



2018  
LOUISIANA TEACHER  
PREPARATION PROGRAM  
FACT BOOK

Prepared by the  
Louisiana Board of Regents

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# 2018 LOUISIANA TEACHER PREPARATION PROGRAM FACT BOOK

## INTRODUCTION

Louisiana has been a state in which teacher preparation programs have been committed to preparing effective new teachers whose students demonstrate gains in student learning. From 1999-2010, all teacher preparation programs in Louisiana participated in a teacher preparation transformation which involved the Board of Elementary and Secondary Education creating more rigorous teacher certification requirements, all teacher preparation programs partnering with PK-12 school/district personnel to redesign all teacher preparation programs, all programs being redesigned to address state and national teacher and student content standards, all programs increasing the number of clock hours for candidates to be engaged in clinical experiences, and all redesigned programs being evaluated by national experts. All pre-redesign programs were terminated and all redesigned programs that met the more rigorous state requirements were approved for implementation

## **LISTING OF TEACHER PREPARATION PROGRAMS AND WEB SITES**

A listing has been provided of the teacher preparation programs in



**STATE, REGIONAL, AND NATIONAL APPROVAL/ACCREDITATION OF TEACHER PREPARATION PROGRAMS**

A listing has been provided of the approval/accreditation status of all teacher preparation programs in Louisiana. All teacher preparation programs listed have obtained state approval from the Board of Elementary and Secondary Education (BESE) for candidates who complete the programs to be certified to teach in Louisiana if they meet all state certification requirements. All public and private universities are regionally accredited as degree-granting higher education institutions by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). All public universities listed in the document have degrees that have been approved by the Board of Regents (BoR). All public and private universities, except for Loyola University, have obtained national program accreditation from the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC) or Council for the Accreditation of Educator Preparation (CAEP). Private providers are only required to obtain approval from BESE to operate teacher preparation programs in Louisiana.

<b>Teacher Preparation Programs</b>	<b>Types of Approval and Accreditation</b>	
	<b>State Approval by BESE</b>	<b>State Approval</b>

**STATE,**





**PERCENTAGE OF PROGRAM COMPLETERS PASSING PRAXIS  
ASSESSMENTS FOR TEACHER LICENSURE**

**ALTERNATE PROGRAMS  
(2015-16)**

Board of Elementary and Secondary Education (BESE) policy requires all alternate teacher candidates to hold a baccalaureate degree and pass the Core Academic Skills assessments and Subject Area assessments to enter teacher preparation programs. They must obtain the cut-off scores required by BESE for new teachers to be certified to teach. Teacher candidates may also have a Degree or obtain an ACT composite score of 22 or a SAT combined verbal and math score 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) in lieu of the Praxis I assessments. Additional information about Praxis passage rates can be found in Section V within the 2017 Louisiana Title II Higher Education Act Report at the following URL:



**MEDIAN GRADE POINT AVERAGE OF CANDIDATES ENTERING AND  
COMPLET**

**MEDIAN GRADE POINT AVERAGE OF CANDIDATES ENTERING  
AND COMPLETING TEACHER PREPARATION PROGRAMS**

**ALTERNATE PROGRAMS (2015-16)**

A The median GPA of candidates entering alternate programs in the following districts for the 2015-16 school year is as follows: (09)336309 6ET

**NUMBER OF TEACHER CANDIDATES ENROLLED AND  
TEACHER CANDIDATE COMPLETERS**

**UNDERGRADUATE CANDIDATE**

**NUMBER OF**





**RACES FOR ENROLLED UNDERGRADUATE TEACHER CANDIDATES**

**UNDERGRADUATE PROGRAMS (2015-16)**

The number of teacher candidates by race enrolled in undergraduate teacher preparation programs in 2015-16 is provided below.

<b>Undergraduate</b>	<b>Race</b>
<b>Teacher Preparation Programs</b>	

**RACES FOR ENROLLED ALTERNATE TEACHER CANDIDATES**

**ALTERNATE PROGRAMS (2015-16)**

The number of teacher candidates by race enrolled in alternate teacher preparation programs in 2015-16 is provided below.

<b>Alternate Teacher Preparation Programs</b>	<b>Race</b>						
	Hispanic	Indian	Asian	Black	Islander	White	Multi- Racial
<b>PUBLIC UNIVERSITIES</b>							

**NUMBER OF HOURS FOR CLINICAL EXPERIENCES FOR TEACHER  
PREPARATION PROGRAMS**

**UNDERGRADUATE PROGRAMS  
(2015-16)**

The Board of Elementary and Secondary Education (BESE) requires 2015-16 teacher candidates to spend  
a



