2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD University of New Orleans									
	Prepared by Louisiana Board of Regents & University of Louisiana System								
	Public University Alternate Teacher Preparation Program								
		-	В	ASIC PROGRAM	INFORMATION				
Program We	b Site	http://www.u	uno.edu	/coehd/index.as					
Approval/Ac	creditation	Names of Agencies							Status Approved
			State: Board of Elementary and Secondary Education (BESE)						
			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 fo	r the Acc	reditation	n of Educator	
		Preparation (CAEP)						
Type of Prog	ram	Alternate (Ma	aster of	Arts in Teaching	; Certification-C	nly)			
	_	- ·		ANDIDATE SELE					
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2015-16)							100%
				idates Entering t	- ·		<u>۱</u>		3.14
		Median GPA of Candidates Completing the Program (2015-16)							3.81
		Number of Candidates who Started but Did not Complete the Program Within 6 Years							Data Not Yet
Tooching Dro	mico		(by 2015-16) Availabl Data Not Yet Available.						
Teaching Pro Candidates/	linse	Candidates	Availab	Enrolled		Complet	ors		Total
Completer		(2015-16)	132 45						177
Diversity		Enrolled							177
2.000.000	Diversity		36 96						
		Enrolled	Hispanic Indian Asian Black Islander W				er White	Multi-Racial	
		Race	6	1	2	13	0	111	5
		KNOW	LEDGE	AND SKILLS FOR	TEACHING OF	COMPLET	TERS		
Knowledge	Content	Completer Passage Rate on Praxis Content Assessments (2015-16)							100%
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16)							100%
	Overall	Completer Pa	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 During Student Teaching Weeks Clock Hours per Week Week				Total Number of		
							Clock Hours		
		15 35						525	
Licensure Re	quirements	Number and Percentage of 2015-16 Completers That Meet State Licensing							100%
Requirements							<u> </u>		
Completer Rating Data Not Yet Available									
				TY AND ALIGNM					
Entry and Persistence in		Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17							71% (n=32)
Teaching in Public Schools		Percentage &	Data Not Yet						
in Louisiana									Available
(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)		2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16, Number of Number & Number & Number &					& 2016-17 Number &		
		2011-12		Number & Percentage	Number & Percentage		entage	Number & Percentage	Percentage
		Completer	s	Teaching in	Teaching in	Teac	hing in	Teaching in	Teaching in
		1000/		2012-13	2013-14		14-15	2015-16	2016-17
		100% (n=82)		59%	66%	-	1% =50)	60% (n=49)	52% (n=43)
				(n=48)	(n=54)				

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.

201	8 LOUISIANA TEACHER PREPAR	ATION DAT	A DASHBOARD (CONT'D)			
	University of	f New Orlea	ns				
Prepa	ared by Louisiana Board of Reg	ents & Unive	ersity of Louisia	na System			
N	laster of Arts in Teaching Alteri	nate Teache	r Preparation Pr	rogram			
	E AS CLASSROOM TEACHERS (NEW TE				G)		
Impact on	Mean Compass Student Growth		ompass Student Growth				
K-12 Students	Score (2014-15, 2015-16, & 2016-		3	3.1			
	17) and Number of Scores for All		(n=	202)			
(Please examine the 2018	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 2014-	Compass Teacher Effectiveness Levels for Student Growth Scores					
scores.)	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Outcome Scores for the	3%	15%	35%	48%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=30)	(n=70)	(n=97)		
Downowstrated Teaching	Effectiveness Levels		pass Professional Pract	ico Moan & Number of	Scoros		
Demonstrated Teaching Skill	Mean Compass Professional Practice Score (2014-15, 2015-16,	Compass Professional Practice Mean & Number of Scores					
SKIII	& 2016-17) and Number of Scores	5.2					
(Please examine the 2018	for All New Teachers with Less	(n=202)					
Louisiana Teacher Preparation	than Two Years of Teaching						
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2014-	Compass Teacher Effectiveness Levels for Professional Practice Scores					
scores.)	15, 2015-16, & 2016-17 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Professional Practice Scores for	1%	8%	58%	33%		
	the New Teachers by LDOE	(n=≤10)	(n=17)	(n=117)	(n=66)		
	Teacher Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	C	Compass Final Evaluation Mean & Number of				
Demonstrated Teaching	Score (2014-15, 2015-16, & 2016-	3.1					
Skill	17) and Number of Scores for	(n=202)					
	New Teachers with Less than Two	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
(Please examine the 2018 Louisiana Teacher Preparation	Years of Teaching						
Data Fact Book to accurately	Percentage and Number of 2014-	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
interpret the meaning of these	15, 2015-16, & 2016-17 <i>Compass</i> <i>Final Evaluation Scores</i> for the	1%	15%	53%	31%		
scores.)	New Teachers by LDOE Teacher	(n=≤10)	(n=30)	(n=107)	(n=63)		
	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 2013-14, 2014-15, & 2015-16					
Grades 4-8 with Less than	Mathematics						
Two Years of Teaching by		-1.3 (n=13)					
Content Areas (Ten or		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
More New Teachers)		15%	31%	46%	8%		
		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)		
(Please examine the 2018 Louisiana Teacher Preparation	Science	1.2					
Data Fact Book to accurately		(n=13)					
interpret the meaning of these		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
scores.)		15%	15%	31%	39%		
		(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)		
	Social Studies	N/A					
	(Note: Data are not available –	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	new assessments being	N/A	N/A	N/A	N/A		
	developed.)						
	English/Language Arts/Reading	1.7 (n=23)					
					Highly Effective		
		0%	35%	39%	26%		

