



***BLUE RIBBON COMMISSION
ON TEACHER QUALITY
YEAR ONE REPORT***

*Submitted to the
Governor,
Board of Regents, and
Board of Elementary and Secondary Education*

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BLUE RIBBON COMMISSION ON TEACHER QUALITY RECOMMENDATIONS YEAR ONE REPORT

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BLUE RIBBON COMMISSION ON TEACHER QUALITY YEAR ONE REPORT

EXECUTIVE SUMMARY

The Blue Ribbon Commission on Teacher Quality was formed by the Board of Regents and Board of Elementary and Secondary Education for the purpose of improving teacher quality in Louisiana. The commission was composed of thirty-one state, university, district, school, and community leaders. It was given the charge to recommend policies to the Governor, Board of Regents, and Board of Elementary and Secondary Education that would lead to a cohesive PK-16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produced higher achieving K-12 students. The commission met from September, 1999 to May, 2000 to develop the recommendations presented in this document.

The commission determined that out of 54,782 teachers in Louisiana, 7,162 teachers (13.1%) did not possess certification in the area(s) in which they taught. This was an alarming statistic when national data indicated that students taught by three highly effective teachers for three years in a row gained nearly 40 percentile points on tests when compared to students with similar ability levels who were exposed to three ineffective teachers for three years in a row. Louisiana data indicated that universities are not graduating a sufficient number of certified teachers in teacher shortage areas (e.g., mathematics, science, and special education) to address existing needs. Of teachers who do become certified to teach in Louisiana, approximately 33% of the teachers do not teach within public schools in Louisiana. Of those teachers who do teach within public schools, approximately 11-15% leave by the end of their first year of teaching and approximately 27% leave by the end of their fifth year of teaching.

The commission established improved student achievement as a state goal to be shared by K-12 schools and higher education. It was concluded that improved teacher quality was essential to achieve this state goal. The commission identified four major recommendations and 60 subsequent actions to improve teacher quality. The four major recommendations addressed: Creation of Coordinated Partnerships; Recruitment of Teacher Candidates and Certified Teachers; Preparation of Quality Teachers; and Creation of Essential Conditions and Environments. State, university, and district commitments were determined to be of critical importance to successfully implement the recommendations and actions.

The commission believes strongly that implementation of the proposed recommendations will result in a greater number of certified teachers educating K-12 students, a greater number of individuals entering the teaching profession as a second career, a greater number of high quality teachers possessing in-depth content knowledge, a greater number of high quality teachers possessing a better understanding of the diverse developmental and instructional needs of K-12 students, and a greater number of teachers working in school environments that supported new teachers, promoted professional growth, and recognized effective teaching. The end result will be higher achieving students in K-12 schools in Louisiana.

SECTION 1

BACKGROUND INFORMATION

BLUE RIBBON COMMISSION ON TEACHER QUALITY BACKGROUND INFORMATION

CREATION OF THE BLUE RIBBON COMMISSION ON TEACHER QUALITY

The Blue Ribbon Commission on Teacher Quality was created by the Board of Regents (BOR) and the Board of Elementary and Secondary Education (BESE) during April, 1999. The decision to form the commission was based upon an awareness of the need for universities and districts to work together to address teacher quality issues.

This 31 member commission was composed of the following representatives: (See Appendix A for names of members)

Eleven Designated Members

- Three members of the Board of Regents
- Three members of the Board of Elementary and Secondary Education
- Chairperson of the Senate Education Committee or designee
- Chairperson of the House Education Committee or designee
- Commissioner of Higher Education or designee
- Governor's Designee
- State Superintendent of Education or designee
- Governor's Educational Advisor or designee

Eight Members Selected by the Board of Regents

- One University/College President/Chancellor
- One University Provost
- Three Deans of Colleges of Education (public institutions)
- One Dean of a College of Education (private institution)
- One Dean of College of Arts and Science
- One Faculty Member

Eight Members Selected by the Board of Elementary and Secondary Education

- One District Superintendent (Urban)
- One District Superintendent (Rural)
- One District Director of Personnel
- One Elementary/Middle School Principal
- One High School Principal
- One Elementary School Teacher
- One Middle School Teacher
- One High School Teacher

CREATION OF THE BLUE RIBBON COMMISSION ON TEACHER QUALITY (CONT'D)

Three Members Jointly Selected by the Board of Regents and Board of Elementary and Secondary Education

- Two Community Representatives
- One Preservice Teacher

It was determined that the three teachers and two principals should be practicing teachers and principals who were recipients of current or previous Teacher of the Year Awards or Principal of the Year Awards at the regional and/or state levels. In addition, the three teachers should represent the Louisiana Association of Educators, Louisiana Federation of Teachers, and Associated Professional Educators of Louisiana Association. Each organization nominated teachers, and the final selection was made by the Board of Elementary and Secondary Education.

CHARGE TO THE COMMISSION

The charge to the Blue Ribbon Commission on Teacher Quality was:

To recommend policies that lead to a *cohesive PK-16+ system* that holds *universities and school districts accountable* for the aggressive *recruitment, preparation, support, and retention* of quality teachers *who produce higher achieving K-12 students*.

The commission was informed that the system should address:

A. More Effective Certification Structure

A more effective performance-based (as compared to course driven) certification structure for individuals pursuing traditional certification pathways, alternate certification pathways, and advanced/continuing certification pathways (e.g., graduate programs; national certification, etc.).

B. Accountability of Teacher Preparation Programs

A more effective process that based state program and degree approval of teacher preparation programs upon multiple factors (e.g., national accreditation, program approval, successful performance of teachers, success of K-12 students taught by new teachers, etc.). Areas to be addressed included:

1. Higher Expectations for New Teachers

Consistent high expectations for what new teachers should know and be able to do in the areas of classroom management (behavioral and developmental), educational

CHARGE TO THE COMMISSION (CONT'D)

1. Higher Expectations for New Teachers (Cont'd)

technology, and the four core content areas (English/language arts, mathematics, science, and social studies) as they exited public and private universities and entered the teaching profession.

2. Process to Assess the Effectiveness of Teacher Preparation Programs

A more effective process to assess teacher preparation programs. *(The process needed to address the: [a] alignment of requirements for national accreditation, degree approval [BOR], and program approval [BESE] and [b] use of data pertaining to the demonstrated effectiveness of new teachers (e.g., performance-based assessments; academic achievement of K-12 students, etc.) who graduated from teacher preparation programs. This process needed to include procedures to identify and assist "at-risk" and "low performing" teacher preparation programs and terminate programs that were not approved by the State.)*

3. Report to the Public

Annual Report Card with meaningful data (e.g., passage rate of teachers on national exams, performance of K-12 students of university graduates, etc.) pertaining to the effectiveness of public and private teacher preparation programs in preparing new teachers.

C. Recruitment and Retention

More effective strategies for universities and districts to recruit and retain a greater number of quality teachers. Areas to be addressed include strategies for universities and districts to recruit individuals to enter the teaching profession, strategies for districts to recruit certified teachers, strategies for universities and districts to retain effective new and experienced teachers, and an annual report card with meaningful data pertaining to the recruitment and retention of high quality teachers.

D. Alignment of Teacher Quality Initiatives and Funding of New Policies

An alignment of existing and new teacher quality initiatives and identification of funding strategies for universities and districts to implement recommended policies and strategies.

Additional areas to address during year two (2000-2001) included:

E. Professional Support for All Teachers

Meaningful opportunities for new and existing teachers to pursue advanced levels of professional development.

CHARGE TO THE COMMISSION (CONT'D)

F. Effective Principals

A more effective process to recruit, prepare, certify, and retain effective principals who possessed the necessary leadership skills to create learning communities where K-12 students would demonstrate improved academic achievement.

STRUCTURE OF THE COMMISSION

Chairmanship

Frances Henry, Board of Regents, served as chairperson during 1999-2000, and Glenny Lee Buquet, Board of Elementary and Secondary Education, served as vice-chairperson. During 2000-2001, roles will be reversed and the Board of Elementary and Secondary Education will determine the chairperson of the commission and the Board of Regents will determine the vice-chairperson of the commission. Chairmanship will continue to be reversed during succeeding years.

Blue Ribbon Commission Planning Committee

A Blue Ribbon Commission Planning Committee was responsible for planning meetings based upon input from commission members. The planning committee was composed of individuals from the Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education (LDOE), Governor's Office, and Council for a Better Louisiana. (See Appendix A for a listing of members.)

CONTENT OF MEETINGS

The Blue Ribbon Commission on Teacher Quality met on a monthly basis from September, 1999 to May, 2000 at the Pennington Research Center, East Entrance, 6400 Perkins Road, Baton Rouge, Louisiana. Meetings were open to public and time was allotted at each meeting for public input.

During the first meeting, commission members identified "burning issues" that needed to be addressed by the commission in response to the commission's charge. National and state experts met with the commission members during subsequent meetings. Michael Allen (Education Commission of the States) provided commission members with information about efforts in other states to address the recruitment, preparation, certification, and retention of teachers. Dr. Bob Tyndall (University of North Carolina) identified innovative ways in which universities in North Carolina were working to address issues pertaining to teacher recruitment, preparation, and retention. Dr. Lynn Cornett, Vice President, Southern Regional Education Board) provided information pertaining to efforts underway in other states to hold universities accountable for the preparation of teachers. Areas addressed included: standards and assessment; incentives and rewards; consequences and targeted assistance; and state leadership and report cards. Dr. William Reaves (Assistant Vice Chancellor - Texas Education Agency and The Texas A&M University System) discussed the Texas A&M Regents' Initiative for Excellence in Education which required universities to address standards that extended beyond the state's accountability system for teacher preparation programs. In addition, Dr. Richard Hill (LDOE, Center for Assessment) met with

CONTENT OF MEETINGS (CONT'D)

commission members to discuss measurement, reliability, and validity issues related to the proposed Teacher Preparation Accountability System.

Commission members were provided state data to assist them in their decision making. In addition, two subcommittees were formed to allow a smaller number of commission members to concentrate on two major issues that needed to be addressed by the commission. The New Certification Subcommittee met to develop a new certification structure, and the Alternate Certification Subcommittee met to develop a new alternate certification structure. Each subcommittee presented their recommendations to the commission, and all members provided input.

Commission members utilized all information from national experts, state experts, and subcommittees to develop the final recommendations within this report.

COMMISSION RECOMMENDATIONS

Section B of this document provides a complete listing of the recommendations of the Blue Ribbon Commission on Teacher Quality. Section C provides a detailed Work Plan that identifies projected outcomes, measures, current status, benchmarks, timelines, lead agencies, and new funding needs.

The commission determined that “improved student achievement” must be established as a united goal for all K-12 schools and higher education institutions in Louisiana with a critical factor in achieving the goal being “improved teacher quality”. The commission identified four major areas and 60 subsequent actions that must be addressed for the state to improve teacher quality. The major areas are: Creation of Coordinated Partnerships; Recruitment of Teacher Candidates and Certified Teachers; Preparation of Quality Teachers; and Creation of Essential Conditions and Environments. Each area impacts other areas and failure to address any one area negatively impacts all areas. The commission also determined that state, university, and district commitments are essential to successfully implement each recommendation and each action. (See Appendix B)

It is anticipated that the number of teachers entering the teaching profession will increase, the percentage of uncertified teachers will decrease, the quality of teachers in classrooms will improve, and the retention of teachers in schools will increase if the recommendations within this report are approved and implemented by the Governor, Board of Regents, and Board of Elementary and Secondary Education.

SECTION 2
RECOMMENDATIONS AND ACTIONS

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
RECOMMENDATIONS AND ACTIONS**

**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.

Outcome: By 2004-2005, 100% of the universities, 100% of the professional development schools, and 100% of the partner 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.

