



LOUISIANA'S
TEACHER
QUALITY
INITIATIVE

Assessing Teacher Preparation Programs: A Value Added Approach Year 2 Data

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&

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LOUISIANA'S TEACHER PREPARATION PROGRAMS: FOUR LEVELS OF EFFECTIVENESS

NEW

**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 & PASS-PORT – Higher Education)

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



Acknowledgement & Thanks

Multiple Divisions with in Louisiana DE

- Planning, Analysis, and Information Resources
- Student Standards and Assessments

Particular Individuals

- Bobby Franklin, Ph.D. & Michael Collier
- Fen Chou, Ph.D.
- Mary Helen McCoy, Ph.D.

Redesign: How do we know teachers are well prepared?

Emphasis on meaningful assessment: student achievement.

Difficulties of geographic dispersion, instruments, and cost.

Complexity of education.



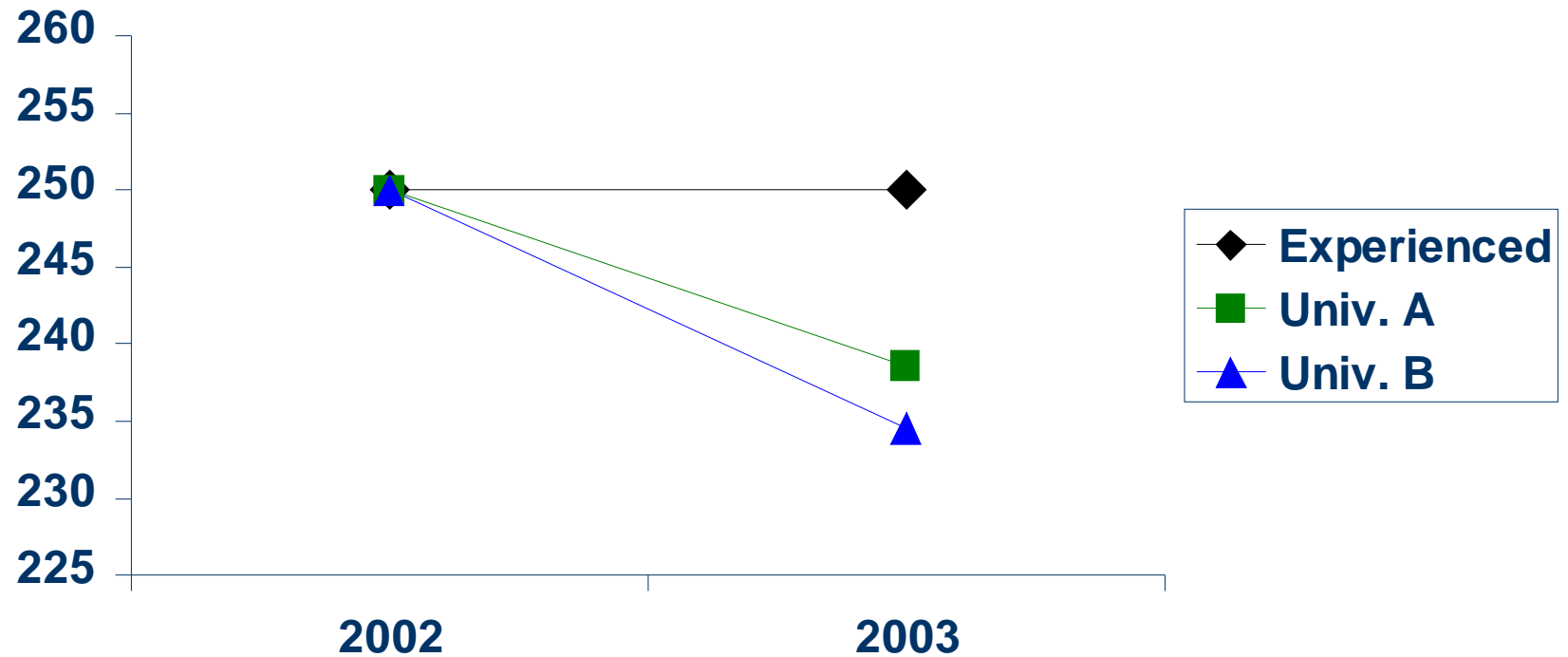
Leveraging Louisiana's Educational Data to Assess TPP

