

## 2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

University of Louisiana at Monroe

Prepared by Louisiana Board of Regents & University of Louisiana System

*Public University Alternate Teacher Preparation Program*

| BASIC PROGRAM INFORMATION   |  |   |  |  |  |  |                                    |  |
|---|--|---|--|--|--|--|------------------------------------|--|
| <b>Program Web Site</b>   | http://ulm.edu/education/index.html  |   |  |  |  |  |                                    |  |
| <b>Approval/Accreditation</b>   | <b>Names of Agencies</b>   |   |  |  |  |  | <b>Status</b>                      |  |
|   | State: Board of Elementary and Secondary Education (BESE)  |   |  |  |  |  | Approved                           |  |
|   | State: Board of Regents (BoR)  |   |  |  |  |  | Approved                           |  |
|   | Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)                              |   |  |  |  |  | Accredited                         |  |
| National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation |  |   |  |  |  | Accredited   |                                    |  |
| <b>Type of Program</b>  | Alternate (Master of Arts in Teaching )  |   |  |  |  |  |                                    |  |
| CANDIDATE SELECTION PROFILE   |  |   |  |  |  |  |                                    |  |
| <b>Academic Strength</b>  | Completer Passage Rate on Praxis Skills Assessment (2012-13)   |   |  |  |  |  | 100%                               |  |
|   | Median GPA of Candidates Entering the Program (2012-13)  |   |  |  |  |  | 3.20                               |  |
|   | Median GPA of Candidates Completing the Program (2012-13)  |   |  |  |  |  | 3.90                               |  |
|   | Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2012-13)                        |   |  |  |  |  | Data Not Yet Available             |  |
| <b>Teaching Promise</b>   | Data not yet available.  |   |  |  |  |  |                                    |  |
| <b>Candidates/Completer Diversity</b>   | <b>Candidates (2012-13)</b>  | <b>Enrolled</b>   |  | <b>Completers</b>                                  |  |  | <b>Total</b>                       |  |
|   |  | 80  |  | 32   |  |  | 112                                |  |
|   | <b>Enrolled Gender</b>   | <b>Males</b>  |  |  | <b>Females</b>                                     |  |                                    |  |
|   |  | 19  |  |  | 61   |  |                                    |  |
| <b>Enrolled Race</b>  | <b>Hispanic</b>  | <b>Indian</b>   | <b>Asian</b>                                       | <b>Black</b>                                       | <b>Islander</b>                                    | <b>White</b>                                       | <b>Multi-Racial</b>                |  |
|   | 1  | 0   | 0  | 14   | 0  | 58   | 3                                  |  |
| KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS   |  |   |  |  |  |  |                                    |  |
| <b>Knowledge</b>  | <b>Content</b>   | Completer Passage Rate on Praxis Content Assessments (2012-13)                |  |  |  |  | 100%                               |  |
|   | <b>Pedagogical</b>   | Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13) |  |  |  |  | 100%                               |  |
|   | <b>Overall</b>   | Completer Passage Rate on all Assessments (2012-13)                           |  |  |  |  | 100%                               |  |
| <b>Clinical Experiences</b>   | Full Time Internships are Offered for the Academic Year  |   |  |  |  |  |                                    |  |
|   | <b>Student Teaching</b>  | Clock Hours of Clinical Experiences Prior to Student Teaching                 |  |  |  |  | 180                                |  |
|   |  | Clock Hours of Clinical Experiences During Student Teaching                   |  |  | <b>Number of Weeks</b>                             | <b>Number of Clock Hours per Week</b>              | <b>Total Number of Clock Hours</b> |  |
|   |  |   | 15   | 35   | 525  |  |                                    |  |
| <b>Licensure Requirements</b>   | Percentage of 2012-13 Completers That Meet State Licensing Requirements  |   |  |  |  | 100%   |                                    |  |
| <b>Completer Rating</b>   | Data Not Yet Available   |   |  |  |  |  |                                    |  |
| PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS   |  |   |  |  |  |  |                                    |  |
| <b>Entry and Persistence in Teaching in Public Schools in Louisiana</b>   | Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14   |   |  |  |  |  | 69% (n=22)                         |  |
|   | Percentage & Number of 2012-13 Completers That Obtained a License to Teach   |   |  |  |  |  | Data Not Yet Available             |  |
|   | <b>2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14</b> |   |  |  |  |  |                                    |  |
|   | <b>Number of 2008-09 Completers</b>  | <b>Number &amp; Percentage Teaching in 2009-10</b>                            | <b>Number &amp; Percentage Teaching in 2010-11</b> | <b>Number &amp; Percentage Teaching in 2011-12</b> | <b>Number &amp; Percentage Teaching in 2012-13</b> | <b>Number &amp; Percentage Teaching in 2013-14</b> |                                    |  |
| 100% (n=62)   | 89% (n=55)   | 82% (n=51)  | 84% (n=52)   | 76% (n=47)   | 76% (n=47)   |  |                                    |  |
| <b>Placement/Persistence in High-Need Subjects/Schools</b>  | Data Not Yet available   |   |  |  |  |  |                                    |  |