ACTIONS:

1. Blue Ribbon Commission on Teacher Quality/PK-16+ Commission (State Level)

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.

2. PK-16+ Councils (University and District Leader Levels)

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 for the Teacher Preparation Accountability System and K-12 School Accountability System.

3. PK-16+ Coordinators (University and District Levels)

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.

ACTIONS (CONT'D):

4. PK-16+ Consortia (University and District Faculty Levels)

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.

5. Teacher Preparation Redesign Committees (University, District Faculty and Leader Levels)

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.

6. Blue Ribbon Professional Development Schools (University and School Levels)

Create professional development schools that provide positive learning environments in which preservice teachers, experienced teachers, and university faculty work together to produce higher achieving K-12 students. (See Appendix C)

7. Partner Schools

Create other innovative partnerships with K-12 schools that allow preservice 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.

**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.

Outcome: By 2004-2005, the percentage of certified teachers in the state will increase from 87% to 94%.

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

ACTIONS:

1. Alternate Certification Structure

a. 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. (See Appendix D)

b. 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.

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.

ACTIONS (CONT'D):

3. Recruitment of Teacher Candidates

a. *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.

b. *Technical/Community College*

(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.

(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.

c. *High School Students*

(1) *Teacher Cadet Programs*

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 introduce them to the teaching profession.

(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.

d. *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.

ACTIONS (CONT'D):

4. Recruitment of Certified Teachers

a. 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.

b. 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.

c. 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.

d. PRAXIS Assistance for Uncertified Teachers

Provide targeted PRAXIS examination assistance to uncertified teachers who have not passed the PRAXIS examinations.

5. Counseling of Teacher Recruits

a. 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.

b. University

Counsel university students and provide them with accurate information pertaining to the pros and cons of entering and remaining within the teaching profession.

ACTIONS (CONT'D):

6. District Placement of Teachers

a. Placement of Teachers

Encourage districts to place all first and second year teachers in the areas in which they are certified to teach.

b. 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.

c. District Accountability System

Include district teacher certification rate in the formula when developing the state District Accountability System.

7. Reorganization of Existing Certification System

a. Streamlining of Existing Certification Areas

Collapse existing areas of certification into fewer areas.

b. Collection of Teacher Retention Data

Gather data from districts to determine why teachers leave the teaching profession.

c. 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.

d. Waivers

Do not grant waivers when teachers fail to meet certification requirements.

**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.

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.

ACTIONS:

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 preschool/kindergarten, elementary, middle, and high school levels. (See Appendix E)

2. Teacher Preparation Accountability System.

Create and implement a results-driven Teacher Preparation Accountability System that holds universities accountable for the success of their graduates as they teach PK-12 students in school settings. (See Appendix F)

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. (See Appendix G)

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.

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, in order to teach higher achieving K-12 students.

ACTIONS (CONT'D):

6. Program Review

Have the Board of Regents review all redesigned teacher preparation programs to ensure that they are addressing the current needs of K-12 schools.

7. Faculty Involvement in K-12 Schools

Require all College of Education faculty who teach preservice 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.

**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 preservice teachers, new teachers, and experienced teachers.

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 73% to 85%.

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

ACTIONS:

1. Monetary Incentives for Teachers

a. Teacher Salaries

Create and support legislation to raise average teacher salaries to the SREB average.

b. 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 that provides more substantial pay increases once teachers obtain additional graduate degrees.

c. 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.

d. 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.

ACTIONS (CONT'D):

2. Funding to Implement Changes

a. *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.

b. *Grant Funds*

Actively pursue grant funds to implement components of the Blue Ribbon Commission recommendations.

c. *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.).

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.

4. Induction of New Teachers

a. *Louisiana Teacher Assistance and Assessment Program*

(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.

(2) *Structure of Mentoring Program*

Restructure the current mentoring program to enhance the quality of interaction between mentors and new teachers.

ACTIONS (CONT'D):

4. Induction of New Teachers (Cont'd)

a. Louisiana Teacher Assistance and Assessment Program (Cont'd)

(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.

(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.

b. 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 program.

c. 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.

5. District Retention of Teachers

a. 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.

b. District Accountability System

Include teacher retention rate in the formula when developing the state District Accountability System.

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.

ACTIONS (CONT'D):

7. 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 leaders.

8. Professional and Leadership Development

a. University Faculty

Provide university faculty with the necessary professional development to successfully deliver the redesigned curriculum.

b. 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 new teachers to participate in meaningful professional development (aligned with school improvement goals) over a five year time period in order for teacher licences to be renewed every five years.

c. 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.

d. 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.

e. 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 for teachers and principals within universities.

ACTIONS (CONT'D):

f. 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.

SECTION 3

WORK PLAN (2000 - 2005)

**BLUE RIBBON COMMISSION ON TEACHER QUALITY
WORK PLAN (2000-2005)**

Universities and districts will work together to accomplish Louisiana’s ten year goal for improved K-12 student achievement.

LOUISIANA’S K-12 EDUCATION GOAL: *All students in Louisiana will be actively engaged in learning and will perform at or above the state’s Ten Year Goal as measured by the state’s K-12 School Accountability System.*

Indicators	10-Year Goal	
CRT – LEAP Tests (60% K-12)	Average student score at BASIC	
NRT – IOWA Tests (30% K-12)	Average composite standard score corresponding to the 55 th percentile rank in the tested grade level	
Attendance (10%, K-6; 5%, 7-12)	95% (grades K-8)	93% (grades 9-12)
Dropout Rate (5%, 7-12)	4% (grades 7-8)	8% (grades 9-12)

NATIONAL DATA PERTAINING TO RELATIONSHIPS BETWEEN TEACHER QUALITY AND IMPROVED STUDENT ACHIEVEMENT:

- Studies conducted by William L. Sanders of the University of Tennessee determined that on the average, low performing students assigned to three very effective teachers in a row gained nearly 40 percentile points more on state assessment tests than similar students assigned to three ineffective teachers. Comparable differences were found among middle- and high-achieving students. These studies indicated that the effects of teachers were long-lived. Two years after the fact, the performances of fifth grade students were still affected by the quality of the third-grade teachers.
- Studies conducted in Texas determined that students who performed at similar levels at fourth grade had performance gaps up to 35 percentile points by the end of sixth grade. Differences in performance were related to whether students had three effective teachers or three ineffective teachers in a row.
- Studies in mathematics and science indicated that students who were taught by teachers who had majors in the fields they taught routinely performed higher than students taught by teachers who lacked majors in their fields.
- Research indicated that the least well-prepared teachers often worked with students with the greatest needs. It was determined that at least four times as many unlicensed teachers were hired in schools where more than half of the students were ethnically and culturally diverse or poor as compared to other schools. Students in schools with the higher ethnically diverse enrollments had less than a 50% chance of getting a science or mathematics teacher who held a license and a degree in the field he or she taught.

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (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.*

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.

Actions	Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
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.	A Blue Ribbon Commission on Teacher Quality met on a monthly basis from 9-99 to 5-00.	An active PK-16+ Commission will exist and meet on a regular basis.	September, 2000	BOR, BESE	None
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.	Many university-district partnerships exist, but they are independent efforts conducted by individual departments/colleges within universities.	100% of the universities will have active PK-16+ Councils.	January, 2001	BOR	None
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.	No one person on university campuses works across colleges within universities or across colleges and districts for the purpose of improving the quality of teacher preparation.	100% of the universities will have PK-16+ Coordinators.	October, 2000	BOR	Grant Funds
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.	Three consortia met during 1999-2000 and identified core knowledge that teachers need to possess to effectively teach students in the areas of mathematics (1-8), English/language arts, and technology.	Six new consortia will identify core knowledge that teachers need to possess to effectively teach mathematics (9-12 only), science, social studies, the Arts, young children, and the learner in the learning environment.	September, 2000	BOR	Grant Funds

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

RECOMMENDATION 1: CREATION OF COORDINATED PARTNERSHIPS (CONT'D):

Actions	Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
<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>0% of the universities have committees to redesign teacher preparation programs composed of faculty from across the universities and the districts.</p>	<p>100% of the universities will have redesign committees composed of faculty from across the university and the districts.</p>	<p>January, 2001</p>	<p>BOR</p>	<p>Grant Funds</p>
<p>6. Blue Ribbon Professional Development Schools. Create professional development schools that provide positive learning environments in which preservice teachers, experienced teachers, and university faculty work together to produce higher achieving K-12 students. (See Appendix C)</p>	<p>0% of the universities have Blue Ribbon Professional Development Schools. Five universities have Laboratory Schools and two additional universities have developed partnerships to create professional development schools.</p>	<p>100% of the universities will have a minimum of one Blue Ribbon Professional Development School</p>	<p>August, 2001</p>	<p>BOR</p>	<p>Grant Funds</p>
<p>7. Partner Schools. Create other innovative partnerships with K-12 schools that allow preservice 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>All universities have partner schools in which preservice teachers practice their teaching in field-based settings prior to student teaching. However, 0% of the universities are currently collaborating with all of their partner schools to ensure that the K-12 students demonstrate growth in academic achievement and the partner schools meet their state growth targets.</p>	<p>100% of the universities will have partner schools and share the responsibilities of improving K-12 student achievement and improving the quality of preservice teachers in the partner schools.</p>	<p>August, 2001</p>	<p>BOR</p>	<p>None</p>

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (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.

OUTCOME: By 2004-2005, the percentage of certified teachers in the state will increase from 87% to 94%.

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

Actions		Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
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. (See Appendix D)	During 1998-99, 478 individuals completed teacher education in Louisiana through alternate certification programs. This was 17% of the total number of teacher education program completers (2,900) during 1998-99. Four universities have received grants through state funds and implemented innovative pilot alternate certification programs.	At least 1,000 teachers per year will obtain teacher certification through alternate certification programs.	October, 2000	BESE	None
	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.	State scholarships are not available for alternate certification students.	100% of alternate certification students will qualify for state scholarships.	July, 2001	BOR	State Funds
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.		No information is currently available on the Department of Education web site regarding certification requirements or vacant teaching positions in Louisiana.	100% of the school districts will use the Electronic Recruitment Center to locate certified teachers and teaching vacancies.	July, 2005	BESE	Grant Funds

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

	Actions	Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
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.	The number of university graduates in 1997-98 did not address the need for certified teachers in public schools in 1998-99. (Example: Special Education - 67 graduates, 1,755 uncertified teachers; Mathematics - 28 graduates, 354 uncertified teachers; Biology - 2 graduates, 174 uncertified teachers; Chemistry - 2 graduates, 93 uncertified teachers; and Physics - 0 graduates, 51 uncertified teachers.	All public universities will demonstrate growth in percentage of teachers in teacher shortage areas.	April, 2005	BOR	None
	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.	Dialogue has not occurred between technical/community colleges and universities regarding core knowledge for community college students who plan to enter teacher preparation programs.	100% of the technical/community colleges will have courses aligned with requirements for teacher preparation programs.	July, 2002	BOR	None
	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.	State scholarships do not exist for nontraditional technical/community college students who wish to enter teacher preparation programs.	State scholarships will be available for nontraditional community college students who agree to teach in teacher shortage areas.	July, 2001	BOR	State Funds

