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2020

LISTING OF TEACHER PREPARATION PROGRAMS AND WEB SITES

A listing has been provided of the teacher preparation programs in Louisiana that are identified in the Teacher Preparation Program Fact Book and websites for information about the programs.

Teacher Preparation Programs	Teacher Preparation Websites
PUBLIC UNIVERSITIES	
<i>Louisiana State University System</i>	
Louisiana State University at Alexandria	http://www.lsua.edu/academic/Departments/Education
Louisiana State University and A&M College	http://www.lsu.edu/chse/education/
Louisiana State University at Shreveport	https://www.lsus.edu/academics/undergraduate-programs
<i>University of Louisiana System</i>	
Grambling State University	http://www.gram.edu/academics/majors/education/
Louisiana Tech University	http://education.latech.edu/
McNeese State University	http://www.mcneese.edu/education
Nicholls State University	http://www.nicholls.edu/education/
Northwestern State University	http://education.nsula.edu/
Southeastern Louisiana University	http://www.southeastern.edu/education
University of Louisiana at Lafayette	http://coe.louisiana.edu/
University of Louisiana at Monroe	http://ulm.edu/education/index.html
University of New Orleans	http://www.uno.edu/coehd/index.aspx
<i>Southern University System</i>	
Southern University and A&M College	http://www.subr.edu/index.cfm/page/229

**RACES FOR ENROLLED UNDERGRADUATE TEACHER CANDIDATES
UNDERGRADUATE PROGRAMS (2017-18)**

The numbers of teacher candidates by Race who were enrolled but had

RACES FOR ENROLLED ALTERNATE TEACHER CANDIDATES

ALTERNATE PROGRAMS (2017-18)

The numbers of

**PERSISTENCE IN TEACHING IN PUBLIC
ALTERNATE**

Alternate Teacher Preparation Programs						
	PUBLIC UNIVERSITIES					
Grambling State University	100% (n=10)	80% (n=10)				

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2016-**

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
UNDERGRADUATE PROGRAMS FOR**

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES
BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2016-17, 2017-18, AND 2018-19**

The Louisiana Department of Education states that Compass is an educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance (<http://www.louisianabelieves.com/teaching/compass>). Under this system, every teacher in public schools in Louisiana is evaluated annually using a four-tiered rating: Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Half of the evaluation is based on achievement student learning targets to generate the Compass Student Growth score and half of the evaluation is based on observations by their supervisor using the appropriate Compass rubric to generate a Compass Professional Practice score. The two

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2016-17, 2017-18, AND 2018-19 (CONT D.)**

ALTERNATE PROGRAMS (CONT D.)

**COMPASS PROFESSIONAL PRACTICE (GRADES K-12 ALL CERTIFICATION AREAS)
(CONT D.)**

Alternate Teacher Preparation Program	COMPASS PROFESSIONAL PRACTICE				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
PUBLIC UNIVERSITIES					
Southern University and A&M College Certification-Only	3.0 (n=19)	0% (n= 10)	5% (n= 10)	79% (n=15)	16% (n= 10)
Southern University at New Orleans Certification-Only	3.0 (n=48)	0% (n= 10)	17% (n= 10)	58% (n=28)	25% (n=12)
University of Louisiana at Lafayette Certification-Only University of Louisiana at Lafayette	3.2 (n=123)	0% (n= 10)	9% (n=11)	56% (n=69)	35% (n=43)

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES
BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS
WHO TAUGHT IN 2016-17, 2017-18, AND 2018-19 (CONT D.)**

ALTERNATE PROGRAMS (CONT D.)

**COMPASS FINAL EVALUATION (GRADES K-12 ALL CERTIFICATION AREAS)
(CONT D.)**

	COMPASS FINAL EVALUATION	
Alternate Teacher Preparation Programs	Mean & Number	Compass

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2016-17, 2017-18 AND/OR 2018-19**

Value-added scores have been calculated by the Louisiana Department of Education for all teachers whose students are assessed for mathematics, social studies, and English language arts. The value-added scores examine the growth of learning of grades 4-8 students and link the students achievement to their teachers and the teacher preparation programs that prepared the new teachers.

