

LOUISIANA TEACHER PREPARATION TRANSFORMATION 2.0 (2012-Future)

Elements	Descriptions
Teacher Preparation Transformation Concerns/Needs in 2012-14:	<ul style="list-style-type: none"> • Need for greater depth of collaboration between teacher preparation programs and schools/districts to ensure that candidates are provided high quality clinical experiences while being supervised by highly effective teachers; • Need for a strong teacher preparation curriculum that provides in-depth instruction as new resources are being developed to prepare new teachers whose students meet college and career-ready standards; • Need for all public and private universities to address new and more rigorous accreditation standards for the Council for the Accreditation of Educator Preparation (CAEP); • Need for higher education to engage in research to help inform effective practices in schools as new college and career ready standards are implemented across the state; • Need to communicate accurate information about teacher preparation programs to the public; • Need to create a coherent system that blends multiple systems currently being used to evaluate teacher preparation programs in Louisiana (e.g., national accreditation; Programmatic Intervention; Teacher Preparation Accountability System; Value-Added Assessment, Title II, etc.); and • Other concerns/needs to be identified.
Purpose of Teacher Preparation Transformation 2.0:	To prepare new teachers whose students demonstrate growth in learning for success in college and careers.
Primary Stakeholders to be Engaged Teacher Preparation Transformation 2.0:	Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, Office of the Governor, public universities, private universities, private providers, K-12 school/district partners, educator organizations, business/community partners, parents, and other interested partners.
Aspects of Teacher Preparation Programs that Matter the Most in 2012-14:	<ul style="list-style-type: none"> • In-depth collaborative relationships between school districts and teacher preparation programs that share the responsibility of preparing effective new teachers; • Relevant clinical experiences that are supervised by experienced teachers who have performed at the top two levels of the State’s teacher evaluation system (i.e., Effective Proficient or Highly Effective); • Evidence that candidates demonstrate depth of knowledge about content and content pedagogy to address State content standards for areas of certification; • Preparation of new teachers who exit teacher preparation programs exhibiting characteristics of “learner ready” new teachers; • Preparation of new teachers who display the following characteristics: <ul style="list-style-type: none"> ➢ Demonstrate respect toward students and display a belief that all children can learn; ➢ Display ethical behavior when interacting with children, school personnel, and parents; ➢ Collaborate and work in teams with fellow teachers; ➢ Demonstrate leadership and shared responsibility for student learning; and ➢ Expand personal knowledge by engaging in beneficial learning opportunities. • Evidence that teacher candidates model and develop within students the skills needed to succeed in college and career settings, collaborate and work in teams, and take ownership of new learning; • Creation of new teachers who are reflective/critical thinkers who can analyze their teaching and adapt instruction to better address the needs of individual students; • Creation of new teachers who obtain ratings in the top two levels of the State’s teacher evaluation system (i.e., Effective Proficient; Highly Effective); • Preparation of an increasing number of effective new teachers in teacher shortage areas (e.g., special education, mathematics, science, etc.); and • Other aspects to be identified.
Characteristics of “Learner Ready” New Teachers:	<p>Five components of Louisiana’s Compass Teacher Performance Evaluation:</p> <ul style="list-style-type: none"> • Planning and Preparation; • Managing Classroom Procedures; • Using Questioning and Discussion Techniques; • Engaging Students in Learning; and • Using Assessment in Instruction.

<p>Initiatives That Support Teacher Preparation Transformation 2.0:</p>	<p><i>Currently Being Implemented:</i></p> <ul style="list-style-type: none"> • Participation in the Core to College initiative with 12 other states and national partners to obtain higher levels of alignment and collaboration to achieve greater college readiness through the implementation of college and career-ready standards and new assessments; • Creation of PARCC Campus Leadership Teams on all campuses to engage higher education faculty and leaders in discussions and decisions about the Common Core State Standards (CCSS) and PARCC assessments; • Professional development of university faculty to implement the Common Core State Standards and Compass teacher evaluation system within teacher preparation programs; • Faculty engagement in the alignment of the teacher preparation curriculum to new State standards (e.g., CCSS, Compass) and implementation of the aligned curriculum; • Participation in the CAEP Alliance to work with 12 other states and national partners to support the creation of clinically rich preparation programs and clinical innovation; and • Participation in the Network for Transforming Educator Preparation (NTEP) to work with six other states and national partners to identify ways to improve teacher licensure, program approval, and data collection, analysis, and reporting.
<p>Types of Evidence to Report to the Public:</p>	<p><i>Evidence Currently Being Disseminated to the Public:</i></p> <ul style="list-style-type: none"> • State approval, regional accreditation, and national accreditation of teacher preparation programs; • Quantity of undergraduate and alternate completers; • Passage rates of completers on Praxis state licensure examinations; • Mean value-added scores for teacher preparation programs (Alternate); • Percentage of value-added scores within percentile ranges for new teachers (Alternate); • Mean value-added scores for teacher preparation programs (Undergraduate); and • Percentage of value-added scores within percentile ranges for new teachers (Undergraduate). <p><i>New Evidence to be Gathered to Meet CAEP Accreditation Requirements:</i></p> <ul style="list-style-type: none"> • Completer or graduation rates; • Percentage of completers that meet state licensing requirements; • Percentage of completers that obtain a license to teach; • Percentage of completers that are hired in schools; • Percentage of completers that are hired in positions for which they are prepared; • Retention of new teachers once hired; • Results of completer surveys; • Results of employer surveys; and • Student loan default rates. <p><i>New Evidence to be Considered for the Future:</i></p> <ul style="list-style-type: none"> • Mean Compass teacher evaluation scores for completers of teacher preparation programs; and • Quantity of completers in teacher shortage areas. <p><i>Other Types of Data that could be Reported to the Public:</i></p> <ul style="list-style-type: none"> • Total clock hours of clinical experiences before and during student teaching; • Median GPA of candidates who enter teacher preparation programs; • Median GPA of candidates who exit teacher preparation programs; • Number and percentage of candidates/completers by race; • Number and percentage of candidates/completers by gender; • Mean scores of completers on student teaching performance assessments; and • Mean ACT/SAT scores of cohort members when admitted to the programs.
<p>Web Site Links:</p>	<p>http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/ http://regents.la.gov/onestopshop</p>
<p>Reports to Guide Teacher Preparation Transformation 2.0 Discussions:</p>	<ul style="list-style-type: none"> • <i>Evaluation of Teacher Preparation Programs: Purposes, Methods, and Policy Options</i> (National Academy of Education, 2013) • <i>Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession.</i> (CCSSO, 2013) • <i>Preparing and Advancing Teachers and School Leaders.</i> (The Education Trust, 2013)