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

Actions	Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
3. Recruitment of Teacher Candidates (Cont'd)	3c. High School Recruitment. 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. 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.	Three universities have Teacher Cadet Programs. 33% of teachers who become certified to teach each year in Louisiana do not enter into teaching positions in public schools. Incentives need to exist to encourage teachers to accept teaching positions in public schools.	100% of the public universities will support one or more Teacher Cadet Programs in district high schools.	July, 2004	BOR Grant Funds
	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.	An average of 28 paraprofessionals are currently taking university courses for teacher certification each semester.	100% of the Teacher Cadet graduates will be provided contracts to provide them with signing bonuses if they complete their degrees in teacher shortage areas and teach in Louisiana.	July, 2002	BOR State Funds
			The number of paraprofessionals who take courses each semester to become certified to teach will increase to 50 or more.	July, 2001	BESE State Funds

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

	Actions	Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
4. Recruitment of Certified Teachers	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.	46% of teachers from out-of-state leave public schools by the end of their third year of teaching in Louisiana	The percentage of out-of-state teachers who leave public schools by the end of their third year of teaching in Louisiana will decrease to 25%.	September, 2005	BESE	None
	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.	National data indicates that approximately 30% of former teachers reenter teaching after leaving the teaching profession.	100 teachers will reenter the teaching profession by completing a 6 hour Internet courses to meet state reentry requirements.	July, 2005	BESE	Grant Funds
	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>Districts with the <i>highest percentage</i> of uncertified teachers are: Red River (55.29%, n=94); East Feliciana (39.27%, n=86); St. Helena (33.04%, n=38); Madison (31.86%, n=65); and Assumption (27.38%, n=92).</p> <p>Districts with the <i>highest number</i> of uncertified teachers are: Orleans (18.45%, n=909); East Baton Rouge (16.52%, n=678); Jefferson (12.84%, n=481); Caddo (12.19%; n=413); and Terrebonne (17.55%, n=264).</p>	5 districts with the largest critical shortages will decrease their percentage of uncertified teachers by one-half.	July, 2005	BESE	Private Grant Funds

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

Actions		Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
4. Recruitment of Certified Teachers (Cont'd)	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.	The percentage of teachers who lack certification due to an inability to pass the PRAXIS will decrease by 50%.	July, 2005	BESE	Grant Funds
5. Counseling of Teacher Recruits	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.	New teachers become discouraged and leave public schools when confronted with the reality of teaching at-risk students.	Written materials pertaining to the pros and cons of the teaching profession will be available for all potential teacher candidates and university preservice teachers.	July 1, 2001	BOR	None
	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.					
6. District Placement of Teachers	6a. Placement of Teachers. Encourage districts to place all first and second year teachers in the areas in which they are certified to teach.	National data indicates that more than 25% of all new teachers either have no certification in the area in which they are first placed to teach, or they have a substandard license in the subject matter they are hired to teach. A disproportionate number of them are placed in schools with high-poverty and high-minority populations.	The percentage of new teachers teaching in uncertified areas will decrease by 50%.	July 1, 2005	BESE	None
	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.	Percentages of uncertified teachers are not reported on district report cards.	100% of the district report cards will specify the percentage of uncertified teachers.	July, 2001	BESE	None

	6c. District Accountability System. Include district teacher certification rate in the formula when developing the state District Accountability System.	A district accountability system does not currently exist, but one will be developed within the next four years.	The percentage of uncertified teaches will be an indicator for the accountability system.	July, 2004	BESE	None
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BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

7. Reorganization of Existing Certification System	7a. Streamlining of Existing Certification Areas. Collapse existing areas of certification into fewer areas.	Over 110 different types of certification exist in Louisiana.	The types of certification will be decreased by one-third.	January, 2001	BESE	None
	7b. Collection of Teacher Retention Data. Gather data from districts to determine why teachers leave the teaching profession.	State data are not available to determine why teachers in Louisiana leave public schools.	All districts will code general reasons on state reports for why teachers leave positions within the districts.	April, 2001	BESE	None
	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.	The Louisiana Department of Education examines all university transcripts to determine if teachers have taken predetermined courses for certification.	All universities will recommend new teachers for certification. Only out-of-state transcripts will be reviewed by the Department of Education to determine certification.	July 1, 2001	BESE	None
	7d. Waivers. Do not grant waivers when teachers fail to meet certification requirements.	The Board of Elementary and Secondary Education grants waivers to teachers despite the fact that they have not met certification requirements.	No waivers will be granted to teachers who do not meet certification requirements.	June, 2005	BESE	None

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (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.

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.

Actions	Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
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. (See Appendix E)	Teachers currently become certified in grades 1-8 and 7-12. A middle school certification does not exist. Teachers take additional courses to become certified in preschool and kindergarten.	100% of teachers will select a certification program that provides deeper understanding of the content and instructional needs of the grade levels being taught.	July, 2005	BESE	None
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. (See Appendix F)	A process-driven state approval/nonapproval process is used to determine if the state will certify teachers who complete university teacher preparation programs. Performance of teachers once they teach within schools is not examined during the process.	100% of the universities will be evaluated based upon an accountability system that examines the teaching success of their graduates.	April, 2001	BOR	State Funds
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. (See Appendix G)	Institutional and state report cards are not issued.	100% of the universities and the state will issue report cards once a year.	April, 2001	BOR	None

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

RECOMMENDATION 3: PREPARATION OF QUALITY TEACHERS (CONT'D)

Actions	Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
<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>Data collected during 1997-98 indicated that 88% of the universities reported that 25% or less of their undergraduate students integrated advanced technologies into instruction as they taught children during field-based experiences for methods courses.</p> <p>Two-thirds of the universities indicated that they did not have the necessary hardware/equipment to teach course content required to meet accreditation standards for technology.</p>	<p>100% of the universities, professional development schools, and partner schools will have the basic infrastructure to allow preservice teachers to integrate technology into the curriculum when working with K-12 students.</p>	<p>June, 2003</p>	<p>BOR</p>	<p>State Funds</p>
<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>University curriculum addresses existing certification requirements.</p>	<p>100% of the universities will have redesigned curricula for undergraduate teacher preparation programs.</p>	<p>June, 2001</p>	<p>BOR</p>	<p>State Funds</p>
<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>The Board of Regents must review and approve all new undergraduate programs before they can be implemented.</p>	<p>100% of the teacher preparation redesigned programs will be reviewed by the Board of Regents and approved for implementation.</p>	<p>June, 2002</p>	<p>BOR</p>	<p>None</p>

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

RECOMMENDATION 3: PREPARATION OF QUALITY TEACHERS (CONT'D)

<p>7. Faculty Involvement in K-12 Schools. Require all College of Education faculty who teach preservice 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>College of Education faculty members who have not worked directly within a K-12 school for 10 or more years exist within the universities. New teachers have expressed a need for more faculty to interact directly with schools to develop a better understanding of the changing needs of teachers in today's schools.</p>	<p>100% of College of Education faculty who teach preservice teachers will work directly with K-12 schools for at least one semester during the time period of 2000-2005.</p>	<p>June, 2005</p>	<p>BOR</p>	<p>None</p>
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BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (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 preservice teachers, new teachers, and experienced teachers.

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.

Actions		Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
1. Monetary Incentives for Teachers	1a. Teacher Salaries. Create and support legislation to raise average teacher salaries to the SREB average.	The average teacher salary in Louisiana for 1998-99 was \$32,232 and the average beginning salary was \$24,373. Louisiana teachers make \$2,936 less than other teachers in the South.	Average teacher salaries will be \$35,522 - at the weighted SREB Average Teacher Salary Target.	July, 2001	BESE	State Funds
	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.	The percentage of teachers obtaining graduate degrees has decreased each year from 44.12% in 1991-92 to 39.83% in 1997-98. Louisiana has the fewest percentage of teachers in the South obtaining advanced degrees.	A comprehensive set of recommendations will be presented to the BOR and BESE regarding pay increases for teachers who obtain graduate degrees.	July, 2001	BESE	State Funds
	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.	13 teachers in Louisiana have achieved national certification through the National Board for Professional Teaching Standards. All Louisiana teachers who attain national certification are reimbursed for their application costs and receive a \$5,000 pay increase each year for 10 years.	100 teachers in Louisiana will achieve national certification through the National Board for Professional Teaching Standards and be publicly recognized for their efforts.	June, 2005	BESE	None

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

Actions		Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
1. Monetary Incentives for Teachers (Cont'd)	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.	33% of teachers who become certified to teach each year in Louisiana do not enter into teaching positions in public schools. Incentives need to exist to encourage teachers to accept teaching positions in public schools.	Legislation will exist that allows teachers to be exempted from state income taxes for the first five years of teaching.	July, 2001	BESE	State Funds
2. Funding to Implement Changes	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.	Information is not available regarding all existing state funding sources to support recruitment, preparation, and retention of teachers. Data is currently being gathered.	Existing BOR and LDOE funds will be reallocated to support the recommendations of the Blue Ribbon Commission on Teacher Quality.	July, 2000	BOR, BESE	None
	2b. Grant Funds. Actively pursue grant funds to implement components of the Blue Ribbon Commission recommendations.	The state has obtained a \$1 million grant to provide university faculty with professional development to integrate technology into the curriculum for teacher preparation programs.	Secure \$4 million in new grant funds to support teacher quality initiatives.	June, 2005	BOR, BESE	Federal and Private Grant Funds
	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.).	Existing funds are not available to support all recommendations of the Blue Ribbon Commission on Teacher Quality.	New state funds will be acquired to support the Blue Ribbon Commission recommendations that cannot be supported by existing state funds or new grant funds.	June, 2005	BOR, BESE	State Funds
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.	Existing tenure and promotion policies primarily reward faculty for instruction, research, and scholarly activities. Work within K-12 schools is assigned little weight when making decisions pertaining to faculty tenure and promotion.	100% of the universities will have policies that reward outstanding performance in K-12 schools when making tenure/promotion and merit decisions.	June, 2001	BOR	None	

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

<p>4. Induction of New Teachers</p>	<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> <p>4a(2). Structure of Mentoring Program. Restructure the current mentoring program to enhance the quality of interaction between mentors and new teachers.</p> <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> <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>	<p>The greatest percentage of teachers in Louisiana leave their teaching positions in public schools by the end of their second year of teaching. Thus, data indicates that teachers need the greatest amount of support during their first two years of teaching.</p> <p>On the average, 16-22% of new teachers leave public schools in Louisiana after their first two years of teaching.</p> <p>On the average, an additional 4-6% leave after the end of their third year, an addition 4% leave after the end of their fourth year, and an additional 3% leave after the end of their fifth year.</p> <p>The Louisiana Teacher Assistance and Assessment Program currently assists new teachers. Teachers are provided school-based mentors during their first year of teaching and undergo formal assessment during the second half of their first year of teaching.</p> <p>1998-99 data indicated that 75.8% of new teachers provided a rating of 4, 5, or 6 (on a 6-point scale) when required to state the extent to which mentoring activities facilitated improvement in their teaching.</p>	<p>100% of new teachers will be provided one full year of mentoring as part of the Teacher Assistance and Assessment Program.</p>	<p>July, 2001</p>	<p>BESE</p>	<p>State Funds</p>
			<p>90% of new teachers will 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.</p>	<p>June, 2005</p>	<p>BESE</p>	<p>None</p>
			<p>100% of new teachers will be assessed at the beginning of their second year of teaching instead of at the end of their first year of teaching.</p>	<p>July, 2001</p>	<p>BESE</p>	<p>None</p>
			<p>100% of new teachers will submit a portfolio of work samples as additional assessment data for the Teacher Assistance and Assessment Program.</p>	<p>July, 2002</p>	<p>BESE</p>	<p>None</p>