Challenge of unequal classrooms and students

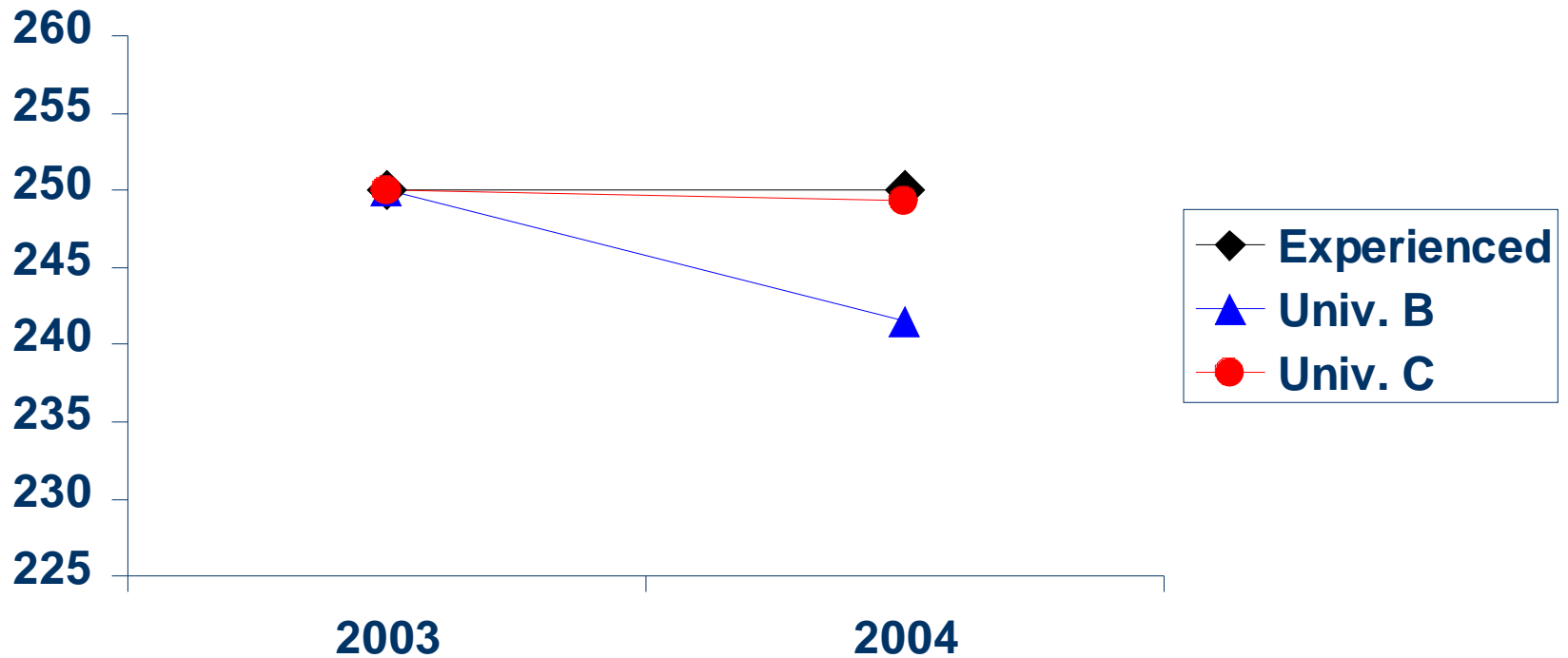
Value added approaches

1. Predict outcome
2. Assess actual outcome
3. Identify any patterns in Predicted versus Actual Outcomes
4. Act on the results

2002-2003: New Teacher Effect LEAP English/ Language Arts) (THIS IS AN ILLUSTRATION, NOT A VALID ASSESSMENT)



