2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD University of Louisiana at Lafayette									
Prepared by Louisiana Board of Regents & University of Louisiana System Public University Alternate Teacher Preparation Program									
		T ublic Offi	-	ASIC PROGRAM			rogram		
Program Wel	b Site	http://coe.lo				V			
Approval/Ac								Status	
	cicatation	State: Board of Elementary and Secondary Education (BESE)							Approved
			State: Board of Regents (BoR)						
			Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)						
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher							Accredited
		Education Ac	creditat	ion Council (TEA	C); or Council f	or the Aco	creditation	n of Educator	
		Preparation (CAEP)						
Type of Prog	ram	Alternate (Ce	rtificatio	on-Only; Master	of Arts in Teac	hing)			
				ANDIDATE SELE					
Academic Str	ength			ate on Praxis Ski		•)		100%
		Median GPA of Candidates Entering the Program (2015-16)						3.07	
		Median GPA of Candidates Completing the Program (2015-16)						3.18	
		Number of Candidates who Started but Did not Complete the Program Within 6 Years							Data Not Yet
		(by 2015-16)		1					Available
Teaching Pro	mise	Data Not Yet Available.						Tatal	
Candidates/		Candidates						Total 110	
Completer Diversity		(2015-16) 73 37 Enrolled Males Females					110		
Diversity		Gender 17 56							
		Enrolled					Multi-Racial		
			0	1	0	8	0	60	4
		KNOW			TEACHING OF		TERS		
Knowledge	Content	KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS Completer Passage Rate on Praxis Content Assessments (2015-16) 100%							
interneuge	Pedagogical	Completer Passage Rate on Praxis Content Assessments (2015-10) Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16)							100%
	Overall	Completer Passage Rate on all Assessments (2015-16)							100%
Clinical Expe	riences	Full Time Internships are Offered as an Option for the Academic Year							Yes
		Student Clock Hours of Clinical Experiences Prior to Student Teaching						180	
		Teaching	Clock Hours of Clinical Experiences Number of Number of				Total Number of		
			During Student Teaching				Clock Hours per Week	Clock Hours	
		14 35						490	
Licensure Re	quirements	Number and Percentage of 2015-16 Completers That Meet State Licensing						100%	
Requirements					5				
Completer Ra	Completer Rating Data Not Yet Available					•			
	PR	OGRAM PROD		TY AND ALIGNM	ENT TO STATE	NEEDS O	F COMPLE	TERS	
Entry and Pe	Entry and Persistence in Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17						92% (n=34)		
Teaching in Public Schools		Percentage & Number of 2015-16 Completers That Obtained a License to Teach							Data Not Yet
in Louisiana									Available
		2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16,						1	
(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		Number of 2011-12	f	Number &	Number &		nber &	Number &	Number &
		Completer	s	Percentage Teaching in	Percentage Teaching in		entage hing in	Percentage Teaching in	Percentage Teaching in
				2012-13	2013-14		14-15	2015-16	2016-17
		100%		67%	73%	-	3%	60%	62%
		(n=97)		(n=65)	(n=71)	1 (n	=61)	(n=58)	(n=60)

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.

2018	B LOUISIANA TEACHER PREPAR			CONT'D)			
	University of Lou	isiana at Laf	ayette				
Prepa	red by Louisiana Board of Reg	ents & Unive	ersity of Louisia	na System			
Μ	aster of Arts in Teaching Altern	nate Teache	r Preparation Pr	ogram			
PERFORMANCE	AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)		
Impact on	Mean Compass Student Growth	Co	ompass Student Growth	Mean & Number of Sc	ores		
K-12 Students	Score (2014-15, 2015-16, & 2016-	3.5					
	17) and Number of Scores for All		(n:	=24)			
(Please examine the 2018 Louisiana Teacher Preparation	New Teachers with Less than Two						
Data Fact Book to accurately	Years of Teaching	Compass Teacher Effectiveness Levels for Student Growth Scores					
interpret the meaning of these	Percentage and Number of 2014-	-					
scores.)	15, 2015-16, & 2016-17 <i>Compass</i> <i>Student Outcome Scores</i> for the	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	New Teachers by LDOE Teacher	0%	4%	25%	71%		
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=≤10)	(n=17)		
Demonstrated Teaching	Mean Compass Professional	Com	pass Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2014-15, 2015-16,	3.2					
	& 2016-17) and Number of Scores			=24)			
(Please examine the 2018	for All New Teachers with Less		(11-	-27)			
Louisiana Teacher Preparation	than Two Years of Teaching						
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2014-	Compass T	eacher Effectiveness Le	vels for Professional Pr	actice Scores		
scores.)	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Professional Practice Scores for	0%	0%	75%	25%		
	the New Teachers by LDOE	(n=≤10)	(n=≤10)	(n=18)	(n=≤10)		
	Teacher Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2014-15, 2015-16, & 2016-	3.4 (n=24) Compass Teacher Effectiveness Levels for Final Evaluation Scores					
Skill	17) and Number of Scores for						
(Please examine the 2018	New Teachers with Less than Two Years of Teaching						
Louisiana Teacher Preparation	Percentage and Number of 2014-						
Data Fact Book to accurately	15, 2015-16, & 2016-17 <i>Compass</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
interpret the meaning of these scores.)	Final Evaluation Scores for the	0%	0%	58%	42%		
500103.7	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=14)	(n=10)		
	Effectiveness Levels						
State Value Added Scores	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten					
for New Teachers in		or More New Teachers with Less Than Two Years of Teaching who Taught During					
Grades 4-8 with Less than	Mathematics	2013-14, 2014-15, & 2015-16 N/A					
Two Years of Teaching by	Wathematics	(n=N/A)					
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
More New Teachers)		N/A%	N/A%	N/A%	N/A%		
(2)		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
(Please examine the 2018 Louisiana Teacher Preparation	Science	N/A					
Data Fact Book to accurately		(n=N/A)					
Data race book to accurately			Effective Emerging	Effective Proficient	Highly Effective		
interpret the meaning of these		Ineffective	00				
		N/A%	N/A%	N/A%	N/A%		
interpret the meaning of these			N/A% (n=N/A)	(n=N/A)	N/A% (n=N/A)		
interpret the meaning of these	Social Studies	N/A%	N/A% (n=N/A)				
interpret the meaning of these	(Note: Data are not available –	N/A%	N/A% (n=N/A)	(n=N/A)			
interpret the meaning of these	(Note: Data are not available – new assessments being	N/A% (n=N/A)	N/A% (n=N/A)	(n=N/A) I/A	(n=N/A)		
interpret the meaning of these	(Note: Data are not available – new assessments being developed.)	N/A% (n=N/A) Ineffective	N/A% (n=N/A) Effective Emerging N/A	(n=N/A) I/A Effective Proficient N/A	(n=N/A) Highly Effective		
interpret the meaning of these	(Note: Data are not available – new assessments being	N/A% (n=N/A) Ineffective	N/A% (n=N/A) N Effective Emerging N/A	(n=N/A) I/A Effective Proficient	(n=N/A) Highly Effective		
interpret the meaning of these	(Note: Data are not available – new assessments being developed.)	N/A% (n=N/A) Ineffective	N/A% (n=N/A) N Effective Emerging N/A	(n=N/A) I/A Effective Proficient N/A	(n=N/A) Highly Effective		
interpret the meaning of these	(Note: Data are not available – new assessments being developed.)	N/A% (n=N/A) Ineffective N/A	N/A% (n=N/A) N Effective Emerging N/A N (n=	(n=N/A) I/A Effective Proficient N/A I/A N/A)	(n=N/A) Highly Effective N/A		