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

Actions		Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
4. Induction of New Teachers (Cont'd)	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.	Individual schools vary in the amount of direct support that they provide new teachers.	Five districts will develop and implement model induction programs. Retention rate of teachers in the 5 districts with model programs will increase by 50%.	June, 2005	BESE	Grant Funds
	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.	Only one university provides formal support to graduates after they leave the university and enter the teaching profession.	100% of the universities will provide formal ongoing support for graduates during their first three years of teaching.	July, 2001	BOR	State Funds
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.	Data pertaining to the retention of teachers are not reported on District Report Cards.	100% of the school districts will report teacher retention data for their districts.	July, 2001	BESE	None
	5b. District Accountability System. Include teacher retention rate in the formula when developing the state District Accountability System.	A District Accountability System does not currently exist, but one will be developed within the next four years.	Percentage of teachers retained in districts after three years of teaching will be an indicator for the District Accountability System.	June, 2005	BESE	None
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.		A comprehensive data base shared by universities and districts does not exist.	A comprehensive data system will exist that combines BOR and BESE data.	January, 2001	BOR, BESE	Grant Funds

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

Actions		Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
<p>7. 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 leaders.</p>		<p>New standards for principals have been developed for the state; however, a process does not exist to utilize the standards when preparing and certifying new principals. New principals indicate that existing university courses for principal certification do not address the current needs of principals.</p>	<p>Recommendations for a comprehensive system to recruit, prepare, and retain highly qualified principals and district leaders will be presented to the BOR and BESE.</p>	<p>May, 2001</p>	<p>BESE, BOR</p>	<p>None</p>
<p>8. Professional and Leadership Development</p>	<p>8a. University Faculty. Provide university faculty with the necessary professional development to successfully deliver the redesigned curriculum.</p>	<p>Professional development is currently being delivered on a statewide basis for faculty from all universities to integrate technology into the teacher preparation curriculum. Concentrated plans to address professional development needs of faculty to deliver the redesigned curriculum have not yet been developed.</p>	<p>100% of the universities will provide opportunities for faculty to participate in professional development that supports the redesigned teacher preparation programs.</p>	<p>July, 2001</p>	<p>BOR</p>	<p>Grant Funds</p>
	<p>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.</p>	<p>A new certification structure is being proposed that requires all new teachers to participate in meaningful professional development every five years in order for teaching licenses to be renewed for five year time periods. A comprehensive system does not exist to specify how such a system should be implemented.</p>	<p>A comprehensive set of recommendations will be presented to the BOR and BESE regarding a system to provide all new teachers (under the new certification structure) opportunities to participate in ongoing professional development for license renewal.</p>	<p>May, 2001</p>	<p>BOR, BESE</p>	<p>Grant Funds</p>

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

Actions		Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
8. 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.	Teachers work for a total of 180 days with 175 days designated for student instruction and 5 days designated for staff development. Teachers are awarded life time tenure after their initial three years of successful teaching. It is not mandatory that teachers participate in ongoing professional development in order to maintain their licensure. Although professional development activities occur, teachers report that the professional development is not meaningful and does not always assist them in helping students perform at higher levels of achievement.	A comprehensive set of recommendations will be presented to the BOR and BESE regarding a system that provides existing teachers with opportunities to participate in meaningful professional development which results in improved student achievement.	May, 2001	BOR, BESE	Grant Funds
	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.	All new principals are required to complete mandatory professional development through a state Principal Internship Program. In addition, a state Principal's Academy exists for experienced principals who wish to further develop their capabilities. A comprehensive system does not exist to provide ongoing professional development for all experienced principals.	A comprehensive set of recommendations will be presented to the BOR and BESE for a system that provides all principals with opportunities to participate in meaningful professional development that results in improved student achievement.	May 2001	BOR, BESE	None

BLUE RIBBON COMMISSION ON TEACHER QUALITY WORK PLAN (CONT'D)

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

Actions		Current Status	Benchmarks for 2004-2005	Timelines	Lead Agency	New Funding
8. Professional and Leadership Development (Cont'd)	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.	The Board of Regents has not conducted a comprehensive review of graduate programs in colleges of education during the last 10 years.	A comprehensive set of recommendations will be presented to the BOR and BESE for strategies to improve the quality of existing graduate programs within universities.	May, 2001	BOR, BESE	None
	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 formal career ladder does not exist in Louisiana for those teachers who would like to become teacher leaders but not leave their schools.	A comprehensive set of recommendations will be presented to the BOR and BESE to create leadership opportunities for highly effective teachers who wish to remain within school settings.	May, 2001	BOR, BESE	None

APPENDICES

APPENDIX A

**BLUE RIBBON COMMISSION
ON TEACHER QUALITY
MEMBERS
AND
PLANNING COMMITTEE**

BLUE RIBBON COMMISSION ON TEACHER QUALITY MEMBERS

CHAIRPERSONS		
Chairperson (1999-2000) Blue Ribbon Commission	Frances T. Henry Board of Regents	945 East Hart's Mill Lane; Baton Rouge, LA 70808; (TEL) 225-766-2589; (FAX) 225-763-6346; e-mail: ftHenry@bellsouth.net
Vice-Chairperson, 1999-2000 Chairperson, 2000-2001 Blue Ribbon Commission	Glenny Lee Buquet Board of Elementary and Secondary Education	1243 Bayou Black Drive; Houma, LA 70360; (TEL) 504-876-5216; (FAX) 504-868-9060
DESIGNATED MEMBERS		
Board of Regents	Herschel L. Abbott, Jr. Board of Regents	363 Canal Street; Suite 300; New Orleans, LA 70130; (TEL) 504-528-7000; (FAX) 504-528-7556; e-mail: Herschel.L.Abbott@bridge.bellsouth.com
	Virgil Robinson, Jr. Board of Regents	231 Carondelet Street; New Orleans, LA 70130; (TEL) 504-581-5891; (FAX) 504-598-7233; e-mail: VRobinson@dryadesbank.com
Board of Elementary and Secondary Education	Donna Contois Board of Elementary and Secondary Education	5716 Meadowdale Street, Metairie, LA 70603; (TEL) 504-456-1924; (FAX) 504-456-1943; e-mail: onedonna@aol.com
	Leslie Jacobs Board of Elementary and Secondary Education	P.O. Box 6650; Metairie, LA 70009; (TEL) 504-834-2424; (FAX) 504-834-2995; e-mail: leslie.jacobs@rosenthalagency.com
Governor's Designee	Stephen Perry Chief of Staff	Office of the Governor; P.O. Box 94004; Baton Rouge, LA 70804-9004; (TEL) 225-342-1624; (FAX) 225-342-0002; e-mail: crochetd@gov.state.la.us
President of the Senate Designee	Senator Arthur J. Lentini State Senator	6620 Riverside Drive; Metairie, LA 70003; (TEL) 504-838-8777; (FAX) 504-465-3463
Speaker of the House Designee	Representative Charles McDonald Louisiana House of Representatives	P.O. Box 1495; Bastrop, LA 71221-1495; (TEL) 318-281-8121; (FAX) 318-283-0851
Commissioner of Higher Education or Designee	Dr. E. Joseph Savoie Board of Regents	150 Third Street; Baton Rouge, LA 70801-1389; (TEL) 225-342-4253; (FAX) 225-342-9318; e-mail: commish@regents.state.la.us
State Superintendent of Education or Designee	Cecil J. Picard Louisiana Department of Education	P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3607; (FAX) 225-342-7316; e-mail: cpicard@mail.doe.state.la.us
	Sally Cox Superintendent's Designee	Arthur Circle Elementary School; 261 Arthur Avenue; Shreveport, LA 71105; (TEL) 318-861-3537; (FAX) 318-869-3395

BLUE RIBBON COMMISSION ON TEACHER QUALITY MEMBERS (CONT'D)

MEMBERS SELECTED BY BOARD OF REGENTS		
University President	Dr. William Jenkins President Louisiana State University System	3810 West Lakeshore Drive; Baton Rouge, LA 70803; (TEL) 225-388-2111; (FAX) 225-388-5524; e-mail: wjjenk@lsu.edu
University Provost	Dr. Kenneth Rea Vice President for Academic Affairs Louisiana Tech University	Wyly Tower, Room 1653; Ruston, LA 71272; (TEL) 318-257-4262; (FAX) 318-257-4153; e-mail: rea@latech.edu
College of Education Deans - Public Universities	Dr. Stephen Ragan, Dean College of Education Southeastern Louisiana University	P.O. Box 671; Hammond, LA 70402; (TEL) 504-549-2217; (FAX) 504-549-2070; e-mail: sragan@selu.edu
	Dr. Karen Webb, Dean College of Education Southern University - Baton Rouge	P.O. Box 9983; Baton Rouge, LA 70813; (TEL) 225-771-2290; (FAX) 225-771-2292; e-mail: karenw@subr.edu
	Dr. Robert Wimpelberg, Dean College of Education University of New Orleans	Lakefront, New Orleans, LA 70148; (TEL) 504-280-6719; (FAX) 504-280-6065; e-mail: rkwel@uno.edu
College of Education Deans - Private Universities	Dr. Judy Miranti, Dean Division of Humanities and Education Our Lady of Holy Cross College	4123 Woodland Drive; New Orleans, LA 70131-7399; (TEL) 504-398-2214; (FAX) 504-391-2421; e-mail: JGMiranti@aol.com
College of Arts and Sciences Dean	Dr. Millard Jones, Dean College of Liberal Arts McNeese State University	Lake Charles, LA 70609; (TEL) 318-475-5192; (FAX) 318-475-5594; e-mail: Mjones@laol.net
University Faculty Member	Dr. Victor Schneider Department of Mathematics University of Southwestern Louisiana	College of Sciences; P.O. Box 41010; Lafayette, LA 70504; (TEL) 318-482-5295; (FAX) 318-482-5346; e-mail: yps3252@usl.edu
MEMBERS SELECTED BY BOARD OF ELEMENTARY AND SECONDARY EDUCATION		
District Superintendent - Urban	Dr. Frank Fudesco, Education Consultant Bellwether Technology Corp. Terrebonne Parish School Board	825 Girod Street, New Orleans, LA 70113; (TEL) 504-588-2000 ext. 2027; (FAX) 504-588-2044; e-mail: ffudesco@belltec.com
District Superintendent - Rural	Roland Chevalier (Meleesa) Superintendent St. Martin Parish School Board	P.O. Box 859; St. Martinville, LA 70582; (TEL) 318-394-6261; (FAX) 318-394-6387; e-mail: roland_chevalier@stmartin.k-12.la.us
District Director of Personnel	Pete Jabbia Supervisor of Personnel St. Tammany Parish School Board	P.O. Box 940; Covington, LA 70434-0940; (TEL) 504-892-2276; (FAX) 504-898-3267; e-mail: pjj@stpsb.k12.la.us
Elementary/Middle Principal of the Year	Donna Baker Eden Gardens Fundamental Elementary School Caddo Parish School Board	626 Eden Boulevard; Shreveport, LA 71106; (TEL) 318-861-7654; (FAX) 318-861-7655; e-mail: djb111@aol.com

BLUE RIBBON COMMISSION ON TEACHER QUALITY MEMBERS (CONT'D)