**NUMBER AND PERCENTAGE OF 2015-16 COMPLETERS WHO TAUGHT IN  
PUBLIC SCHOOLS IN LOUISIANA DURING 2016-17**

The numbers of undergraduate and alternate completers who completed in 2015-16 and taught in public schools in Louisiana in 2016-17 are listed below. **Teacher candidates completers who began teaching in private schools in Louisiana or began teaching in other states during 2016-17 are not listed below.**

Teacher Preparation Programs	Undergraduate Completers		Alternate Completers	
	Number & Percentage Completed in 2015-16	Number & Percentage Teaching in Public Schools in 2016-17	Number & Percentage Completed in 2015-16	Number & Percentage Teaching in Public Schools in 2016-17
<b>PUBLIC UNIVERSITIES</b>				
Grambling State University	100% (n=9)	44% (n=4)	100% (n=11)	100% (n=11)
Louisiana State University at Alexandria	100% (n=17)	88% (n=15)	100% (n=6)	100% (n=6)

## PERSISTENCE IN TEACHING IN PUBLIC SCHOOLS

Undergraduate and alternate program completers have the option of teaching in public schools in Louisiana, private schools in Louisiana, or schools in other states. It is not possible to track the retention of completers in private schools or out-of-state schools. The following two charts identify only the number and percentage of a cohort of program completers in 2011-12 who taught in public schools in Louisiana during the five year time period. Completers not reflected in the following chart may be teaching in private schools in Louisiana or teaching in other states.

### UNDERGRADUATE

<b>Undergraduate Teacher Preparation Programs</b>	Persistence in Teaching in Public Schools 2010-11 Completers					
	Number of 2011-12 Completers	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16	Number & Percentage Teaching in 2016-17
<b>PUBLIC UNIVERSITIES</b>						
Grambling State University	100% (n=9)	78% (n=7)	78% (n=7)	78% (n=7)	67% (n=6)	56% (n=5)
Louisiana State University at Alexandria	100% (n=14)	86% (n=12)	86% (n=12)	79% (n=11)	86% (n=12)	86% (n=12)
Louisiana State University and A&M College	100% (n=149)	48% (n=71)	51% (n=76)	52% (n=77)	49% (n=73)	46% (n=68)
Louisiana State University at Shreveport	100% (n=43)	74% (n=32)	81% (n=35)	72% (n=31)	70% (n=30)	65% (n=28)
Louisiana Tech University	100% (n=80)	60% (n=48)	54% (n=43)	51% (n=41)	50% (n=40)	53% (n=42)
McNeese State University	100% (n=104)	80% (n=83)	77%			

**PERSISTENCE IN TEACHING IN PUBLIC SCHOOLS  
ALTERNATE**

<b>Alternate Teacher Preparation Programs</b>	Persistence in Teaching in Public Schools 2010-11 Completers					
	Number of 2011-12 Completers	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14	Number & Percentage Teaching in 2014-15	Number & Percentage Teaching in 2015-16	Number & Percentage Teaching in 2016-17
<b>PUBLIC UNIVERSITIES</b>						
Grambling State University	100% (n=10)	70% (n=7)	80% (n=8)			

**PERSISTENCE IN TEACHING IN PUBLIC SCHOOLS FOR  
ALTERNATE**

<b>PRIVATE PROVIDERS</b>						
Louisiana Resource Center for Educators	100% (n=147)	69% (n=101)	66% (n=97)	65% (n=95)	60% (n=88)	58% (n=85)
The New Teacher Project	100% (n=231)	86% (n=198)	56% (n=130)	43% (n=99)	N/A (n=N/A)	30% (n=70)



**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2014-15, 2015-16 AND 2016-17**

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

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

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
UNDERGRADUATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2014-15, 2015-16 AND 2016-17 (CONT D.)**

**UNDERGRADUATE PROGRAMS (CONT D.)**

**COMPASS PROFESSIONAL PRACTICE (GRADES K-12)**

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

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES  
BY ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17**

The Louisiana Department of Education states that Compass is an evaluation system designed to provide all educators with regular, meaningful feedback and educator support and



**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS**

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT D.)**

**ALTERNATE PROGRAMS (CONT D.)**

**COMPASS STUDENT GROWTH (GRADES K-12 ALL CERTIFICATION AREAS) (CONT D.)**

Alternate Teacher Preparation Programs	COMPASS STUDENT GROWTH				
	Mean & Number	Compass Effectiveness Levels			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
<b>PUBLIC UNIVERSITIES</b>					
Relay Graduate School Practitioner Teacher Program	2.5 (n=14)	7% (n= )	43% (n=		



## MEANS AND

**MEANS AND EFFECTIVENESS LEVELS**

**MEANS AND EFFECTIVENESS LEVELS FOR COMPASS EVALUATION SCORES BY  
ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR TEACHERS  
WHO TAUGHT IN 2014-15, 2015-16, AND 2016-17 (CONT D.)**

