

Roland M. Toups

Chairman

Frances T. Henry

Vice Chairman

Pat Strong

Secretary

Dr. E. Joseph Savoie

Commissioner of Higher

Education



BOARD OF REGENTS

P.O. Box 3677

Baton Rouge, LA 70821-3677

Phone 225.342.4253

Fax 225.342.9318

William D. Blake

Scott O. Brame

Richard E. D'Aquin

Reggie Dupré

Stanley J. Jacobs

Robert W. Levy

William A. Oliver

W. Clinton Rasberry, Jr.

Virgil Robinson, Jr.

William Clifford Smith

Artis L. Terrell, Jr.

Jeraul Mackey, Student Member

August 25, 2004

Contact: Kevin Hardy (225) 342-4253

New Teacher Preparation Effectiveness Assessment Model Detailed For Regents

Louisiana is the first state in the nation to examine the effectiveness of teacher preparation programs by assessing the achievement growth of students *and* linking that growth in student learning to college and university teacher preparation programs. The state's new "Value-Added Teacher Preparation Program Assessment Model," as the assessment initiative is known, was detailed today at a meeting of the Board of Regents Academic and Student Affairs Committee.

Today's report was given by Dr. George Noell, a psychology professor at LSU who has worked with the Board of Regents and the Louisiana Department of Education during the last year to test potential value added teacher preparation program assessment models using student achievement data for students in grades 4 through 9 from ten school districts.

Dr. Noell reported that while preliminary findings indicate that children being taught by new graduates of teacher preparation programs generally do not demonstrate as much growth in their students' achievement as experienced teachers, his preliminary analyses identified one state teacher preparation program that is producing graduates whose students demonstrated growth in mathematics achievement that was greater than that of children taught by experienced teachers.

"The data suggest to me that a new teacher does not have to be less effective than an experienced one," said Noell.

Noell told the Board that two to three years of data across all school districts will be needed before it will be possible to determine if the preliminary findings are valid and reliable. Once valid and reliable results are available, it will be possible to report data about individual teacher preparation programs to the public and to share information about best practices across institutions. The intent will be to help all teacher preparation programs prepare new teachers whose students demonstrate student academic growth comparable to that of experienced teachers.

“What sets Louisiana’s universities apart from other universities is that we are examining teacher preparation effectiveness at four different levels, while many other states are examining it at one level,” said Dr. Jeanne Burns, Board of Regents Associate Commissioner for Teacher Education Initiatives. “Louisiana’s universities have successfully addressed the first three levels of teacher preparation effectiveness: Redesign of Teacher Preparation Programs; National Accreditation; and Teacher Preparation Program Accountability.”

According to Burns, the success of those efforts is demonstrated by the percentage of teachers passing teacher certification examinations, which has increased from 89% in 1999-2000 to 99% in 2002-2003. The number of teachers graduating from Louisiana’s teacher preparation programs meeting all teacher certification requirements has also improved significantly, increasing from 2,075 in 2001-2002 to 2,265 in 2002-2003.

“Louisiana’s universities are now moving toward the fourth and highest level of teacher effectiveness, which is the growth in learning of children being taught by new graduates of our teacher preparation programs,” said Commissioner Joseph Savoie.

“We know that a highly qualified and certified teacher in every classroom is an extremely important indicator of student success,” said State Superintendent of Education Cecil J. Picard. “That is why I am so pleased that in Louisiana, we are working hand in hand with higher education to evaluate our teacher preparation programs. This information will undoubtedly have a positive impact on our efforts to improve student achievement in every school and in every classroom.”

During the next year, Noell and Burns will be meeting with educators from across the state and nation to share the preliminary findings and to obtain input for further development of Louisiana’s Value-Added Teacher Preparation Program Assessment Model.

The full Board of Regents meeting will be held Thursday, August 26, at 9:00 a.m. in the Claiborne Building, 1201 North Third Street; First Floor; Louisiana Purchase Board Room, Baton Rouge