



LOUISIANA'S
TEACHER
QUALITY
INITIATIVE

LOUISIANA'S VALUE-ADDED TEACHER PREPARATION ASSESSMENT

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State of Illinois

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LOUISIANA'S TEACHER PREPARATION PROGRAMS: FOUR LEVELS OF EFFECTIVENESS



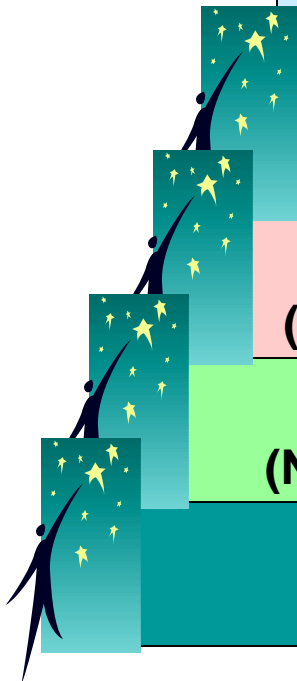
**Level 4: Effectiveness of Growth in Student Learning
(Value Added Teacher Preparation Program Assessment)**

**Level 3: Effectiveness of Impact
(Teacher Preparation Accountability System)**

**Level 2: Effectiveness of Implementation
(NCATE – Comprehensive Assessment System)**

**Level 1: Effectiveness of Planning
(Redesign of Teacher Preparation Programs)**

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***Technical Report:
Value Added Assessment of
Teacher Preparation (2006-07)***

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<http://www.regents.state.la.us/Academic/TE/Value%20Added.htm>

Acknowledgement of Key People Who Have Made This Research Possible

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- LSU Research Team (Veronica Gulley, Bethany Porter, Anna Beth Ball, Maria Patt, Amanda Dahir)

What outcomes of teacher education are you studying?

Research Question #1:

Can a valid and reliable statewide uniform value added model for the assessment of teacher preparation programs be developed and implemented?

Outcomes:

Teacher preparation effectiveness values will be assigned to all public and private teacher preparation programs in Louisiana to represent growth in academic achievement of students taught by new teachers.

2006-07 Study Breakdown of Data

- **Years** 2004-2005 and 2005-2006
- **Student Grade Levels:** Grades 4-9
- **Content Areas:** Mathematics; Science; Social Studies
- **Tests:** *Iowa Test of Basic Skills, i-LEAP, and LEAP-21*
- **Pathways for New Teachers:** Undergraduate and Alternate Certification Programs

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NEW AND EXPERIENCED TEACHERS

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- New Teachers:
 - 1st and 2nd year teachers with regular certificates
 - Completed Teacher Preparation Program within 5 years
 - Teaching within area of certification
- Experienced Teachers
 - 3rd or subsequent year teachers with regular certificates
 - Teaching within area of certification

Criteria for Inclusion of New Teachers in Study

- Inclusion for each content area
 - 25 or more new teachers in grades 4-9
 - At least 10 new teachers per year
 - Teaching within certification
 - Remained with student full academic year
- Not all universities had sufficient new teachers to be included in the analysis. Another year of data will be added and will increase the number that exceed 25 graduates.

Size of the Data Base for the Study

- **Districts:** All school districts in Louisiana
- **Students:** 285,000+
- **Teachers:** 7,000+
- **Schools:** 1,300+
- **Data Linkages:** 9,000,000+ data linkages

