Evidence # 19 2015 Louisiana Teacher Preparation Data Dashboard- Alternate TPP

TAGS: InTASC- Instructional Practice (IP); CAEP Standards 2.1, 3.2, 3.4, 4.1, 4.2, 5.1, 5.4, 8 annual reporting measures: persistence data

		2015 LOUISIAN		Veese State			SHOAR		
	Duran	and have a sector of						C	
	Prepai	red by Louisiar						System	
		Public Unive	rsity Al	ternate Tea	icher Prepar	ation	Program		
		1			NFORMATION				
Program Web		http://www.mo	cneese.e	-					1
Approval/Accre	editation	Names of Agencies							Status
		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							Accredited
		(SACSCOC)							Accredited
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher							Accredited
			Education Accreditation Council (TEAC); or Council for the Accreditation of Educator						
Type of Progra	a m	Preparation Alternate (Certification-Only & Master of Arts in Teaching)							
Type of Flogic	ann				r of Arts in Tea	ching)			
					TION PROFILE				
Academic Strer	ngth	Completer Passage Rate on Praxis Skills Assessment (2012-13)							100%
			Median GPA of Candidates Entering the Program (2012-13)						3.60
			Median GPA of Candidates Completing the Program (2012-13)						3.83
			Number of Candidates who Started but Did not Complete the Program Within 6						Data Not Yet
		Years (by 2012-	-						Available
Teaching Pror	nise	Data not yet av	ailable.						
Candidates/		Candidates		Enrolled	Co	ompleters	;		otal
Completer		(2012-13)		77		50			.27
Diversity		Enrolled	Males Females				Females 64		
		Gender		13	A 2 3 4		Internation	-	
		Enrolled Race	Hispanio 2	<u>Indian</u>	Asian 0	Black 12	Islander 0	White 61	Multi-Racial 1
		Nace	2	1	Ű	12	Ű	01	-
		_	-		EACHING OF C	-			1
Knowledge	Content	Completer Pass							100%
	Pedagogical	Completer Pass					Assessment	s (2012-13)	100%
	Overall	Completer Pass							100%
Clinical Experie	ences	Full Time Intern	<u> </u>						1
		Student Teaching Clock Hours of Clinical Experiences Prior to Student Teaching						273	
			Clock Hours of Clinical Experiences During Student Teaching			es	Number of Weeks	Number of Clock Hours per Week	Total Number o Clock Hours
							14	30	420
Licensure Req	uirements	Percentage of 2012-13 Completers That Meet State Licensing Requirements							100%
Completer Ra	ting	Data Not Yet Available							
	PRC	OGRAM PRODUCT			IT TO STATE N	EEDS O	F COMPLET	ERS	
Entry and Persistence in		Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14							76% (n=38)
Feaching in Pul		Percentage & Number of 2012-13 Completers That Obtained a License to Teach							Data Not Yet
Louisiana		· · ·							Available
(Please examine the 2015 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13,					and 2013-14		
		Number of 2008-09 Completers		Number & Percentage Teaching in 2009-10	Number & Percentage Teaching in 2010-11	Pe Te	umber & rcentage aching in 011-12	Number & Percentage Teaching in 2012-13	Number & Percentage Teaching in 2013-14
		100% (n=60)	85% (n=51)	82% (n=49)	-	% (n=50)	80% (n=48)	64% (n=47)
Placement/Pe	ersistence in bjects/Schools	Data Not Yet av	vailable		<u> </u>	1			<u> </u>

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Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2020 Key Effectiveness Indicators developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics.

