Progress</i>

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
1999-2000 ACTIONS AND 2002-2003 RESULTS FOR YEAR 1 AND YEAR 2 RECOMMENDATIONS (CONT'D)**

RECOMMENDATION 4: CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS (CONT'D)

Actions		Results for 2002-2003	Status
1. Recruitment, Preparation, and Retention of Educational Leaders	<p>2j. Advisory Committee to Align Funding Recommendations</p> <p>Use an advisory committee to help align all funding recommendations within the Blue Ribbon Commission on Teacher Quality Year Two Report to create an efficient system that recognizes teachers who effectively use professional development to improve the achievement of students. During the process examine the concept of issuing “Plus Certificates” to recognize educators who complete 100 hours of professional development beyond the 150 base hours within the five-year time frame.</p>	This has not been addressed.	<i>Not Addressed</i>