MEMBERS SELECTED BY BOARD OF ELEMENTARY AND SECONDARY EDUCATION (CONT'D)		
High School Principal of the Year	Morris Busby, Principal Minden High School Webster Parish School Board	P.O. Box 838; Minden, LA 71055; (TEL) 318-377-2766; (FAX) 318-377-9274; e-mail: mbusby@microgear.net
Elementary School Teacher of the Year and Representative of Louisiana Association of Educators	Cathleen Severns Ralph Wilson Elementary Calcasieu Parish School Board	1400 Opelousas Street; Lake Charles, LA 70601-2400; (TEL) 337/ 436-7163; (FAX) 337/ 436-7943 e-mail: cathy820@structurex.net 3200 Vincent Rd., LC 70605
Middle School Teacher of the Year and Representative of Louisiana Federation of Teachers	Ann Cook Robert E. Lee Junior High School	2711 McClellan Street, Monroe, LA 71201; (TEL) 318-323-1143; (FAX) 318-325-5236; e-mail: ann_cook@msn.com
High School Teacher of the Year and Representative of Associated Professional Educators of Louisiana	Janet Cundiff Istrouma Senior High School East Baton Rouge Parish School Board	3730 Winbourne Avenue; Baton Rouge, LA 70805; (TEL) 225-355-7701; (FAX) 225-359-9807; e-mail: kajns@bellsouth.net
COMMUNITY REPRESENTATIVES SELECTED BY THE BOARD OF REGENTS AND BOARD OF ELEMENTARY AND SECONDARY EDUCATION		
Community Representative	Sarah Usdin Teach for America	313 Carondelet; 15 th Floor; New Orleans, LA 70130; (TEL) 504-533-7773; (FAX) 504-533-7765; e-mail: susdin@teachforamerica.org
Community Representative	Harold Suire Council for a Better Louisiana	P.O. Box 4308; Baton Rouge, LA 70821-4308; (TEL) 225-344-2225; (FAX) 225-338-9470; e-mail: harold@cabl.org

MEMBER SELECTED BY JOINT BOARDS		
Preservice Teacher	David Melancon University of New Orleans	645 Aurora; Metairie, LA 70005; (TEL) 504-831-4911; (FAX) 504- 831-4913 e-mail: dmelcon@aol.com

BLUE RIBBON COMMISSION ON TEACHER QUALITY PLANNING COMMITTEE

A Planning Committee was responsible for planning Commission meetings based upon input from Commission members. The committee was composed of individuals from the Governor's Office, Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, and Council for a Better Louisiana.

<i>AGENCIES</i>	<i>NAMES</i>	<i>ADDRESSES AND TELEPHONE NUMBERS</i>
DIRECTOR OF BLUE RIBBON COMMISSION	Dr. Jeanne M. Burns Special Projects Director Governor's Office of Education	Governor's Office of Education; P.O. Box 94004; Baton Rouge, LA 70804; (TEL) 225-342-0162; (FAX) 225-342-5326; e-mail: burnsj@gov.state.la.us
Board of Regents	Dr. Carolyn H. Hargrave Deputy Commissioner for Academic Affairs Kerry Davidson Deputy Commissioner for Sponsored Programs Gerard Killebrew Associate Commissioner for Academic Affairs Dr. Stephen Scott Coordinator - Center for Innovative Teaching and Learning	Board of Regents; 150 Third Street; Baton Rouge, LA 70801-1389; (TEL) 225-342-4253; (FAX) 225-342-6926; e-mail: charg@lsu.edu Board of Regents; 150 Third Street; Baton Rouge, LA 70801-1389; (TEL) 225-342-4253; (FAX) 225-342-3371; e-mail: davidson@regents.state.la.us Board of Regents; 150 Third Street; Baton Rouge, LA 70801-1389; (TEL) 225-342-4253; (FAX) 225-342-6926; e-mail: killebrew@regents.state.la.us Board of Regents; 150 Third Street; Baton Rouge, LA 70801-1389; (TEL) 225-342-4253; (FAX) 225-342-6926; e-mail: sscott@regents.state.la.us
Board of Elementary and Secondary Education	Barbara Freiberg Education Administrator	Board of Elementary and Secondary Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-5849; (FAX) 225-342-5843; e-mail: bfreiberg@mail.doe.state.la.us
Louisiana Department of Education	Carole Wallin Deputy Superintendent of Education Mickey Pounders, Director Division of Teacher Standards, Assessment, and Certification Carole Whelan Asst. Superintendent Office of Quality Educators	Louisiana Department of Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3625; (FAX) 225-342-3432; e-mail: cwallin@mail.doe.state.la.us Louisiana Department of Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3562; (FAX) 225-219-4508; e-mail: mpounders@mail.doe.state.la.us Louisiana Department of Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3562; (FAX) 225-342-1055 e-mail: cwhelan@mail.doe.state.la.us
Council for a Better Louisiana	Brigitte Nieland Senior Vice President - CABL	Council for a Better Louisiana; P.O. Box 4308; Baton Rouge, LA; (TEL) 225-344-2225; (FAX) 225-338-9470; e-mail: brigitte@cabl.org

APPENDIX B

**STATE, UNIVERSITY, AND DISTRICT
COMMITMENTS**

STATE, UNIVERSITY, AND DISTRICT COMMITMENTS

The following are types of commitments that will be necessary to make teacher quality a state priority in Louisiana.

Governor and Legislature

Commitment to:

1. increase teacher salaries to the SREB average.
2. provide scholarships and financial incentives to encourage individuals to enter teacher education programs and remain within the teaching profession once certified to teach.
3. provide universities and districts with funding to redesign existing teacher preparation programs and create more effective programs that better address the needs of PK-12 schools.
4. support changes in laws that result in better prepared teachers.

Board of Regents

Commitment to:

1. monitor the degree to which university presidents/chancellors meet their teacher quality commitments.
2. align policies with the Board of Elementary and Secondary Education.
3. maintain new policies for the duration of the first accountability period (e.g., 2001-2005).
4. fully implement the recommendations of the Blue Ribbon Commission on Teacher Quality.
5. target funds to support the redesign of teacher preparation programs and the hiring of new faculty to teach additional courses for certification in teacher shortage areas.
6. create a common data base with the Board of Elementary and Secondary Education that districts and universities can access.

Board of Elementary and Secondary Education

Commitment to:

1. monitor the degree to which school districts meet their teacher quality commitments.
2. align policies with the Board of Regents.
3. maintain new policies for the duration of the first accountability period (e.g., 2001-2005).
4. fully implement the recommendations of the Blue Ribbon Commission on Teacher Quality.
5. create a common data base with the Board of Regents that districts and universities can access.
6. eliminate waivers which allow individuals to teach without certification.
7. provide universities with greater flexibility in designing courses and programs for certification.

STATE, UNIVERSITY, AND DISTRICT COMMITMENTS (CONT'D)

University Presidents/Chancellors

Commitment to:

1. create and chair a PK-16+ Council comprised of superintendents in the service area, regional service center directors, corporate partners, deans of the colleges of education, arts, sciences, and humanities, other colleges, principals from professional development schools, principals from partner schools, and other leaders from K-12 schools. This advisory committee will meet to identify ways in which they can work collaboratively to successfully meet: (a) the university's growth targets for the Teacher Preparation Accountability System; and (b) the professional development schools/partner schools growth targets for the K-12 School Accountability System.
2. designate and empower an individual to oversee the redesign of the teacher preparation program and coordinate partnerships between the university, districts, and schools.
3. establish an internal review and evaluation system enabling routine collection, analysis, and reporting of data related to campus progress in attaining the growth targets for the Teacher Preparation Accountability System.
4. commit to attaining "Quality" status within four years, including the provision of necessary resources to attain the target.
5. align university curriculum with K-12 content standards, PRAXIS expectations, and NCATE standards.
6. support the creation of a minimum of one professional development school that meets state specifications.
7. provide ongoing support to graduates during their first three years in the teaching profession.
8. modify department/college/university policies for tenure/promotion to allow outstanding performance in the improvement of teacher quality in school-based settings to be viewed as a significant factor when making decisions pertaining to tenure/promotion and merit.

District Superintendents

Commitment to:

1. create authentic partnerships between universities and K-12 schools that result in the university and the K-12 faculty working together to create meaningful field-based experiences for preservice teachers and K-12 students.
2. provide high quality supervisors to work with preservice teachers.
3. work with universities to reach consensus regarding high expectations for teachers at the point of graduation and upon completion of their first year of teaching.
4. place new teachers in areas in which they are certified to teach and in positive school environments where they have the necessary resources to meet high expectations.
5. collaborate with universities to provide graduates with the necessary support to be successful during their first three years of teaching.
6. work with universities to gather data about graduates during their first three years of teaching. This data should be used to assess the effectiveness of teacher preparation programs and identify the professional development needs of teachers.
7. work with universities to address regional needs pertaining to the recruitment, preparation and retention of teachers in critical teacher shortage areas.

APPENDIX C

**BLUE RIBBON
PROFESSIONAL DEVELOPMENT
SCHOOL**

BLUE RIBBON PROFESSIONAL DEVELOPMENT SCHOOLS

DEFINITION

A partnership between a school and university which shares the responsibility for:

- *clinical preparation of new teachers;*
- *the continuing development of school and university faculty;*
- *the support of children's learning; and*
- *the support of research directed at the improvement of teaching and learning.*

CONDITIONS TO PARTICIPATE:

To be considered to become a Blue Ribbon Professional Development School, the following must occur:

1. School performance scores of the professional development schools should be below the state average.
2. 75% of the faculty within the schools must agree to be designated as a Blue Ribbon Professional Development School.
3. A minimum of one Louisiana Department of Education professional staff member must work with the professional development school.
4. The principal of the professional development school must agree to serve on the PK-16+ Council formed by the president/chancellor of the university.

COMMITMENTS:

To be classified as a Blue Ribbon Professional Development School, a university and school must commit to the following:

1. University faculty, school faculty, and preservice teachers working together to meet all criteria for NCATE professional development schools.
2. University faculty, school faculty, and preservice teachers sharing the responsibility of ensuring that the professional development schools meet their growth targets for the K-12 School Accountability System.
3. University faculty, school faculty, and preservice teachers sharing the responsibility of ensuring that the teacher preparation programs meet their growth targets for the Teacher Preparation Accountability System.
4. University faculty and school faculty sharing the responsibility of ensuring that new teachers are successful during their first two years of teaching.
5. University faculty and school faculty providing preservice teachers with meaningful teaching experiences that impact K-12 student learning.
6. University faculty and school faculty being provided professional development to effectively teach, mentor, and supervise preservice teachers.
7. University faculty, school faculty, and preservice teachers working together to align university assignments to fit the needs of each school's K-12 school curriculum.
8. University faculty, school faculty, and preservice teachers sharing the responsibility of evaluating each other.
9. University faculty and school faculty serving on K-12 School Improvement Teams and sharing the responsibility of developing, implementing, evaluating, and revising K-12 School Improvement Plans.