201	8 LOUISIANA TEACHER PREPAR			CONT'D)			
	University of Lou		•				
Prep	ared by Louisiana Board of Reg	ents & Unive	ersity of Louisian	na System			
C	ertification-Only Program Alteri	nate Teache	r Preparation Pr	rogram			
PERFORMANC	E AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHIN	G)		
Impact on	Mean Compass Student Growth	Co	ompass Student Growth	Mean & Number of So	ores		
K-12 Students	Score (2013-14, 2014-15, & 2015-		3	3.3			
	16) and Number of Scores for All	(n=181)					
(Please examine the 2018 Louisiana Teacher Preparation	New Teachers with Less than Two	Compass Teacher Effectiveness Levels for Student Growth Scores					
Data Fact Book to accurately	Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013- 14, 2014-15, & 2015-16 <i>Compass</i>	Ineffective		Effective Proficient			
scores.)	Student Growth Scores for the New	menective	Effective Emerging	Effective Proficient	Highly Effective		
	Teachers by LDOE Teacher	3%	9%	33%	55%		
	Effectiveness Levels	(n=≤10)	(n=16)	(n=60)	(n=99)		
Demonstrated Teaching Mean Compass Professional		Com	pass Professional Pract	ice Mean & Number of	Scores		
Skill	Practice Score (2013-14, 2014-15,		3	3.2			
	& 2015-16) and Number of Scores	(n=181)					
(Please examine the 2018	for All New Teachers with Less than		·	,			
Louisiana Teacher Preparation Data Fact Book to accurately	Two Years of Teaching						
interpret the meaning of these	Percentage and Number of 2013-		eacher Effectiveness Le				
scores.)	14, 2014-15, & 2015-16 Compass	Ineffective 0%	Effective Emerging 8%	Effective Proficient 64%	Highly Effective 28%		
	Professional Practice Scores for the	(n=≤10)	(n=15)	(n=116)	(n=50)		
	New Teachers by LDOE Teacher Effectiveness Levels	(11-210)	(11-13)	(11-110)	(11-50)		
Overall Impact and	Mean Compass Final Evaluation	Co	 ompass Final Evaluation	Mean & Number of Sc	ores		
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	3.3					
Skill	16) and Number of Scores for New	(n=181)					
	Teachers with Less than Two Years						
(Please examine the 2018	of Teaching						
Louisiana Teacher Preparation Data Fact Book to accurately	Percentage and Number of 2013-	Compas	s Teacher Effectiveness		tion Scores		
interpret the meaning of these	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)	Final Evaluation Scores for the New	1%	10%	50%	39%		
	Teachers by LDOE Teacher	(n=≤10)	(n=18)	(n=91)	(n=71)		
	Effectiveness Levels						
State Value Added Scores	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16 0.3					
for New Teachers in	Mathematics						
Grades 4-8 with Less than Two Years of Teaching by							
Content Areas (Ten or		(n=26)					
More New Teachers)		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
,		15% (n=≤10)	31% (n=≤10)	39% (n=10)	15%		
(Please examine the 2018	Science	(11-510)		. ,	(n=≤10)		
Louisiana Teacher Preparation Data Fact Book to accurately	Science	-2.7 (n=18)					
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)		17%	33%	39%	11%		
		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)		
	Social Studies	N/A					
	(Note: Data not available – new	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	assessments being developed.)	N/A	N/A	N/A	N/A		
	English/Language Arts/Reading	-0.5 (n=24)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		4%	58%	21%	17%		
		(n=≤10)	(n=14)	(n=≤10)	(n=≤10)		
	l	··· ==•/	··· - ·/	··· ==•/	(··· ===0)		