Value-added scores have been listed in the following tables for teachers with less than two years of teaching experience who have completed Elementary (Grades 1-5), Middle School (Grades 4-8), or Secondary (Grades 6-12) teacher preparation programs and are teaching grades 4-8 students in mathematics, social studies, and English/language arts.

Data have only been provided if there were 10 or more value-added scores for first and second year teachers for each content area. In some cases, the same teacher may have value-added scores for different content areas. As an example, an elementary teacher is responsible for teaching mathematics, social studies, and English language arts and the same teacher may have a value-added score included in the means for each of those areas. Thus, the same 10 or more teachers could have scores that were used to calculate the means for mathematics, social studies, and English language arts. In the case of a middle school teacher responsible for teaching just social studies, their value-added score would be calculated for social studies based upon the growth of all of their students.

On the following pages, all means describe the performance of the teacher preparation programs listed in the left column. The means and number of completers appear in the same row for each group. The value-added score means were calculated using the Louisiana Department of Education hierarchical linear model. The value-added scores are rounded to the nearest tenth of a point. The means for new teachers are calculated for *all* teachers in a given content area who are teaching in their first or second year. If a program has 10 or more new teachers with 3 years of data (i.e., social studies), the 3-year mean is reported. Teachers from Louisiana teacher preparation programs are only counted as new if they entered as a first year teacher within five years or less from their program completion date. Data are not reported if institutions have less than 10 new teachers in a content area.

The Louisiana Department of Education also prepares tables that identify the distribution of value-added scores for all teachers for each academic year across the four teacher effectiveness levels (i.e., Ineffective; Effective: Emerging; Effective: Proficient; and Highly Effective) for the teacher evaluation system.

As an example, if a new teacher obtained a value-added score of 1.2 in English/Language Arts during 2018-19, their value-added score would fall within the Effective Proficient range. If another new teacher obtained a value-added score of -0.7 in Mathematics in 2018-19, their value-added score would fall within the Effective Emerging range. The percentages in the tables were based upon the numbers of new grades 4-8 teachers whose value-added scores fell within each of the effectiveness levels for the respective years.

A new Science assessment was piloted in the 2017-2018 school year and was not analyzed for value-added in the 2018-19 school year. A new Social Studies assessment was piloted in the 2015-2016 school year and was not reported for value-added in the 2016-2017 and 2017-18 school years. The first statewide administration of a new assessment (PARCC) in Language Arts and Mathematics occurred in the 2014-15 school year and current results should not be compared to previous years.

MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT D.)**

UNDERGRADUATE PROGRAMS (CONT D.)

SOCIAL STUDIES (GRADES 4-8) (2016-17, 2017-18, & 2018-19)

UNDERGRADUATE TEACHER PREPARATION PROGRAMS	Mean & Number	Levels of Effectiveness			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Louisiana State University and A&M College	-0.5 (n=43)	14% (n= 10)	42% (n=18)	23% (n=10)	21% (n= 10)
Louisiana State University at Shreveport	-2.5 (n=19)	11% (n= 10)	63% (n=12)	21% (n= 10)	5% (n= 10)
McNeese State University	2.3 (n=16)	6% (n= 10)		25% (n= 10)	31% (n= 10)
Nicholls State University	1.0 (n=25)				

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT D.)**

ALTERNATE PROGRAMS

MATHEMATICS (GRADES 4-8) (YEARS 2016-17, 2017-18 & 2018-19)

ALTERNATE TEACHER PREPARATION PROGRMS		Mean & Number	Levels of Effectiveness			
			Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
PUBLIC UNIVERSITIES						
Louisiana Tech University of Arts in Teaching	Master	-0.5 (n=14)	21% (n= 10)	29% (n= 10)	21%	

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR
TEACHER WHO TAUGHT DURING 2016-17, 2017-18, AND/OR 2018-19 (CONT D.)**

ALTERNATE PROGRAMS

		—State- or nationally-developed program complete survey of teaching preparedness and program quality, by cohort, upon program (including alternate route) completion and at end of first year of full-time teaching