APPENDIX D

PRACTITIONER TEACHER PROGRAM

PRACTITIONER TEACHER PROGRAM

A. MAJOR COMPONENTS OF THE PRACTITIONER TEACHER PROGRAM

1. Universities, school districts, or private providers (e.g., Teach for America) will be able to offer a Practitioner Teacher Program.
2. Individuals will be considered for admission to a Practitioner Teacher Program if they possess a baccalaureate degree and already possess the content knowledge to teach the subject area(s). To demonstrate knowledge of subject area(s), all individuals (with the exception of those who already possess a graduate degree) will be required to pass the Pre-Professional Skills Test (e.g., reading, writing, and mathematics) for the PRAXIS. Teachers of grades 1-6 (regular and special education) must pass the *Elementary School: Content Area* specialty examination on the PRAXIS, and teachers of grades 4-8 (regular and special education) must pass the *Middle School: Content Area* specialty examination. Teachers of grades 7-12 (regular and special education) must pass the *specialty examination* on the PRAXIS in the content area(s) (e.g., English, Mathematics, Science, Social Studies, etc.) in which they intend to be certified.
3. All individuals admitted to the Practitioner Teacher Program ,who intend to be certified to teach grades 1-6, 4-8, or 7-12, must successfully complete 9 credit hours (or 135 contact hours) of instruction during the summer prior to the first year of teaching. Practitioner teachers will be exposed to teaching experiences in field-based schools while involved in course work.
4. All practitioner teachers will teach during the regular school year in the area(s) in which they are pursuing certification and participate in 9 credit hours (or 135 contact hours) of seminars and supervised internship during the fall and spring that will address their immediate needs. Practitioner teachers will be observed and provided feedback about their teaching from the program provider. In addition, practitioner teachers will be supported by school-based mentors from the Louisiana Assistance and Assessment Program and principals.
5. Practitioner teachers who complete the required course requirements (or equivalent contact hours) and demonstrate *proficiency* during their first year of teaching can obtain a Level 2 Professional License after successfully completing all requirements for the Practitioner Teacher Program (which includes successful completion of the Louisiana Assistance and Assessment Program and passing scores on the PRAXIS) and completing a total of three years of teaching.
6. Practitioner teachers who complete the required courses (or equivalent contact hours) and demonstrate *weaknesses* during their first year of teaching will be required to complete from 1 to 12 additional credit hours/equivalent contact hours. A team composed of the program provider, school principal, mentor teacher, and practitioner teacher will determine the types of courses and hours to be completed. Number of hours will be based upon the extent of the practitioner teachers' needs and must be completed within the next two years. The team will also determine when the practitioner teachers should be assessed for the Louisiana Assistance and Assessment Program during the next two year time period. The practitioner teachers must successfully complete all requirements for the Practitioner Teacher Program (which includes successful completion of the Louisiana Assistance and Assessment Program and passing scores on the PRAXIS in the specialty areas) and teach for a total of three years before receiving a Level 2 Professional License.
7. The state's new Teacher Preparation Accountability System will be used to evaluate the effectiveness of all Practitioner Teacher Programs.

B. STRUCTURE FOR ELEMENTARY, MIDDLE AND HIGH SCHOOL PRACTITIONER TEACHER PROGRAM

PROGRAM PROVIDERS

Practitioner Teacher Programs may be developed and administered by:

- universities;
- school districts; and
- other agencies (e.g., Teach for America, Troops for Teachers, Regional Service Centers, etc.).

The same state Teacher Preparation Accountability System will be utilized to assess the effectiveness of the Practitioner Teacher Programs provided by universities, school districts, and other agencies.

PROGRAM PROCESS

<i>Areas</i>	<i>Course/Contact Hours</i>	<i>Activities</i>	<i>Support</i>
1. ADMISSION TO PROGRAM (Spring and Early Summer)		<p>Program providers will work with district personnel to identify Practitioner Teacher Program candidates who will be employed by districts during the fall and spring.</p> <p>To be admitted, individuals must:</p> <ol style="list-style-type: none"> a. Possess a baccalaureate degree. b. Pass the Pre-Professional Skills Test (e.g., reading, writing, and mathematics) on the PRAXIS. (Individuals who already possess a graduate degree will be exempted from this requirement.) c. Pass the content specific examinations for the PRAXIS: <ol style="list-style-type: none"> (1) Practitioner candidates for Grades 1-6 (regular and special education): Pass the <i>Elementary School - Content Knowledge</i> examination; (2) Practitioner candidates for Grades 4-8 (regular and special education): Pass the <i>Middle School - Content Knowledge</i> examination. (3) Practitioner candidates for Grades 7-12 (regular and special education): Pass the <i>content specialty examination(s)</i> (e.g., English, Mathematics, etc.) on the PRAXIS in the content area(s) in which they intend to teach. d. Meet other noncourse requirements established by the program providers. 	

B. STRUCTURE FOR AN ELEMENTARY, MIDDLE, AND HIGH SCHOOL PRACTITIONER TEACHING PROGRAM (CONT'D)

PROGRAM PROCESS (CONT'D)

<i>Areas</i>	<i>Course/Contact Hours</i>	<i>Activities</i>	<i>Support</i>
2. TEACHING PREPARATION (Summer)	9 credit hours or 135 equivalent contact hours (5-8 weeks)	<p>All teachers will participate in field-based experiences in school settings while completing the summer courses (or equivalent contact hours).</p> <p>Grades 1-6, 4-8, and 9-12 practitioner teachers will complete courses (or equivalent contact hours) pertaining to child/adolescent development/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships.</p> <p>Mild/moderate special education teachers will take courses (or equivalent contact hours) that focus upon the special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods/materials for mild/moderate exceptional children, and vocational and transition services for students with disabilities.</p>	Program Providers
3. TEACHING INTERNSHIP AND FIRST YEAR SUPPORT (Fall and Spring)	9 credit hours or 135 equivalent contact hours throughout the year. (Note: No fewer than 45 contact hours should occur during the fall.)	Practitioner teachers will assume full-time teaching positions in districts. During the school year, these individuals will participate in two seminars (one seminar during the fall and one seminar during the spring) that address immediate needs of the Practitioner Teacher Program teachers and receive one-on-one supervision through an internship provided by the program providers. The practitioner teacher will also receive support from school-based mentor teachers (provided by the Louisiana Teacher Assistance and Assessment Program) and principals.	Program Providers, Principals and Mentors
4. TEACHING PERFORMANCE REVIEW (End of First Year)		<p>Program providers, principals, mentors, and practitioner teachers will form teams to review the first year teaching performance of practitioner teachers and determine the extent to which the practitioner teachers have demonstrated teaching proficiency. If practitioner teachers demonstrated proficiency, they will enter into the assessment portion of the Louisiana Teacher and Assessment Program during the next fall.</p> <p>If weaknesses are cited, the teams will identify additional types of instruction needed to address the areas of need. Prescriptive plans that require from 1 to 12 credit hours (or 1-180 equivalent contact hours) of instruction will be developed for practitioner teachers. In addition, the teams will determine if the practitioner teachers should participate in the new teacher assessment during the fall or if the practitioner teachers should receive additional mentor support and be assessed after the fall.</p>	

B. STRUCTURE FOR AN ELEMENTARY, MIDDLE, AND HIGH SCHOOL PRACTITIONER TEACHING PROGRAM (CONT'D)

PROGRAM PROCESS (CONT'D)

<i>Areas</i>	<i>Course/Contact Hours</i>	<i>Activities</i>	<i>Support</i>
5. PRESCRIPTIVE PLAN IMPLEMENTATION (Second Year)	1-12 credit hours (or 15-180 equivalent hours)	Practitioner teachers who demonstrate areas of need will complete prescriptive plans.	Program Providers
6. LOUISIANA ASSESSMENT PROGRAM (Second Year)		Practitioner teachers will be assessed during the fall or later depending upon their teaching proficiencies.	Program Providers
7. PRAXIS REVIEW (Second Year)		Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the PRAXIS.	Program Providers
8. CERTIFICATION REQUIREMENTS (Requirements must be met within a 3 year time period. The Practitioner Teaching License will not be renewed.)		<p>Program providers will submit signed statements to the Louisiana Department of Education which indicate that the practitioner teachers completed Practitioner Teacher Programs and met the following requirements within a three year time period:</p> <ol style="list-style-type: none"> 1. Passed the PPST components of the PRAXIS. <i>(Note: This test was required for admission.)</i> 2. Completed the Teaching Preparation and Teaching Internship segments of the program. 3. Passed the Louisiana Teacher Assistance and Assessment Program. 4. Completed prescriptive plans (if weaknesses were demonstrated). 5. Passed the speciality examination (PRAXIS) for their area(s) of certification. <ol style="list-style-type: none"> a. Grades 1-6: <i>Elementary School - Content Knowledge (Note: This test was required for admission)</i> b. Grades 4-8: <i>Middle School - Content Knowledge (Note: This test was required for admission.)</i> c. Grades 7-12: <i>Specialty content test in areas to be certified. (Note: This test was required for admission.)</i> d. Mild/Moderate Special Education: <i>Special Education</i> 6. Passed the <i>Principals of Learning and Teaching</i> examination (PRAXIS). <ol style="list-style-type: none"> a. Grades 7-12: <i>Principles of Learning and Teaching</i> b. Grades 4-8: <i>Principles of Learning and Teaching</i> c. Grades 1-6: <i>Principles of Learning and Teaching</i> 	

B. STRUCTURE FOR AN ELEMENTARY, MIDDLE, AND HIGH SCHOOL PRACTITIONER TEACHING PROGRAM (CONT'D)

PROGRAM PROCESS (CONT'D)

<i>Areas</i>	<i>Course/Contact Hours</i>	<i>Activities</i>	<i>Support</i>
9. ONGOING SUPPORT (Second and Third Year)		Program providers will provide support services to practitioner teachers during their second and third years of teaching. Types of support may include: on-line support, Internet resources, special seminars, etc.	Program Providers
10. LEVEL 1 to Level 2 PROFESSIONAL LICENSE		Practitioner teachers will be issued a Level 1 - Practitioner License when they enter the program. They will be issued a Level 2 Professional License once they complete the Practitioner Teacher Program and have a total of 3 years of teaching.	
11. RELICENSURE		Practitioner teachers will be required to complete a predetermined amount of professional development over a five year time period in order to have their licenses renewed. Licences must be renewed every five years. Details for the professional development structure should be developed by the Blue Ribbon Commission on Teacher Quality during 2000-2001.	

UNDERGRADUATE/GRADUATE COURSES AND GRADUATE PROGRAMS

Universities may offer the courses at undergraduate or graduate levels. Efforts should be made to allow students to use graduate hours as electives if pursuing a graduate degree.

C. PROPOSED TYPES OF LICENSES

TYPES OF LICENSES	CRITERIA FOR LICENSES		
<p>TEMPORARY CERTIFICATE</p> <p><i>(Teachers may hold a Temporary Certificate for a maximum of 3 years while pursuing a specific certification area. They may not be issued another Temporary Certification at the end of the three years for the same certification area unless the Louisiana Department of Education designates the certification area as one that requires extensive hours for completion.)</i></p>	<p>Districts may recommend that teachers be given one year temporary certificates for one of the following reasons:</p>	CONDITIONS	REQUIREMENTS TO MOVE TO ANOTHER LICENSURE LEVEL
		<p>a. Uncertified teachers who graduate from teacher preparation programs but do not pass the PRAXIS.</p>	<p>Teachers must prepare for the PRAXIS and take the necessary examinations at least twice a year.</p>
		<p>b. Uncertified teachers who apply for admission to Practitioner Teacher Programs but do not pass the PPST or content specialty examinations on the PRAXIS.</p>	<p>Teachers must take a minimum of 6 credit hours per year in the subject area(s) they are attempting to pass on the PRAXIS.</p>
		<p>c. Uncertified teachers hired after the start of the Practitioner Teacher Programs.</p>	<p>Teachers must apply for admission to a Practitioner Teacher Program and take the appropriate PRAXIS examinations.</p>
<p>LEVEL 1 LICENSE</p> <p><i>(Teachers may hold a Level 1 license for a total of 3 years in their careers.)</i></p>	<p>Practitioner License</p>	<p>Teachers must be admitted to a Practitioner Teacher Program to receive a Level 1 Practitioner License.</p>	
	<p>Professional License</p>	<p>Teachers must graduate from a state approved teacher preparation program, pass PRAXIS, and be recommended by a university to receive a Level 1 Professional License.</p>	
<p>LEVEL 2 PROFESSIONAL LICENSE</p>	<p>Practitioner License Holders</p>	<p>Teachers with Level 1 Practitioner Licenses must complete all requirements for the Practitioner Teacher Program and teach for a total of three years to receive a Level 2 Professional License.</p>	
	<p>Level 1 License Holders</p>	<p>Teachers with Level I Professional Licenses must pass the Louisiana Assistance and Assessment Program and teach for three years to receive a Level 2 Professional License.</p>	
<p>LEVEL 3 PROFESSIONAL LICENSE</p>	<p>Teachers must complete a Masters Degree and teach for a minimum of three years to receive a Level 3 Professional License.</p>		
<p>RENEWAL OF LICENSES</p>	<p>Teachers must complete a predetermined amount of professional development over a 5 year time period in order to have Level 2 and Level 3 Professional Licenses renewed. Professional development should include university courses, National Board Certification, and other forms of professional development. Details pertaining to the professional development should be determined by the Blue Ribbon Commission on Teacher Quality during 2000-2001.</p>		

APPENDIX E

NEW CERTIFICATION STRUCTURE

NEW CERTIFICATION STRUCTURE

A. RECOMMENDED CHANGES

1. Have the universities recommend that teachers be issued Level 1 Teaching Certificates when they have met state certification requirements and hold the universities accountable for the success of the teachers that they recommend for certification.