**ALTERNATE PROGRAMS (CONT D.)**

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

<b>Alternate Teacher Preparation Program</b>	<b>COMPASS PROFESSIONAL PRACTICE</b>				
	<b>Mean &amp; Number</b>	<b>Compass Effectiveness Levels</b>			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
<b>PRIVATE PROVIDERS</b>					
Relay Graduate School Practitioner Teacher Program	3.0 (n=14)	0% (n= 10)	14% (n= 10)	79% (n=11)	7% (n= 10)
St. Bernard Parish School Board Practitioner Teacher	3.1 (n=32)	0% (n= 10)	13% (n= 10)	69% (n=22)	19% (n= 10)
The New Teacher Project Practitioner Teacher Program	3.1 (n=362)	0% (n= 10)	8% (n=30)	64% (n=231)	28% (n=101)

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



## MEANS AND EFFECTIVENESS LEVELS FOR COMPASS

**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY  
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR  
TEACHER WHO TAUGHT DURING 2014-15, 2015-16 AND/OR 2016-17**

Value-added scores have been calculated by the Louisiana Department of Education for all





The tables on the following pages identify the percentage of first and second year teachers who completed undergraduate teacher preparation programs and obtained value added scores in each of the four levels of effectiveness for each of the three content areas when teaching students in grades 4-8. A minimum of 10 completers were required for each content area for percentages to be generated. The 10 or more scores were generated over a three year time period as new teachers taught science, mathematics, and English/language arts 2014-15, 2015-16, and 2016-17.



**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY  
 UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR  
 TEACHER WHO TAUGHT DURING 2014-15, 2015-16, AND/OR 2016-17 (CONT D.)**

**UNDERGRADUATE PROGRAMS (CONT D.)**

**SCIENCE (GRADES 4-8) (2014-15, 2015-16, & 2016-17)**

<b>UNDERGRADUATE TEACHER PREPARATION PROGRAMS</b>	<b>Mean &amp; Number</b>	<b>Levels of Effectiveness</b>			
		<b>Ineffective</b>	<b>Effective: Emerging</b>	<b>Effective: Proficient</b>	<b>Highly Effective</b>

Louisiana State University at



**MEANS AND EFFECTIVENESS LEVELS FOR VALUE-ADDED SCORES BY  
UNDERGRADUATE AND ALTERNATE PROGRAMS FOR FIRST AND SECOND YEAR  
TEACHER WHO TAUGHT DURING 2014-15, 2015-16, AND/OR 2016-17 (CONT D.)**

**ALTERNATE PROGRAMS**

**MATHEMATICS (GRADES 4-8)**





**APPENDIX A**  
**Teacher Preparation Program 2020 Key Effectiveness Indicators**

Teacher Preparation Analytics v 6.10.14

Assessment Categories	Key Indicators	Measures
Candidate Selection Profile	Academic Strength	<p>PRIOR ACHIEVEMENT—(1) <u>For Undergraduate Programs</u>: Non-education course GPA required for program admission. Mean and range of high school GPA percentile (or class rank) for candidates admitted as freshmen. Mean and tercile distribution of candidates' SAT/ACT scores. GPA in major and overall required for program completion. Average percentile rank of completers' GPA in their major at the university, by cohort.</p> <p>—(2) <u>For Post-Baccalaureate Programs</u>: Mean and range of candidates' college GPA percentile and mean and tercile distribution of GRE scores</p> <p>TEST PERFORMANCE—<u>For All Programs</u>: Mean and tercile distribution of admitted candidate scores on rigorous national test of college sophomore-level general knowledge and reasoning</p>





APPENDIX B  
2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

[Name of University]

Prepared by Louisiana Board of Regents [Name of University System]

[Public/Private]

[Undergraduate/Alternate]

**BASIC PROGRAM INFORMATION**

Program Web Site		
Approval/Accreditation	Names of Agencies	Status
	State: Board of Elementary and Secondary Education (BESE)	
	State: Board of Regents (BoR)	
	Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	
	National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)	
Type of Program	Traditional (Undergraduate)	

**CANDIDATE SELECTION PROFILE**

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2015-16)	
	Median GPA of Candidates Entering the Program (2015-16)	
	Median GPA of Candidates Completing the Program (2015-16)	
	Number of Candidates who Started but Did not Complete the Program Within 6	

APPENDIX B #\ V u )

2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

[Name of University]

Prepared by Louisiana Board of Regents [Name of University System] [Public/Private]

[Undergraduate/Alternate]

PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)

Impact on K-12 Students  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean Compass <i>Student Growth</i> Score (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching	Compass Student Growth Mean & Number of Scores			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 <i>Compass Student Growth</i> Scores for the New Teachers by LDOE Teacher Effectiveness Levels	Compass Teacher Effectiveness Levels for Student Growth Scores			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
Demonstrated Teaching Skill  <i>(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice</i> Score (2014-15, 2015-16, & 201				