# 2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

University of Louisiana at Monroe

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Master of Arts in Teaching Alternate Teacher Preparation Program

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

|  |   |   |                             |                             |                         |
|--|---|---|-----------------------------|-----------------------------|-------------------------|
| <b>Impact on K-12 Students</b><br><br><i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>   | Mean Compass Student Outcome Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching       | <b>Compass Student Outcome Mean &amp; Number of Scores</b>  |                             |                             |                         |
|  |   | 3.1 (n=186)   |                             |                             |                         |
|  | Percentage and Number of 2012-13 and 2013-14 Compass Student Outcome Scores for the New Teachers by LDOE Teacher Effectiveness Levels       | <b>Compass Teacher Effectiveness Levels for Student Outcome Scores</b>  |                             |                             |                         |
|  |   | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|  |   | 7%  | 14%                         | 31%                         | 48%                     |
| <b>Demonstrated Teaching Skill</b><br><br><i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>   | Mean Compass Professional Practice Score (2012-13 & 2013-14) and Number of Scores for All New Teachers with Less than Two Years of Teaching | <b>Compass Professional Practice Mean &amp; Number of Scores</b>  |                             |                             |                         |
|  |   | 3.2 (n=186)   |                             |                             |                         |
|  | Percentage and Number of 2012-13 & 2013-14 Compass Professional Practice Scores for the New Teachers by LDOE Teacher Effectiveness Levels   | <b>Compass Teacher Effectiveness Levels for Professional Practice Scores</b>  |                             |                             |                         |
|  |   | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|  |   | 0%  | 5%                          | 67%                         | 29%                     |
| <b>Overall Impact and Demonstrated Teaching Skill</b><br><br><i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>  | Mean Compass Final Evaluation Score (2012-13 & 2013-14) and Number of Scores for New Teachers with Less than Two Years of Teaching          | <b>Compass Final Evaluation Mean &amp; Number of Scores</b>   |                             |                             |                         |
|  |   | 3.1 (n=186)   |                             |                             |                         |
|  | Percentage and Number of 2012-13 & 2013-14 Compass Final Evaluation Scores for the New Teachers by LDOE Teacher Effectiveness Levels        | <b>Compass Teacher Effectiveness Levels for Final Evaluation Scores</b>   |                             |                             |                         |
|  |   | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|  |   | 7%  | 6%                          | 54%                         | 33%                     |
| <b>State Value Added Scores for New Teachers in Grades 4-10 with Less than Two Years of Teaching by Content Areas (Twenty-five or More New Teachers)</b><br><br><i>(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i> | <b>Content Areas</b>  | <b>Mean, Number of Scores, &amp; Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2010-11, 2011-12, 2012-13, or 2013-14</b> |                             |                             |                         |
|  | <b>Mathematics</b>  | -2.9 (n=35)   |                             |                             |                         |
|  |   | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|  |   | 23%   | 34%                         | 31%                         | 11%                     |
|  | <b>Science</b>  | -1.3 (n=38)   |                             |                             |                         |
|  |   | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|  |   | 5%  | 55%                         | 34%                         | 5%                      |
|  | <b>Social Studies</b>   | -4.6 (n=26)   |                             |                             |                         |
|  |   | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b> |
|  |   | 15%   | 58%                         | 15%                         | 12%                     |
| <b>English/Language Arts/Reading</b>   | -1.5 (n=33)   |   |                             |                             |                         |
|  | <b>Ineffective</b>  | <b>Effective Emerging</b>   | <b>Effective Proficient</b> | <b>Highly Effective</b>     |                         |
|  | 6%  | 58%   | 21%                         | 15%                         |                         |
| <b>K-12 Student Perceptions</b>  | Data Not Yet Available.   |   |                             |                             |                         |