This would eliminate the need for the Louisiana Department of Education to count hours on transcripts and allow the department to become more involved in providing support to universities to improve the quality of teacher preparation programs. (Note: The Louisiana Department of Education would still continue to review transcripts and issue certificates to out-of-state teachers.)

2. Change the certification structure to allow teachers to develop more content knowledge in the grade levels in which they are expected to teach and provide them with more flexible hours to add special education and other grade levels to their certification areas. This would allow new teachers to be certified in one or two areas when completing a 124 credit hour undergraduate degree program.

See “B. New Certification Areas and Courses” for the areas of certification that are more content specific.

See “C. Additional Certifications” for requirements to add additional areas of certification.

3. Require all new teachers to receive mentoring during their first year of the Louisiana Teacher Assistance and Assessment Program and have them undergo the assessment during the second year.
4. Require all teachers to pass the teacher assessment and teach for a total of three years before being issued a Level 2 teaching certificate.
5. Require all new teachers to undergo a predetermined amount of professional development during a five year time period in order to have their teaching certificates renewed for 5 years. Have the Blue Ribbon Commission on Teacher Quality develop the details for the professional development system during 2000-2001.

B. NEW CERTIFICATION AREAS AND COURSES

1. Common Elements of Basic Certification for All Grade Levels:

- a. General Education Coursework
- b. Knowledge of the Learner and Learning Environment
- c. Teaching Methodology
- d. Student Teaching

Same general coursework areas and hours (e.g., 54 hours) for Grades 1-6 and 4-8.

Same general coursework areas and hours (e.g., 15 hours) for all PK-12 teachers.

Varying requirements based upon focus areas.

Same requirements and hours (e.g., 9 hours) for all PK-12 teachers.

2. Differing Elements of Basic Certification:

- a. Focus Areas

Four new focus areas:

- (1) Preschool to Grade 2 (Focus: Greater Depth in Early Childhood, Reading/Language Arts, and Mathematics)
- (2) Grades 1-6 (Focus: Greater Depth in Reading/Language Arts and Mathematics)
- (3) Grades 4-8 (Focus: Greater Depth in Content - Generic or Two In-depth Teaching Areas)
- (4) Grades 7-12 (Focus: Greater Depth in Content - Primary Teaching Area and Secondary Teaching Area)

Primary Teaching Area: Preservice teachers must complete at least 31 credit hours in a specific content area (e.g., English, Mathematics, etc.).

AND

Secondary Teaching Area: Preservice teachers must complete at least 19 credit hours in a second content area (e.g., Science, Social Studies, etc.).

- b. Flexible University Hours

Flexible hours that may be used by the universities to create quality teacher preparation programs.

3. Additional Certifications:

Additional grade level certifications that would require approximately 12-15 credit hours. Universities could create programs that would allow teachers to obtain more than one type of certification within the 124 total hours by using the “flexible hours” to add additional grade level or special education certifications.

B. NEW CERTIFICATION AREAS AND COURSES (CONT'D)

AREAS		GRADES PK - 2 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)		GRADES 1-6 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)		GRADES 4-8 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - GENERIC OR TWO IN-DEPTH TEACHING AREAS)				GRADES 7-12 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA	
GENERAL EDUCATION COURSEWORK	English	12 Hours		12 hours		12 hours				6 hours	
	Mathematics	9 Hours		12 hours		12 hours				6 hours	
	Sciences	9 Hours		15 hours		15 hours				9 hours	
	Social Studies	6 Hours		12 hours		12 hours				6 hours	
	Arts	3 Hours		3 hours		3 hours				3 hours	
FOCUS AREAS		Young Child		Reading/Language Arts and Mathematics		Generic OR Two In-depth Teaching Areas				Primary Teaching Area and Secondary Teaching Area	
						Generic		Two In-depth Teaching Areas			
		Nursery School and Kindergarten	12 hours	Reading/ Language Arts (Additional Content and Teaching Methodology)	12 hours	Additional Content:		In-depth Teaching Area #1		Primary Teaching Area	22 or more hours if in Science OR 25 or more hours if in English, Social Studies, or Math. OR 31 or more hours if in other areas
		Reading/ Language Arts (Additional Content and Teaching Methodology)	12 Hours			English	3 hours	English/ Social Studies/ Mathematics	7 or more hours		
Mathematics (Additional Content and Teaching Methodology)	9 hours	Mathematics	3 hours			OR Science	4 or more hours				
		Mathematics (Additional Content and Teaching Methodology)	9 hours	Social Studies	3 hours	<i>General Education and Focus Area hours should equal 19 total hours.</i>		Secondary Teaching Area	13 or more hours if in English, Social Studies, or Math OR 10 or more hours if in Science OR 19 or more hours if in other areas		

B. NEW CERTIFICATION AREAS AND COURSES (CONT'D)

AREAS		GRADES PK - 2 CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)	GRADES 1-6 CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)	GRADES 4-8 CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - GENERIC OR TWO IN-DEPTH TEACHING AREAS)		GRADES 7-12 CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA)
KNOWLEDGE OF LEARNER AND THE LEARNING ENVIRONMENT <i>(These hours may be integrated into other areas when developing new courses.)</i>	Child/Adolescent Development/Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, Multicultural Education (Note: All of these areas should address the needs of the regular and exceptional child.)	15 hours Emphasis Upon Early Childhood	15 hours Emphasis Upon Elementary School Student	15 hours Emphasis Upon Middle School Student		15 hours Emphasis Upon Middle and High School Student
METHODOLOGY AND TEACHING	Reading			6 hours		3 hours
	Teaching Methodology	6 hours	6 hours	9 hours		6 hours
	Student Teaching**	9 hours	9 hours	9 hours		9 hours
FLEXIBLE HOURS FOR THE UNIVERSITY'S USE		22 hours***	19 hours	Generic	Two In-depth Teaching Areas	17-26 hours
				19 hours	17-20 hours	
TOTAL HOURS****		124 hours	124 hours	124 hours		124 hours

* If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.

** Students must spend a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis.

*** Three of the flexible hours must be in the “humanities”. This must occur to meet General Education Requirements for the Board of Regents.

**** In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during their sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that preservice teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

Notes: *Minimum credit hours have been listed. Programs may use the flexible hours to add more content hours to the various elements of the program. The Board of Regents defines a “major” as being 25% of the total number of hours in a degree program; thus, 25% of 124 credit hours is 31 credit hours. The Board of Regents defines a “minor” as being 15% of the total number of hours in a degree program; thus 15% of 124 credit hours is 19 credit hours.*

C. ADDITIONAL CERTIFICATIONS

It is recommended that universities consider using their flexible hours to provide preservice teachers opportunities to select additional areas to add to their certification - either special education or extended grade level certifications - when they obtain their Bachelor degree. The additional hours would provide preservice teachers with the necessary core knowledge to teach the additional content necessary for the new certification areas .

BASIC CERTIFICATIONS	ADD-ON CERTIFICATIONS		TOTAL HOURS
	NEW CERTIFICATIONS	ADDITIONAL COURSES AND HOURS	
GRADES PK - 2	GRADES 1-6	Content Emphasis: Sciences 6 Hours Social Studies 6 Hours Mathematics 3 Hours	15 Hours
GRADES 1-6	GRADES PK - 2	Content Emphasis: Nursery School and Kindergarten 12 Hours	12 Hours
GRADES 1-6	GRADES 4-8 (Generic)	Content Emphasis: English 3 Hours Mathematics 3 Hours Science 4 Hours Social Studies 3 Hours	13 Hours
GRADES 4-8	GRADES 1-6	Reading/Language Arts and Math Emphasis: Reading/ Language Arts 9 Hours Mathematics 3 Hours	12 Hours
GRADES 1-6, GRADES 4-8, OR GRADES 7-12	Mild/Moderate Special Education	Special Education Emphasis*: Methods and Materials for Mild/Moderate Exceptional Children, Assessment and Evaluation of Exceptional Learners, Behavioral Management of Mild/Moderate Exceptional Children, and Vocational and Transition Services for Students with Disabilities 12 Hours Practicum in Assessment and Evaluation of Mild/Moderate Exceptional Children (Note: This should not be required if students participate in student teaching that combines regular and special education teaching experiences.) 3 Hours * General knowledge of exceptional students and classroom organization should be addressed in the curriculum for all teachers under "Knowledge of Learner and the Learning Environment".	12 Hours (Additional 3 Hour Practicum if not Integrated Into Other Field-Based Experiences and Student Teaching)

APPENDIX F

TEACHER PREPARATION ACCOUNTABILITY SYSTEM

TEACHER PREPARATION ACCOUNTABILITY SYSTEM

QUESTIONS	CONSIDERATIONS
<p><i>Conditions to Offer Teacher Preparation Program</i></p> <p>1. What conditions should exist in 2000-2001 for universities to offer teacher preparation programs for state teacher certification?</p>	<p>Universities should meet the following preconditions to offer teacher preparation programs:</p> <ol style="list-style-type: none"> a. Possess NCATE accreditation and state approval (public universities) or state approval (private universities). b. (Spring, 2001) Possess a PK-16+ Council that is chaired by the university president/chancellor. c. (Spring, 2001) Possess a PK-16+ Coordinator who answers to the president/chancellor. d. (Spring, 2001) Begin developing or possess a Blue Ribbon Professional Development School.
<p><i>Condition to Maintain Teacher Preparation Programs</i></p> <p>2. What future condition should exist for universities to maintain teacher preparation program approval?</p>	<p>Universities should demonstrate growth as defined by the Louisiana Teacher Preparation Accountability System to maintain Board of Regents and Board of Elementary and Secondary Education program approval.</p>
<p><i>Indicators</i></p> <p>3. What indicators should be used to determine if teacher preparation programs have demonstrated growth?</p>	<p>The following indicators are being considered to determine if teacher preparation programs have demonstrated growth. A subcommittee of the Blue Ribbon Commission will meet during summer, 2000 to finalize recommendations for indicators.</p> <ol style="list-style-type: none"> a. Amount of development demonstrated by preservice teachers in a cohort from the point of entering the teacher preparation program (e.g., PRAXIS: Pre-Professional Skills Test or ACT) to the point of exiting the teacher preparation program (e.g., PRAXIS: Principles of Learning and Teaching). <i>(During undergraduate program.)</i> b. % of teachers in a cohort who pass all areas of the PRAXIS for state certification. <i>(End of undergraduate program.)</i> c. Teachers' evaluation of their teacher preparation programs - mean score on survey instrument. <i>(End of first year.)</i> d. Principals' evaluation of the teacher preparation programs of individual teachers - mean score on survey instrument. <i>(End of second year.)</i> e. Increase in % of regular and alternate certification teachers who graduate from teacher preparation programs and meet certification requirements in teacher shortage areas (e.g., mathematics, science, special education, and middle school). f. Increase in total % of regular and alternate certification teachers who graduate from teacher preparation programs and meet certification requirements. g. Growth in academic achievement of students in grades 4-8. <i>(Note: This indicator may be used in the future.)</i>