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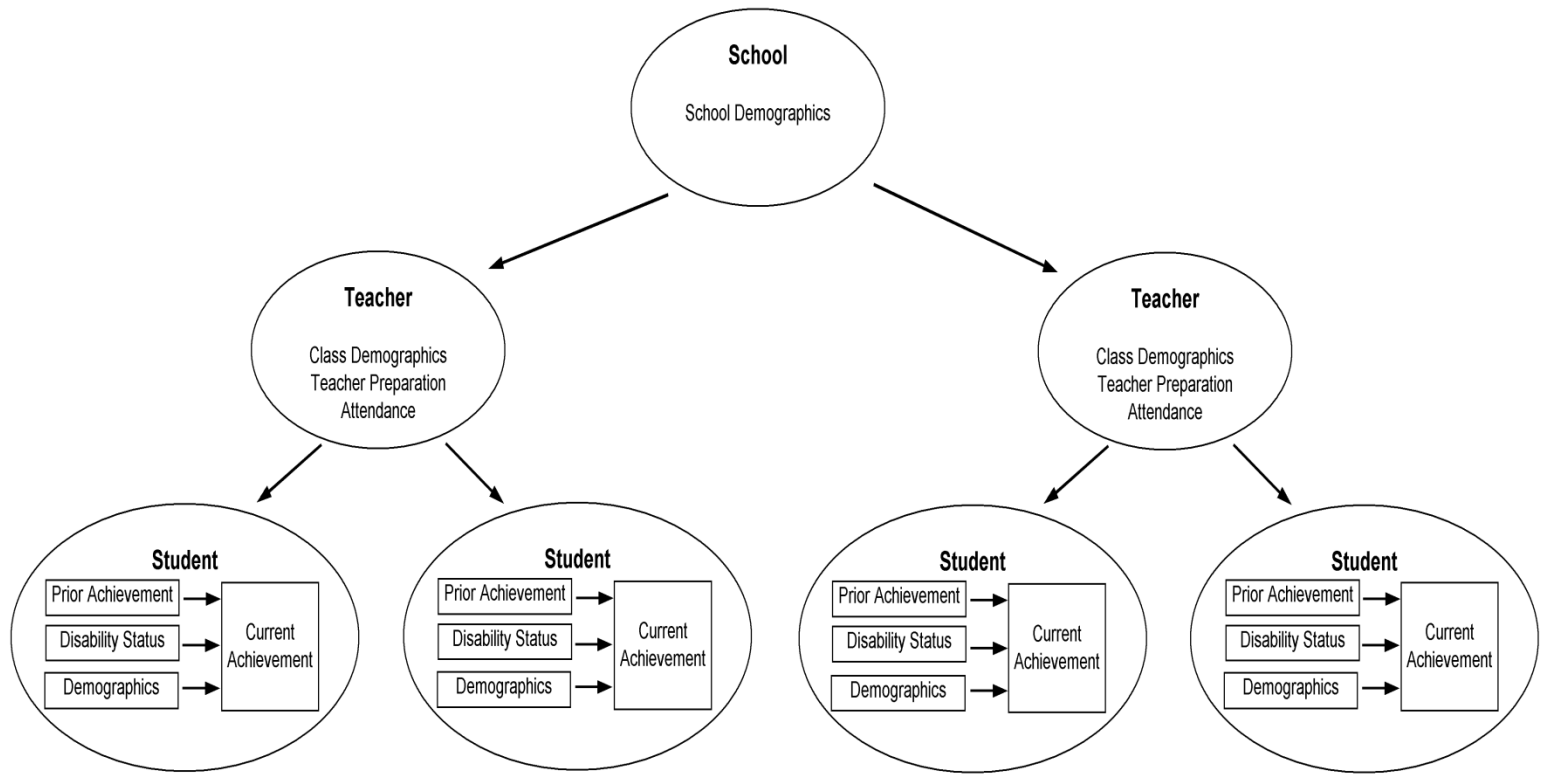
Value-Added Model Process

- **Predict** student achievement
 - based on prior achievement, demographics, and attendance.
- **Assess** actual student achievement.
- **Calculate** degree to which students taught by new teachers met achievement of similar students taught by experienced teachers.

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Value-Added Model Predictors: Hierarchical Linear Models

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Teacher Preparation *Effect Estimates*

- Based on at least 25 new teachers per program across multiple school districts in Louisiana.
- Reflects a pattern of effectiveness of new teachers based on the average difference between the achievement of students taught by new teachers and experienced teachers.

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Post-Redesign Programs & Pre-Redesign Programs

- **Post-Redesign Programs:** Programs that were redesigned for grades PK-3, 1-5, 4-8, and 6-12 and began admitting pre-service teachers on July 1, 2003.
- **Pre-Redesign Programs:** Universities stopped admitting candidates to the programs on July 1, 2003. A phase out period is occurring for pre-redesign programs.

Use of Effect Estimates

- *Effect estimates* for post-redesign programs will be used to examine the effectiveness of the post-redesign programs.
- *Effect estimates* for pre-redesign programs will be used as benchmarks to compare the new and old programs once data are available for the post-redesign programs. Candidates are no longer admitted to the pre-redesign programs, and the programs no longer reflect the full content of the post-redesign programs.

