

## LOUISIANA TEACHER PREPARATION TRANSFORMATION 1.0 (1999-2012)

Elements	Descriptions
<b>Teacher Preparation Concerns/Needs in 1999-2000:</b>	<ul style="list-style-type: none"> <li>• Low passage rates on teacher licensure examinations at some institutions (i.e., 33%, 38%, 65%);</li> <li>• Low percentage of teachers teaching in their areas of certification (i.e., 87%);</li> <li>• Low percentage of teacher preparation programs fully accredited by national bodies (i.e., 58%);</li> <li>• Inability to link growth of student learning to new teachers who completed programs; and</li> <li>• Negative public opinion about teacher preparation programs.</li> </ul>
<b>Primary Purpose of Teacher Preparation Transformation 1.0:</b>	To create a cohesive PK-16+ system that holds universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produce higher achieving K-12 students.
<b>Primary Stakeholders Engaged in Teacher Preparation Transformation 1.0:</b>	Office of Governor, Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, public universities, private universities, private providers, K-12 partners, and Blue Ribbon Commission for Educational Excellence.
<b>Aspects of Teacher Preparation Programs that Mattered the Most in 1999-2000:</b>	<ul style="list-style-type: none"> <li>• Completers pass teacher licensure examinations;</li> <li>• Programs produce a greater number of new teachers who meet all state certification requirements;</li> <li>• Programs produce more new teachers in teacher shortage areas;</li> <li>• K-12 students taught by new teachers demonstrate growth in achievement; and</li> <li>• New teachers and schools have a positive perception about teacher preparation programs.</li> </ul>
<b>Initiatives That Supported Teacher Preparation Transformation 1.0:</b>	<ul style="list-style-type: none"> <li>• Creation and implementation of more rigorous state policies for teacher licensure and teacher preparation program approval;</li> <li>• Identification of inputs to create guidelines for the redesign of all teacher preparation programs;</li> <li>• Creation of redesign teams that included college of education faculty, college of arts/sciences/humanities faculty, and K-12 school/district partners;</li> <li>• Redesign of all undergraduate, alternate, and graduate teacher preparation programs by redesign teams using State guidelines;</li> <li>• Use of national experts to evaluate all redesigned programs based upon higher state expectations;</li> <li>• Termination by Board of Regents and Board of Elementary and Secondary Education of all pre-design programs (i.e., Nursery, Kindergarten, Grades 1-8, Grades 7-12, Grades K-12, and Grades K-12 Special Education) by specific dates;</li> <li>• Approval by Board of Regents and Board of Elementary and Secondary Education of all redesigned programs (i.e., Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12, Grades K-12, Integrated to Merged Special Education/Regular Education, and Early Intervention - Birth to 5) that met more rigorous state expectations;</li> <li>• Expectation that all public and private universities have national accreditation (NCATE/TEAC);</li> <li>• Evaluation of all teacher preparation reading/language courses by national experts to ensure inclusion of state adopted Reading/Language Competencies;</li> <li>• Identification and implementation of screens/assessments for teacher preparation decision points for electronic portfolio systems for candidates;</li> <li>• Implementation of a Teacher Preparation Accountability System (currently being revised);</li> <li>• Development/piloting of a Value-added Teacher Preparation Assessment Model (Noell, 2003-2006);</li> <li>• Implementation of a Value-added Teacher Preparation Assessment Model and public reporting of results for redesigned programs (Noell, 2006-2011);</li> <li>• Implementation of Programmatic Interventions when redesigned programs demonstrated weak value-added results in specific content areas; and</li> <li>• Adoption by higher education of a new value-added model developed by the Louisiana Department of Education for a statewide teacher evaluation system (i.e., Compass). (2011-Future)</li> </ul>
<b>Types of Evidence for Outcomes in 2012-2013:</b>	<ul style="list-style-type: none"> <li>• 100% State passage rate of completers on teacher licensure examinations;</li> <li>• Higher percentage of teachers teaching in their areas of certification (i.e., 94%);</li> <li>• 100% of public and private universities nationally accredited by NCATE or TEAC;</li> <li>• Higher percentage than anticipated of new teachers who completed teacher preparation programs in Louisiana who obtained value-added scores in the Effective-Proficient and Highly Effective ranges based upon growth of achievement of their students; and</li> <li>• Positive public opinion of teacher preparation programs.</li> </ul>
<b>Web Site Links:</b>	<a href="http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/">http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/</a>