TEACHER PREPARATION ACCOUNTABILITY SYSTEM (CONT'D)

QUESTIONS	PRELIMINARY CONSIDERATIONS															
<p><i>Teacher Preparation Program Performance Score</i></p> <p>4. How should effectiveness of teacher preparation programs be measured?</p>	<p>A key component of the Teacher Preparation Accountability System should be the creation of <i>single composite scores</i> for individual universities, called <i>Teacher Preparation Performance Scores</i>. The calculation of these scores should be based upon a formula that examines how well universities perform on each of the indicators identified in question three. These scores should range from 0 to beyond 100, with a score of 100 indicating that a university possesses a quality program. Universities should be given labels based upon their teacher preparation program Scores. All universities should be expected to achieve a Teacher Preparation Performance Score of 100 and achieve a “Quality” status by 2004-2005. It is recommended that the labels be the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Exemplary Teacher Preparation Program</td> <td style="padding-right: 20px;">=</td> <td>Performance Score of 125 and above</td> </tr> <tr> <td>Quality Teacher Preparation Program</td> <td>=</td> <td>Performance Score of 100-124</td> </tr> <tr> <td>Satisfactory Teacher Preparation Program</td> <td>=</td> <td>Performance 80- 99</td> </tr> <tr> <td>At-Risk Teacher Preparation Program</td> <td>=</td> <td>Performance Score of cut-off score - 79</td> </tr> <tr> <td>Unacceptable Teacher Preparation Program</td> <td>=</td> <td>Performance Score below the cut-off score</td> </tr> </table> <p>Criteria should be established to specify the values that must be attained in order to receive points at each of the five levels (e.g., Unacceptable, At-Risk, Satisfactory, Quality, and Exemplary).</p> <p>The same criteria should be used from 2001-2005.</p> <p>New criteria should be established for 2005 - 2009, 2009-2013, etc. for each of the five labels. Universities should be expected to demonstrate additional growth to meet the new criteria and maintain the labels.</p>	Exemplary Teacher Preparation Program	=	Performance Score of 125 and above	Quality Teacher Preparation Program	=	Performance Score of 100-124	Satisfactory Teacher Preparation Program	=	Performance 80- 99	At-Risk Teacher Preparation Program	=	Performance Score of cut-off score - 79	Unacceptable Teacher Preparation Program	=	Performance Score below the cut-off score
Exemplary Teacher Preparation Program	=	Performance Score of 125 and above														
Quality Teacher Preparation Program	=	Performance Score of 100-124														
Satisfactory Teacher Preparation Program	=	Performance 80- 99														
At-Risk Teacher Preparation Program	=	Performance Score of cut-off score - 79														
Unacceptable Teacher Preparation Program	=	Performance Score below the cut-off score														
<p><i>Growth Targets</i></p> <p>5. How should the state determine if improvement is being demonstrated?</p>	<p>Baseline data should be gathered for all universities. The baseline data should be used to assign each university its first Teacher Preparation Performance Score during spring, 2001. Each university should be given four years to move from its initial Teacher Preparation Performance Score to a score of 100 or better.</p> <p>Each university should be given a <i>growth target</i> which represents how much a university's teacher preparation program is expected to improve.</p> <p>Once universities obtain a “Quality” status, they should be given growth targets to reach the “Exemplary” status.</p>															

TEACHER PREPARATION ACCOUNTABILITY SYSTEM (CONT'D)

QUESTIONS	PRELIMINARY CONSIDERATIONS
<p>Rewards</p> <p>6. Should universities be rewarded for high performance and/or growth?</p>	<p>Universities should receive rewards. Types of rewards could be:</p> <p><i>Exemplary Teacher Preparation Program</i></p> <ul style="list-style-type: none"> a. Positive label. b. Public ceremony to recognize universities. c. Public recognition in institutional report cards and state reports. d. Extra 5 points assigned to universities when grant proposals pertaining to education are submitted for state funds. e. Preference given to universities when grant proposals are submitted for funds from private foundations in Louisiana. <p><i>Quality Teacher Preparation Program</i></p> <ul style="list-style-type: none"> a. Positive Label b. Public ceremony to recognize universities. c. Public recognition in institutional report cards and state reports. <p><i>Attainment of Growth Target</i></p> <ul style="list-style-type: none"> a. Positive Label. b. Public recognition in institutional report cards and state reports. c. Additional funds to teacher preparation programs through performance funding.
<p>Corrective Actions</p> <p>7. What should happen when universities obtain an “unacceptable” status or fail to meet their growth targets?</p>	<p>If teacher preparation programs fall below a minimum level of acceptable performance or they fail to meet their growth targets, they should enter into corrective actions. A subcommittee of the Blue Ribbon Commission will meet during summer, 2000 to finalize recommendations for corrective actions.</p>

TEACHER PREPARATION ACCOUNTABILITY SYSTEM (CONT'D)

QUESTIONS	PRELIMINARY CONSIDERATIONS										
<p><i>Timelines</i></p> <p>8. When should universities be given their first “Teacher Preparation Performance Score”?</p>	<p>The first “Teacher Preparation Performance Score” should be announced during spring, 2001.</p> <p>Data from the following cohort groups should be used to calculate the first Teacher Preparation Performance Scores:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1999-2000 Cohort:</td> <td style="width: 50%;">PRAXIS Examination</td> </tr> <tr> <td>1999-2000 Cohort:</td> <td>Graduates in Teacher Shortage Areas</td> </tr> <tr> <td>1999-2000 Cohort:</td> <td>Total Number of Graduates</td> </tr> <tr> <td>1998-1999 Cohort:</td> <td>Teacher Survey</td> </tr> <tr> <td>1997-1998 Cohort:</td> <td>Principal Survey</td> </tr> </table> <p>The first cycle should be: July 1, 2001 to June 30, 2005.</p> <p>All universities should be expected to be at a “Quality” status by June 30, 2005.</p>	1999-2000 Cohort:	PRAXIS Examination	1999-2000 Cohort:	Graduates in Teacher Shortage Areas	1999-2000 Cohort:	Total Number of Graduates	1998-1999 Cohort:	Teacher Survey	1997-1998 Cohort:	Principal Survey
1999-2000 Cohort:	PRAXIS Examination										
1999-2000 Cohort:	Graduates in Teacher Shortage Areas										
1999-2000 Cohort:	Total Number of Graduates										
1998-1999 Cohort:	Teacher Survey										
1997-1998 Cohort:	Principal Survey										

APPENDIX G

**INDICATORS
FOR STATE AND INSTITUTIONAL
REPORT CARDS
FOR TEACHER PREPARATION
PROGRAMS**

INDICATORS FOR STATE AND INSTITUTIONAL REPORT CARDS FOR TEACHER PREPARATION PROGRAMS

INDICATORS FOR INSTITUTIONAL REPORT CARDS

State Accountability System Indicators:

1. Amount of development demonstrated by preservice teachers in a cohort from the point of entering the teacher preparation program (e.g., PRAXIS: Pre-Professional Skills Test or ACT) to the point of exiting the teacher preparation program (e.g., PRAXIS: Principles of Learning and Teaching). (*During undergraduate program.*)
2. % of teachers in a cohort who pass all areas of the PRAXIS for state certification. (*End of undergraduate program.*)
3. Teachers' evaluation of their teacher preparation programs - mean score on survey instrument. (*End of first year.*)
4. Principals' evaluation of the teacher preparation programs of individual teachers - mean score on survey instrument. (*End of second year.*)
5. Increase in % of regular and alternate certification teachers who graduate from teacher preparation programs and meet certification requirements in teacher shortage areas (e.g., mathematics, science, special education, and middle school).
6. Increase in total % of regular and alternate certification teachers who graduate from teacher preparation programs and meet certification requirements.

U.S. Department of Education Indicators:

7. Pass rates for 1999-2000 cohort reported by:
 - a. A single assessment pass rate (e.g., proportion of program completers who passed the assessment, among all who took the assessment.) (Example: Basic Skills - Assessment 1)
 - b. Aggregate pass rates (e.g., proportion of program completers who passed all of the tests they took in each of six skill or knowledge areas, among all program completers who took one or more tests in each area). (Example: Aggregate #1 = Basic Skills - Assessment 1, Assessment 2, and Assessment 3; Aggregate #2 = Professional Knowledge - Assessment 1 and Assessment 2, etc.)
 - c. Summary pass rates (e.g., proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas). [Example: Basic Skills (all assessments) and Professional Knowledge (all assessments)]
8. Comparison of the program's pass rate with the average pass rate for programs in the state.
9. Number of students in the regular teacher preparation program.
10. Total number of students enrolled during 1999-2000.
11. Number of students enrolled in supervised student teaching during 1999-2000.
12. Total number of supervising faculty for the teacher preparation program during 1999-2000.
 - a. Number of supervising faculty for student teaching who were full-time faculty in professional education.
 - b. Number of supervising faculty for student teaching who were part-time faculty in professional education and full-time in the institution.
 - c. Number of supervising faculty for student teaching who were part-time faculty in professional education, not otherwise employed by the institution.
13. Faculty-student ratio in supervised practice teaching.
14. Average number of hours of supervised practice teaching required for those in the program.
15. Total number of hours per week of supervised student teaching.
 - a. Average number of hours per week required.
 - b. Total number of weeks of supervised student teaching.
16. Statement of whether the institution's program is approved or accredited.
17. Statement of whether the program has been designated as low-performing.

INDICATORS FOR STATE AND INSTITUTIONAL REPORT CARDS FOR

TEACHER PREPARATION PROGRAMS (CONT'D)

Additional State Indicators:

18. % of university graduates who remain in the teaching profession in public schools in Louisiana one, two, and three years after completion of the teacher preparation program.
19. % of new teachers who pass the Louisiana Teacher Assistance and Assessment Program.
20. % of graduates who start teaching in Louisiana within a year after graduation.
21. % of graduates who received one or more scholarships prior to graduation (excluding TOPS).
22. Overall number of graduates who have been certified by the National Board for Professional Teaching Standards.
23. % of College of Education course sections taught by full time faculty.
24. % of teachers who enter the teacher preparation program and complete their degrees in four, five, or six years.
25. Amount of grant funds obtained by the university during the previous academic year to support the improvement of teacher quality and K-12 student achievement.
26. NCATE/state approval status.
27. Number of professional development schools.
28. Academic growth of K-12 students taught by university graduates. (Once data has been generated.)

INDICATORS FOR STATE REPORT CARDS

U.S. Department of Education Indicators:

1. Total number of persons receiving initial certification or licensure in the state during the academic year.
2. Total number of persons receiving initial certification or licensure in the state that completed their teacher preparation program in another state.
3. % of teaching candidates who passed each of the assessments used by the state for teacher certification and licensure.
4. % of teaching candidates who passed each of the assessments used by the state for teacher certification and licensure, disaggregated and ranked by the teacher preparation program in that state from which the teacher candidate received the candidate's most recent degree.
5. % of teachers in the state who are teaching in areas in which they are not certified, including the proportion distributed across high- and low-poverty areas.
6. % of teachers certified through alternative certification routes who pass state teacher certification or licensure assessments.

Additional State Indicators:

7. The state average of all indicators reported in institutional report cards.

FOR ADDITIONAL INFORMATION, PLEASE CONTACT:

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