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Analysis and Performance Bands

Performance Levels

- **Level 1: Programs in which new teachers are more effective than experienced teachers.**
- **Level 2: Programs in which new teachers are comparable in effectiveness to experienced teachers.**
- **Level 3: Programs in which new teachers are comparable in effectiveness to new teachers.**
- **Level 4: Programs in which new teachers are less effective than new teachers.**
- **Level 5: Programs in which new teachers are statistically significantly less effective.**

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POST- REDESIGN PROGRAMS

Post-Redesign Programs 2006-07 Study Results

- **Alternate Certification**

Louisiana College

Northwestern State University

The New Teacher Project

Alternate certification programs were redesigned before undergraduate programs. Students were admitted to the alternate certification programs at an earlier date and could complete the programs in a shorter time period since they already possessed a baccalaureate degree. Thus, data for post-redesign undergraduate programs are not yet available. It is anticipated that data will be available for large post-redesign undergraduate programs next year.

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***Effect Estimates* for Post-Redesign Louisiana College Alternate Certification Program**

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Performance Bands	Social Studies	Science	Math
Level 1: Programs more effective than experienced teachers.	+5.5		
Level 2: Programs comparable in effectiveness to experienced teachers.		+1.7	
Level 3: Programs comparable in effectiveness to new teachers.			-1.6
Level 4: Programs less effective than new teachers.			
Level 5: Programs significantly less effective.			

***Effect Estimates* for Post-Redesign Northwestern State University Alternate Certification Program**

Performance Bands	Social Studies	Science	Math
Level 1: Programs more effective than experienced teachers.		+2.7	
Level 2: Programs comparable in effectiveness to experienced teachers.	+1.6		+2.6
Level 3: Programs comparable in effectiveness to new teachers.			
Level 4: Programs less effective than new teachers.			
Level 5: Programs significantly less effective.			

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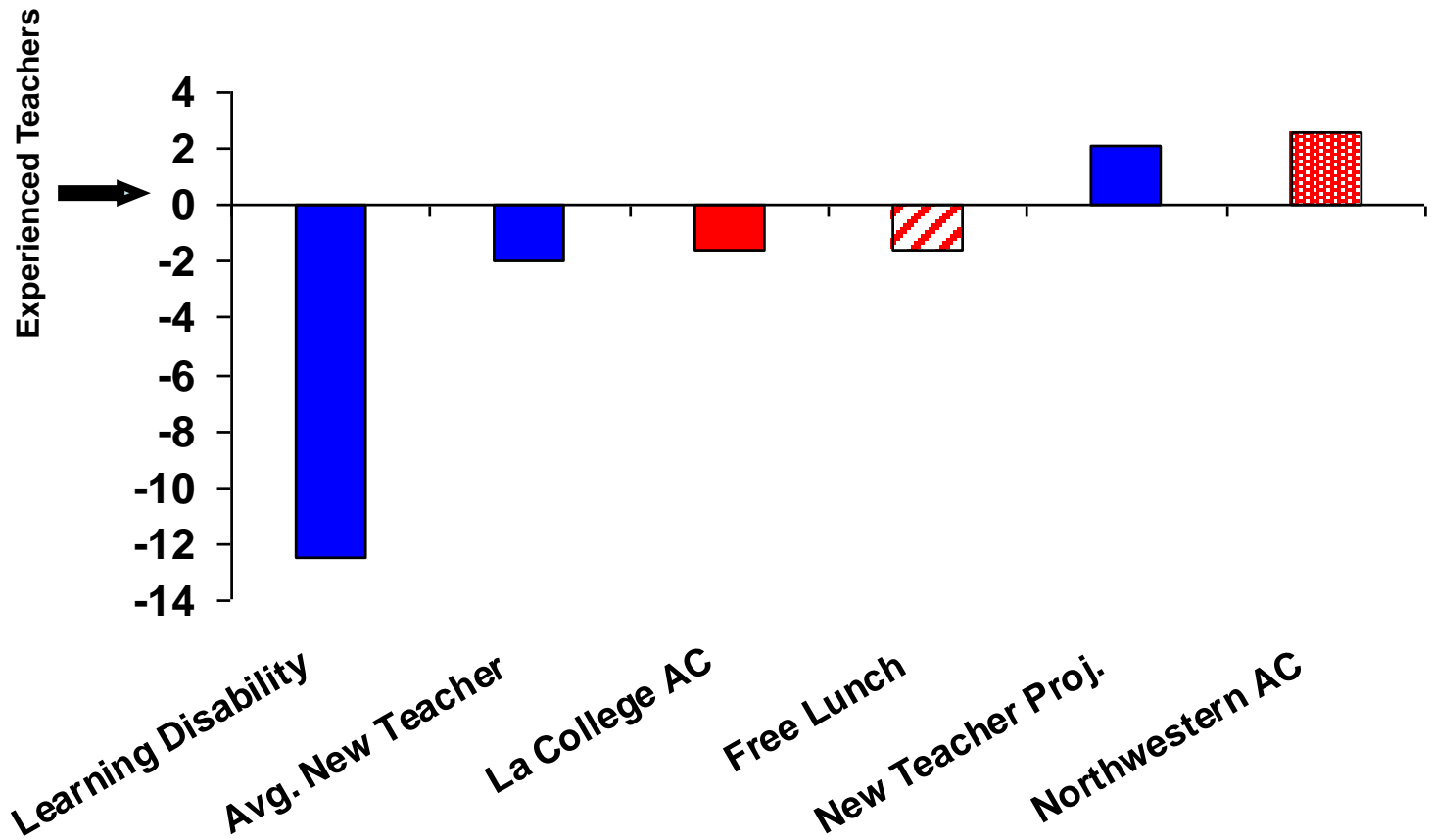
***Effect Estimates* for Post-Redesign The New Teacher Project Alternate Certification Program**

