

**Board of Regents
Advisory Council for Teacher and Leader Preparation Effectiveness
September 23, 2014**

**2014 Louisiana Teacher Preparation Data Dashboard Facts
For Issues Identified by Council Members**

- 99% of all 2011-12 undergraduate completers passed all licensure assessments and met all state teacher certification requirements.
- 100% of all 2011-12 alternate completers passed all licensure assessments and met all state teacher certification requirements.
- 100% of all teacher preparation programs at public and private universities in Louisiana are nationally accredited by TEAC or NCATE. (Note: CAEP reports that only 49% of teacher preparation programs across the country are nationally accredited.)
- 14 out of 17 undergraduate programs and 14 out of 19 alternate programs had median Grade Point Averages of 3.0 or higher for candidates entering their teacher preparation programs.
- Actual clock hours of clinical experiences for undergraduate student teachers ranged from 400 to 600 clock hours with student teaching occurring for 10 to 16 weeks for 30 to 40 hours a week. In addition, undergraduate students completed 180 or more clinical hours of clinical experiences prior to student teaching resulting in 580 to 785 clock hours of clinical experiences during the total programs. Many clinical experiences in redesigned programs began during the sophomore year.
- Approximately only 7% of all teachers in Louisiana who obtained “Ineffective” Compass Final Evaluation scores were first and second year teachers (e.g., 61 alternate completers; 66 undergraduate completers) who completed redesigned teacher preparation programs. It is not clear if the other 93% of the teachers with “Ineffective” scores were experienced teachers or individuals with Practitioner licenses who were enrolled in alternate teacher preparation programs and teaching full time as the teacher of record. They were not first and second year teachers who had completed undergraduate or alternate programs.
- Most undergraduate secondary (Grades 6-12) programs are now housed in the Colleges of Arts/Sciences/Humanities with candidates obtaining a degree in a content major (e.g., mathematics) that requires 31 or more content hours and a minor in teacher education. Secondary programs housed in Colleges of Education also require a major in a content area (31 or more content hours) and meet the same education requirements.
- Public and private universities undergo comprehensive reviews every four to seven years for regional accreditation (SACSCOC) and program accreditation (NCATE/TEAC) which includes a review by the LDOE. State-approved private providers undergo no reviews once they receive initial approval from BESE.

Written Responses from Advisory Council Members

1. **How can redesigned teacher preparation programs go beyond existing plans (e.g., Teacher Preparation Transformation 2.0) to prepare new teachers to improve student learning?**
 - a. **Clinical Experiences**
 - Meaningful clinical experiences, prior to full employment similar to intern/clerk experience for new physicians and attorneys

- Residency/internships/mentoring
- Internships would be meaningful for undergrads
- Residency Programs
- How do we scale a residency model
- Residency
- Clinical experiences greatly expanded in all aspects of responsibilities
- Clinical experiences with diverse classrooms – inclusion (special education/gifted)
- Clinical experiences that begin before school year starts
- Early clinical experience
- Include candidates in their target school communities early and increase their exposure each semester
- Need field experiences – unless this addressed cannot focus on academics
- Does a need exist for clinical experience standards/behaviors that are embedded in coursework and clinical practice
- Move to work with and align with CHEP standard (i.e., longer clinical practice)
- Preparation experiences must be aligned to a shared vision for classroom readiness and should be located as fully as possible in schools and classrooms to ensure authentic, coherent preparation experiences.
- Student teaching experiences must be expanded. Additionally, those experiences must have a teacher representative that has been effective in the classroom
- More contact with the real universe – “laboratory” is not the world that awaits most teachers
- Full year student teacher experience under a highly effective mentor teacher
- More out of the textbook “box” and classroom experiences. Open our minds and classrooms to a new way of learning/teaching.

b. Quality Mentors

- More teachers mentoring or apprentice programs
- Pairing candidates with practicing educators who competently demonstrate effective teaching
- Is there a long term mentor program in place for teacher candidates?
- Mentorship
- Model and observation – more time in the classroom of a highly effective teachers or master teacher
- How does teacher induction thread through and can data tell us about how to strengthen the induction practice?

c. Incentives

- How do we attract more teachers, but also quality teachers - pay scale?
- Incentivize at state and local levels attracting teachers to high needs schools and professions (e.g., Fast track Ph.D., shorten Master’s program; similar to National Board Certification)
- Emphasize and enhance compensation and benefit packages at state level - explain accountability requirements thoroughly
- Compensation for interns
- Public relations for education profession
- How to increase and support the teacher pipeline – particularly for faculty of color

- Need greater focus on policies and best practices in teacher recruitment. How are we attracting students to the profession? What are we doing to retain effective teachers, particularly in high demand areas?
- Recruitment - how do we recruit strong candidates into profession?
- Need more engagement at the secondary level. Help students with potential to make the connection.

