

**2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD**  
**Tulane University**  
 Prepared by Louisiana Board of Regents & Private Universities  
*Alternate Teacher Preparation Program*

**BASIC PROGRAM INFORMATION**

<b>Program Website</b>	<a href="https://sopa.tulane.edu/degrees-programs/programs-study/education/post-baccalaureate-teacher-certification">https://sopa.tulane.edu/degrees-programs/programs-study/education/post-baccalaureate-teacher-certification</a>		
<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)		N/A
	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 (CAEP)		Accredited	
<b>Type of Program</b>	Certification-Only Program		

**CANDIDATE SELECTION PROFILE**

<b>Academic Strength</b>	Completer Passage Rate on Praxis Skills Assessment (2017-18)		100%					
	Median GPA of Candidates Entering the Program (2017-18)		3.5					
	Median GPA of Candidates Completing the Program (2017-18)		3.7					
<b>Candidates/Completer Diversity</b>	<b>Candidates (2017-18)</b>	<b>Enrolled</b> 30	<b>Completers</b> 23	<b>Total</b> 53				
	<b>Enrolled Gender</b>	<b>Males</b> 9		<b>Females</b> 21				
		<b>Enrolled Race</b>	Hispanic 0	Indian 0	Asian 0	Black 1	Islander 0	White 29

**KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS**

<b>Knowledge</b>	<b>Content</b>	Completer Passage Rate on Praxis Content Assessments (2017-18)	100%
	<b>Pedagogical</b>	Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18)	100%
	<b>Overall</b>	Completer Passage Rate on all Assessments (2017-18)	100%
<b>Clinical Experiences</b>	Teaching Internships/Residencies are Offered		Yes
	Phase Out Option: Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching	200
		Clock Hours of Clinical Experiences During Student Teaching	520
<b>Licensure Requirements</b>	Percentage of 2017-18 Completers That Meet State Licensing Requirements		100%

**PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS**

<b>Entry and Persistence in Teaching in Public Schools in Louisiana</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Percentage & Number of 2017-18 Completers That Began Teaching in 2018-19					52% (n=12)
	2013-14 Completers Teaching in Public Schools in Louisiana in 2014-15, 2015-16, 2016-17, 2017-18, & 2018-19					
	<b>Number of 2013-14 Completers</b>	<b>Number &amp; Percentage Teaching in 2014-15</b>	<b>Number &amp; Percentage Teaching in 2015-16</b>	<b>Number &amp; Percentage Teaching in 2016-17</b>	<b>Number &amp; Percentage Teaching in 2017-18</b>	<b>Number &amp; Percentage Teaching in 2018-19</b>
	100% (n=30)	53% (n=16)	50% (n=15)	33% (n=10)	30% (n=9)	27% (n=8)

*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.*

# 2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

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

<b>Impact on K-12 Students</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Student Outcome Score</i> (2016-17, 2017-18, 2018-19) 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=41)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <i>Compass Student Outcome Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Student Outcome Scores</b>			
		<b>Ineffective</b> 0% (n=≤10)	<b>Effective Emerging</b> 20% (n=≤10)	<b>Effective Proficient</b> 44% (n=18)	<b>Highly Effective</b> 37% (n=15)
<b>Demonstrated Teaching Skill</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Professional Practice Score</i> (2016-17, 2017-18, 2018-19) 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>			
		3.0 (n=41)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <i>Compass Professional Practice Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Professional Practice Scores</b>			
		<b>Ineffective</b> 2% (n=≤10)	<b>Effective Emerging</b> 10% (n=≤10)	<b>Effective Proficient</b> 66% (n=27)	<b>Highly Effective</b> 22% (n=≤10)
<b>Overall Impact and Demonstrated Teaching Skill</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	Mean <i>Compass Final Evaluation Score</i> (2016-17, 2017-18, 2018-19) 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=41)			
	Percentage and Number of 2016-17, 2017-18, & 2018-19 <i>Compass Final Evaluation Scores</i> for the New Teachers by LDOE Teacher Effectiveness Levels	<b>Compass Teacher Effectiveness Levels for Final Evaluation Scores</b>			
		<b>Ineffective</b> 0% (n=≤10)	<b>Effective Emerging</b> 17% (n=≤10)	<b>Effective Proficient</b> 59% (n=24)	<b>Highly Effective</b> 24% (n=10)
<b>State Value-Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers)</b>  <i>(Please examine the 2020 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)</i>	<b>Content Areas</b>	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 2016-17, 2017-18 and 2018-19			
	<b>Mathematics</b>	N/A (n=≤10)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	<b>Science</b> (NO DATA – STATE TRANSITIONING TO NEW TEST)	N/A (n=N/A)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	<b>Social Studies</b>	N/A (n=≤10)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)
	<b>English/Language Arts/Reading</b>	N/A (n=≤10)			
		<b>Ineffective</b>	<b>Effective Emerging</b>	<b>Effective Proficient</b>	<b>Highly Effective</b>
N/A% (n=N/A)		N/A% (n=N/A)	N/A% (n=N/A)	N/A% (n=N/A)	