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Performance Bands	Social Studies	Science	Math
Level 1: Programs more effective than experienced teachers.	<i>Fewer than minimum number of new teachers.</i>	<i>Fewer than minimum number of new teachers.</i>	+2.1
Level 2: Programs comparable in effectiveness to experienced teachers.	<i>Fewer than minimum number of new teachers.</i>	<i>Fewer than minimum number of new teachers.</i>	
Level 3: Programs comparable in effectiveness to new teachers.	<i>Fewer than minimum number of new teachers.</i>	<i>Fewer than minimum number of new teachers.</i>	
Level 4: Programs less effective than new teachers.	<i>Fewer than minimum number of new teachers.</i>	<i>Fewer than minimum number of new teachers.</i>	
Level 5: Programs significantly less effective.	<i>Fewer than minimum number of new teachers.</i>	<i>Fewer than minimum number of new teachers.</i>	

Placing Results in Context: Mathematics

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PRE- REDESIGN PROGRAMS

**Universities admitted students to
the programs prior to July 1,
2003.**

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Number of Universities at Different Performance Levels Pre-Redesign Alternate Certification Programs

Performance Bands	Social Studies	Science	Math
Level 1: Programs more effective than experienced teachers.			
Level 2: Programs comparable in effectiveness to experienced teachers.			
Level 3: Programs comparable in effectiveness to new teachers.	1		2
Level 4: Programs less effective than new teachers.	1	1	
Level 5: Programs significantly less effective.			

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Number of Universities at Different Performance Levels Pre-Redesign Undergraduate Programs

Performance Bands	Social Studies	Science	Math
Level 1: Programs more effective than experienced teachers			
Level 2: Programs comparable in effectiveness to experienced teachers.	1		
Level 3: Programs comparable in effectiveness to new teachers.	8	8	7
Level 4: Programs less effective than new teachers.	2	1	2
Level 5: Programs significantly less effective.		1	1

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Major Findings

- It is possible to implement a system that measures the effectiveness of teacher preparation programs based upon the achievement of students taught by new teachers who graduated from those teacher preparation programs.
- It is possible for teacher preparation programs to prepare new teachers whose students demonstrate achievement that is comparable to the achievement of students taught by experienced teachers.

What outcomes of teacher education are you studying?

Research Question #2:

What measurable variables demonstrate differences among completers of teacher preparation programs when a value-added model is used for English/language arts and mathematics and it is determined that growth of achievement of students taught by new teachers from specific teacher preparation programs is equal to or greater than growth of achievement of students taught by experienced teachers.

Outcomes:

A common set of factors that have a positive impact upon the performance of new teachers who graduated from Level 1 and Level 2 institutions will be identified and used by institutions in the state to improve the effectiveness of graduates of their teacher preparation programs.

State Research Team Qualitative Research Study

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- Teacher Preparation Curriculum Audit
- Organizational Structure and Admission Requirements for Teacher Preparation Programs Audit
- Teacher Survey (Student Teachers and Year 2 Teachers)
- Mentor Survey (Student Teacher Mentors and Year 2 Teacher Mentors)
- Observations (Student Teachers and Year 2 Teachers)
- Disposition Survey (Student Teachers and Teacher Researchers)
- In-depth Observations and In-depth Interviews (Teacher Researchers)
- School Working Conditions Audit (Teacher Researchers)

FOR ADDITIONAL INFORMATION

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*We've come a very, very,
very, long way!
1999-2007*

<http://www.regents.state.la.us/Academic/TE/Value%20Added.htm>