c. Evaluation of Preparation Effectiveness

- Cannot answer this question. What are the problems? What conditions exist that are not positive? Impossible to say “how” when we do not know what we are improving toward
- Cannot speak to higher education’s 2.0 improvement when we don’t know what we’re trying to change. Perhaps discussions within the council will give us an idea of what the issues are
- Accreditation standards for private providers
- Accountability for university and private providers
- Changes need to be based in large measures on performance data of students in K-12 schools. Anything else is just an exercise in higher education paper shuffling.
- Competency evaluation based on performance
- Competency-based evaluations
- Consider what other modes of measure can be used to assess teacher effectiveness and how these modalities can be honed within teacher preparation.
- Regarding “Performance of Classroom Teachers” – critically important to stabilize the evaluation process since so much weight is placed on this – confidence is law.
- Greater attention to “program productivity” bullet regarding “teacher retention”
- Ensure prospective collection of data on effectiveness and a mechanism to address shortcomings through continuing education - tie the continuing education to the data results
- Data collection/assessment and analysis

d. Curriculum and Structure of Programs

- There seems to be a focus on collaboration and a value of all students learning, “characteristics” of teachers - but how can teacher prep programs foster and develop these characteristics?
- Enforcing a stronger curriculum and student involvement among each other of the same majors (e.g., elementary, secondary, special education) and to explain in-depth the importance of field experience
- Focus of undergraduate course work on classroom which needs to be done at district level
- No longer just completing classwork
- Compass rubric needs to be taught in-depth – what does each look like?
- Prepare teachers to teach “employability” skills
- Redesigning teacher preparation programs requires a radically different financial model for how to pay for it.
- Look outside of Louisiana! We are at the bottom – find help – models
- K-12 schools must be involved in the design and implementation of preparation to ensure that program output meets district needs both in terms of quality and quantity
- Collaboration
- PDS (Professional Development School) model – needs reimplementation

e. Classroom Management

- Student behavior is a major challenge for new teachers; specific program more than one course needs to address this area
- Need to prepare teachers to handle behavior challenges in the classroom
- More aggressive behaviors/mental health an issue
- Classroom management and exposure to working strategies is important. But, an expectation that a teacher accept or attempt to manage behaviors that are dangerous or interfere with the rights of others to learn exist and should not be confused with management.
- Undergraduate coursework and classroom management
- Field work on how to work with students who are not identified special education but are coming two to three grade levels below
- Mental health training

f. Content Knowledge

- Teacher's content knowledge is one of - if not the most important - characteristic of effective teachers. More teachers are needed who have a bachelor's degree in their content area and a strong pedagogical content knowledge.
- Cutting back on certain programs such as physics, mathematics and foreign language, because they're not popular and don't bring money to higher education doesn't solve the critical teacher shortage in those subjects. Keep funding those programs; make it appealing to prospective teachers, even if it doesn't make profit for the university or college.
- Scaffold progress from content to pedagogy.
- Content knowledge.

g. Students with Special Needs

- How do we better integrate knowledge regarding the effective teaching of students with disabilities within all teacher education programs? Need to improve teacher collaboration between special education teachers and general education teachers.
- Focus on data student work tracking in intervention with students
- Behavioral health course special Ed course
- Teachers are the first in line for our at risk youth and yet teachers that don't have on campus service providers may know how to access them at state or federal dollars

h. Support to Candidates

- Multi-year seminar for candidate briefing/debriefing/reflection/self-evaluation on weekly basis
- Inclusion of remedial sessions that detail individual deficits in specific areas and tailoring scaffolded plans for improvements

i. University Faculty

- Better collaboration between subject department and education department
- College of education faculty should have current K-12 classroom experience

j. Technology

- Strong focus on technology integration into subject matter content and pedagogy training
- Technology

k. Best Practices

- Copy successful programs on VAM data
- UNO, LC, TNTP, LSU, SELU are consistently better performing year after year

l. Other

- Advocacy plan

2. What additional information should be communicated to legislators, state leaders, community/business leaders, parents, teachers, principals, district administrators, and the public that extends beyond existing data plans (e.g., Teacher Preparation Data Dashboard and Teacher Preparation Data Fact Book)?

a. Program Evaluation and Improvement

- We need honest, forthright discussion of current situation before we can communicate anything
- The data reported needs to tell a coherent story about program quality
- Same accountability standards for all providers
- How effective program completers are at meeting all students' needs
- Which university teacher's preparation programs have the most positive impact on student achievement/closing the achievement gap
- Program improvement over time
- I think the accreditation, academic strengths and teaching skills should be solely focused on
- Higher education needs to respond to data, accountability is not just for K-12
- Accountability needs to be PK-16
- What sanctions/consequences exist for programs that consistently certify non-effective teachers?
- Universities need to increase responsibilities and find root causes and address these issues (e.g., low passage rates)
- What rewards are available to choose most successful?
- How do we address the problems of our teacher preparation programs that are not having success? Let everyone know how the successful programs are achieving that success (Recognition, replication, accountability measures taken.)
- More specifics! Number of physics teachers; retention numbers; salary level of graduates; GPAs of students in pipeline

b. Incentives

- With higher costs of college - a career that is both respectable and well compensated would attract more individuals to enroll in these programs
- We need to raise the bar so that teachers will be recognized and on par with other professions