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201	15 LOUISIANA TEACHER PREPARA			CONT'D)				
	McNeese Sta							
Prep	oared by Louisiana Board of Rege	ents & Unive	ersity of Louisia	na System				
Л	Aaster of Arts in Teaching Altern	ate Teachei	r Preparation Pr	ogram				
PERFORMAN	<u>CE AS CLASSROOM TEACHERS (NEW TE</u>	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)			
mpact on			Compass Student Outcome Mean & Number of Scores					
K-12 Students	Score (2012-13 & 2013-14) and	3.4 (n=148)						
(2)	Number of Scores for All New							
(Please examine the 2015 Louisiana Teacher Preparation	Teachers with Less than Two Years							
Data Fact Book to accurately	of Teaching	Compass Teacher Effectiveness Levels for Student Outcome Scores						
nterpret the meaning of these cores.)	Percentage and Number of 2012- 13 and 2013-14 Compass <i>Student</i>	Ineffective Effective Emerging Effective Proficient Highly Effective						
	Outcome Scores for the New	menective	Lifective Liferging	Lifective Proncient	Highly Lifective			
	Teachers by LDOE Teacher	3%	7%	29%	61%			
	Effectiveness Levels							
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores			
Skill	Practice Score (2012-13 & 2013-	3.3 (n=148)						
	14) and Number of Scores for All	5.5 (1-140)						
(Please examine the 2015	New Teachers with Less than Two							
Louisiana Teacher Preparation Data Fact Book to accurately	Years of Teaching							
interpret the meaning of these	Percentage and Number of 2012-13	-	eacher Effectiveness Le					
scores.)	& 2013-14 Compass Professional	Ineffective 0%	Effective Emerging 7%	Effective Proficient 53%	Highly Effective 41%			
	Practice Scores for the New Teachers	078	1 /0	5570	41/0			
	by LDOE Teacher Effectiveness Levels							
		Compass Final Evaluation Mean & Number of Scores						
Overall Impact and Demonstrated Teaching	Mean Compass Final Evaluation Score (2012-13 & 2013-14) and	3.3 (n=148)						
Skill	Number of Scores for New Teachers	5.5 (II-140)						
SKIII	with Less than Two Years of							
(Please examine the 2015	Teaching							
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2012-13	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
interpret the meaning of these	& 2013-14 Compass Final Evaluation	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
scores.)	Scores for the New Teachers by	3%	4%	50%	43%			
	LDOE Teacher Effectiveness Levels							
		NA NI I						
State Value Added Scores for New Teachers in	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14						
Grades 4-10 with Less than								
Two Years of Teaching by	Mathematics	-2.7 (n=31)						
Content Areas (Twenty-		la effective	Effective Freedomine	Effective Dusfisions	Uishh, Effective			
five or More New		Ineffective 13%	Effective Emerging 55%	Effective Proficient 16%	Highly Effective 16%			
Teachers)		1370			10/6			
	Science	-2.0 (n=31)						
Please examine the 2015 Louisiana Teacher Preparation		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Data Fact Book to accurately		13%	52%	19%	16%			
nterpret the meaning of these scores.)	Social Studies			.7 (n=31)				
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		13%	42%	32%	13%			
	English/Language Arts/Reading	-3.7 (n=32)						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		22%	41%	25%	13%			

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K-12 Student Perceptions Data Not Yet Available.

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	15 LOUISIANA TEACHER PREPARA McNeese Sta	ite Universi	ty				
Prep	pared by Louisiana Board of Rege						
	Certification-Only Alternate	leacher Pre	paration Progra	m			
PERFORMAN	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)		
Impact on	Mean Compass Student Outcome	Co	mpass Student Outcom	e Mean & Number of S	cores		
K-12 Students	Score (2012-13 & 2013-14) and	3.4 (n=78)					
(Disease summing the 2015	Number of Scores for All New	Compass Teacher Effectiveness Levels for Student Outcome Scores					
(Please examine the 2015 Louisiana Teacher Preparation	Teachers with Less than Two Years						
Data Fact Book to accurately	of Teaching						
interpret the meaning of these scores.)	Percentage and Number of 2012-13 and 2013-14 Compass <i>Student</i>	Ineffective Effective Emerging Effective Proficient Highly Effective					
500723.7	Outcome Scores for the New	ineffective	Effective Emerging	Effective Proficient	Highly Ellective		
	Teachers by LDOE Teacher	1%	13%	22%	64%		
	Effectiveness Levels						
Demonstrated Teaching		Com	nass Professional Pract	ice Mean & Number of	Scores		
Skill	Mean <i>Compass Professional</i> Practice Score (2012-13 & 2013-	Compass Professional Practice Mean & Number of Scores					
	14) and Number of Scores for All		5.5 ((n=78)			
(Please examine the 2015	New Teachers with Less than Two						
Louisiana Teacher Preparation	Years of Teaching						
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-13	Compass Teacher Effectiveness Levels for Professional Practice Scores					
scores.)	& 2013-14 Compass Professional	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Practice Scores for the New Teachers	0%	6%	49%	45%		
	by LDOE Teacher Effectiveness						
	Levels						
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2012-13 & 2013-14) and	3.4 (n=78)					
Skill	Number of Scores for New Teachers						
	with Less than Two Years of						
(Please examine the 2015	Teaching	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2012-13	Compas Ineffective	Effective Effectiveness	Levels for Final Evaluat Effective Proficient	ion Scores Highly Effective		
interpret the meaning of these	& 2013-14 Compass Final Evaluation	1%	5%	45%	49%		
scores.)	Scores for the New Teachers by	170	570	4370	4370		
	LDOE Teacher Effectiveness Levels						
State Value Added Scores	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who					
for New Teachers in		Taught during 2011-12, 2012-13, or 2013-14					
Grades 4-10 with Less than	Mathematics	N/A (n=N/A)					
Two Years of Teaching by				(
Content Areas (Twenty- five or More New		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Teachers)		N/A	N/A	N/A	N/A		
reactionsy	Science	N/A (n=N/A)					
(Please examine the 2015							
Louisiana Teacher Preparation		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
Data Fact Book to accurately interpret the meaning of these		N/A	N/A	N/A	N/A		
scores.)	Social Studies	N/A (n=N/A)					
		Inoffect's		Effective Destinites	Ulahla Fffaat		
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	English/Language Arts/Reading	N/A	N/A	N/A	N/A		
	English Language Arts/ Reduing	N/A (n=N/A)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A	N/A	N/A	N/A		

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