201	.8 LOUISIANA TEACHER PREPAR	ATION DAT	A DASHBOARD (CONT'D)			
	University of	New Orlea	ns				
Prep	ared by Louisiana Board of Reg	ents & Unive	ersity of Louisian	na System			
C	ertification-Only Program Altern	nate Teache	r Preparation Pr	ogram			
PERFORMANC	E 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 (2013-14, 2014-15, & 2015-			2.6			
(Please examine the 2018	16) and Number of Scores for All		(n=	=13)			
Louisiana Teacher Preparation	New Teachers with Less than Two Years of Teaching						
Data Fact Book to accurately	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Student Growth Scores					
interpret the meaning of these scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
	Student Growth Scores for the New	450/	220/	240/	2494		
	Teachers by LDOE Teacher	15%	23%	31%	31%		
	Effectiveness Levels	(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)		
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores					
Skill	Practice Score (2013-14, 2014-15,	3.0					
(Please examine the 2018	& 2015-16) and Number of Scores		(n-	=13)			
Louisiana Teacher Preparation	for All New Teachers with Less than Two Years of Teaching						
Data Fact Book to accurately	Percentage and Number of 2013-	Compass Teacher Effectiveness Levels for Professional Practice Scores					
interpret the meaning of these scores.)	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
,	Professional Practice Scores for the	0%	23%	46%	31%		
	New Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=≤10)	(n=≤10)		
	Effectiveness Levels						
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2013-14, 2014-15, & 2015-	(
Skill	16) and Number of Scores for New						
(Please examine the 2018	Teachers with Less than Two Years	Compass Teacher Effectiveness Levels for Final Evaluation Scores					
Louisiana Teacher Preparation	of Teaching Percentage and Number of 2013-						
Data Fact Book to accurately	14, 2014-15, & 2015-16 Compass	Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
interpret the meaning of these scores.)	Final Evaluation Scores for the New	8%	23%	39%	31%		
,	Teachers by LDOE Teacher	(n=≤10)	(n=≤10)	(n=≤10)	(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	Mathematics	or More New Teachers with Less Than Two Years of Teaching who Taught During 2013-14, 2014-15, & 2015-16					
Grades 4-8 with Less than		N/A					
Two Years of Teaching by		(n=N/A)					
Content Areas (Ten or More New Teachers)		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
wore new reachers)		N/A%	N/A%	N/A%	N/A%		
(Please examine the 2018		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
Louisiana Teacher Preparation	Science	N/A (n=N/A)					
Data Fact Book to accurately interpret the meaning of these		(n=N/A) Ineffective Effective Emerging Effective Proficient Highly Effective					
scores.)		N/A%	N/A%	N/A%	N/A%		
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
	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	N/A (n=N/A)					
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective		
		N/A%	N/A%	N/A%	N/A%		
		(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)		
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