- Need focus on public relations. Promote the teaching profession. Teachers not treated as professionals.
- Incentive packages
- Comparison of starting salaries
- Competitive salaries to encourage career seekers (undergraduate/alternate certification)
- If we are going to attract quality teachers we must compensate them
- Salary
- Pay down VAL of TRSL at state level rather than passing on to locals so locals have addition money to actually pay more
- How can we recruit thoroughly effective Marketing Strategies students who will be able to become accomplished teachers?

c. Retention Rates

- Why are teachers leaving teacher preparation programs? - Data Dashboard
- Metrics on why college participants/enrollees don't complete
- Retention rates/comparative
- Reasons for attrition/tool to collect data
- Retention/turnover rates - statewide, by district, by grade level
- Placement/retro employment data
- High rate of exiting teachers from profession
- Why leave teaching if ratings/scores are good?

d. Comparisons to Other States

- Comparison of our programs with programs in other states and comparisons between universities in our own state with key characteristics of each program that ensures certification of high quality teachers
- Comparability to other states
- Success rates/comparative

e. Teacher Workforce Needs

- Areas where teachers are most needed
- Program output and how well it aligns to regional and state workforce demand
- Geographic areas where teachers are most needed

f. Mentors

- What is process for finding mentor teachers?
- Need incentive for mentors - teachers already have a huge workload already

g. Communication

- Heard some interesting comments regarding the overlapping nature of all of this – communication to legislators, community, parents, and general public should be “normalized.” Rather – cleaned of what is perceived as jargon. We are fairly effective talking to ourselves.
- If public perception is of concern, how does this preparation inform or distort new teachers prep and in-service teachers' work?

h. Other

- College preparation program
- Distractors that impede perception of success
- Why choose private K-12
- Resources lacking at universities
- Not familiar with current data plans
- Teacher burnout considered for quality resolution
- Percent of teachers who have Bachelor's degree in subject area they teach
- Fully fund universal PREK in LA so students are "K-Ready"

3. What research questions need to be answered about teacher preparation effectiveness (e.g., Are effective new teachers more reflective/critical in their thinking and thus more reflective/critical in their thinking when completing surveys to evaluate their teacher preparation programs)?

Questions:

- Are new teachers more likely to be rated as effective teachers if they consistently participate in weekly or monthly collaboration meetings with other teachers?
- Are teachers learning to teach "employability" skills that employers need in "ready graduates" and how effective are they? In other words how are we measuring student readiness and are these measures appropriate from an employer perspective?
- Are new teachers faced with behavior challenges that are causing them to leave the field?
- What are ways in which teacher preparation and schools/districts are effectively collaborating?
- How can National Board for Professional Standard Certification Programs be implemented in our teacher preparation programs, so teachers can become reflective of their professional practice?
- Are Master's degrees leading to effective teaching?
- Do different student populations require different preparation? Is a homogenized preparation program best or simply a strong push to the middle?
- How often do effective teachers record informal data and standards-based or objective level data on their students?
- How often do effective teachers call a student's name – visit a student's home?
- Are effective new teachers concerned with the impact of their students based on their teaching skills?
- Maybe they're just more honest? Are ineffective teachers rating programs highly because they haven't experienced a true quality program?
- Find out reason why teachers with higher value added scores are less satisfied with their teaching preparation programs. Ask for their input and suggestions about what should be changed in order to make teacher preparation programs more effective.
- Does a minimum GPA to enter an education program make a difference in the candidate outcome as a teacher?
- As soon as I know what problems we are trying to fix, I'll know what questions to ask. Meanwhile, there are certainly differences in how K-12 and others perceive effectiveness of various teachers. Where is the real accountability?
- Case study analysis - what does it look like, sound like? How can these models inform teacher preparation and support?

- What do the assessments really tell us? What does passing the Praxis really mean?

Topics:

- True indications of teacher effectiveness
- Validity and reliability of VAM and SLT
- Pay for performance measures as compared to student achievement
- Local district efforts relative to teacher retention measures - replicate those that work, highlight for other districts
- Impact of teacher support
- Behavior modification techniques
- Teacher support within local district
- Current attitudes, challenges and preparation on decision to enter and or remain in teaching
- Resources used - diversity of resources used in instruction
- Organization questions of highly effective teachers
- Data analysis
- Reasons why teachers stay
- Reasons why teachers leave
- New teacher lasting rates
- Relationship to GPA - required for licensure, entrance and effective teachers
- New model of collaboration across universities – business – K-12
- New feedback for districts

Comments:

- Stop finding data, you are running in circles, start making changes
- As a teacher, I learned more in my first year than I did in college. I was prepared but not to the level I should have been. *Experience is Key*