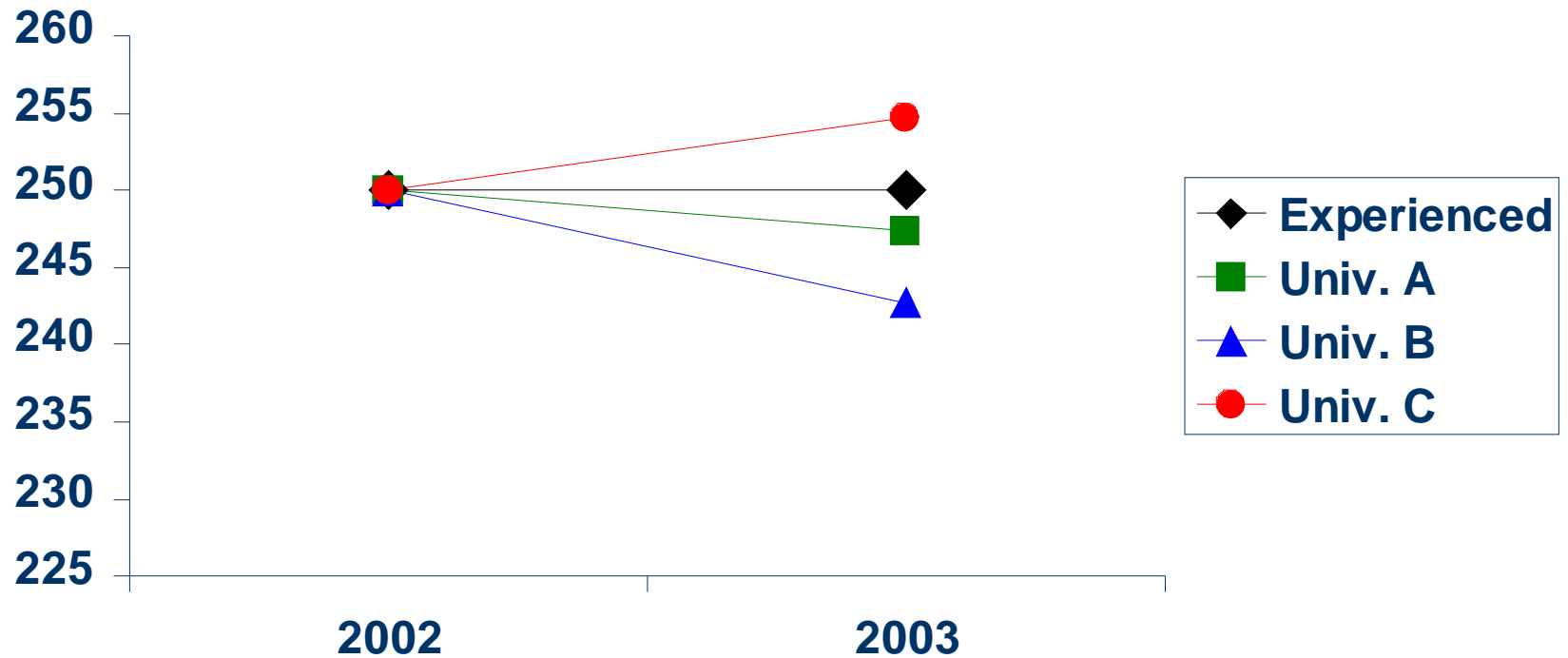
2003-2004: New Teacher Effect LEAP English/ Language Arts) (THIS IS AN ILLUSTRATION, NOT A VALID ASSESSMENT)



2002-2003:

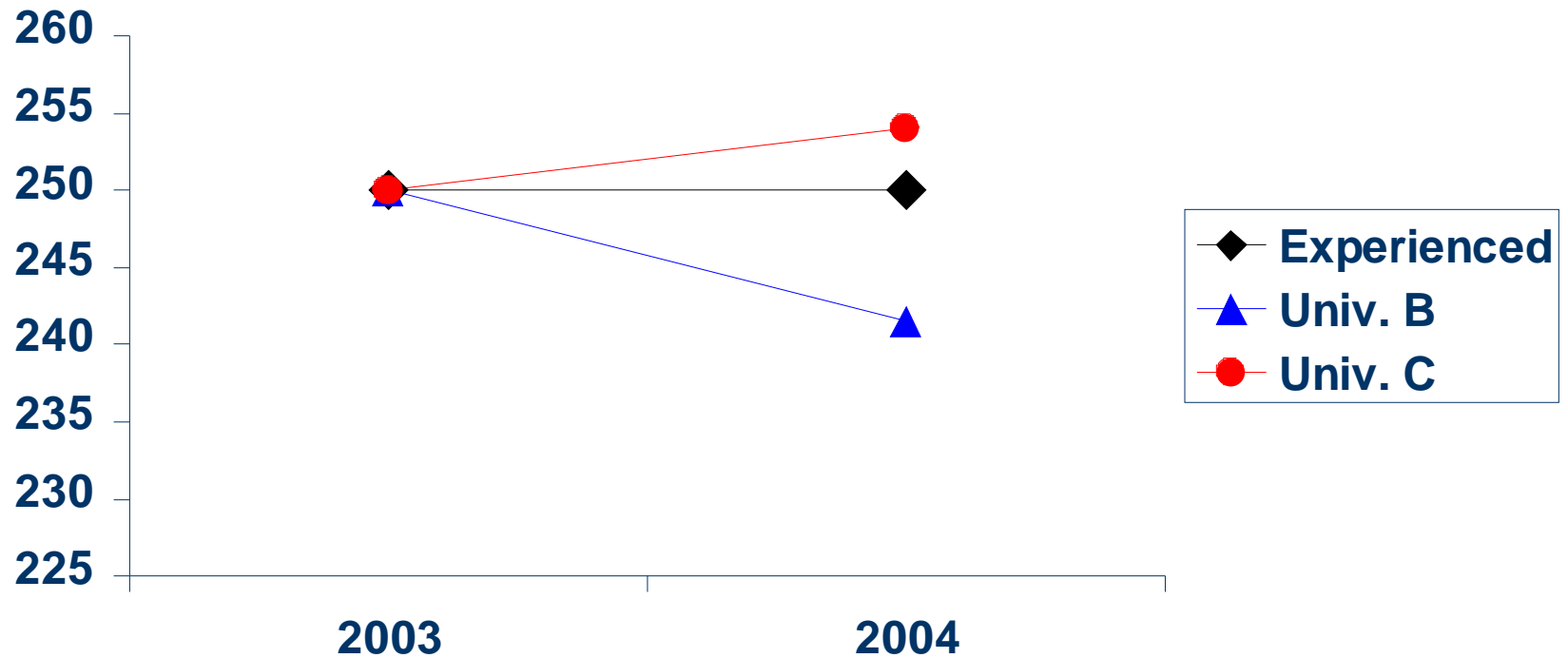
New Teacher Effect LEAP Math

(THIS IS AN ILLUSTRATION, NOT A VALID ASSESSMENT)



2003-2004: New Teacher Effect LEAP Math

(THIS IS AN ILLUSTRATION, NOT A VALID ASSESSMENT)



Stability Coefficients

2002-2003 to 2003-2004

.51 to .57

New Work for 2005-2006

Modeling research

Variables research

- Family income, parental educational attainment, children in the home, etc.

Teacher mobility analysis

Statewide analysis

The Possibility

TEACHER PREPARATION PROGRAM ASSESSMENT THAT IS:

Based on student achievement

Practical and potentially affordable

Uniform across all universities

Can be use to strengthen teacher preparation

New Work for 2005-2006

Qualitative Research Team

4 Researchers (Representatives from each university system and private universities)

Understand the connections between the value-added student growth data for grades 4-8, the university preparation of new teachers, and the induction of new teachers in schools.

Help new teachers in pilot schools effectively use data from the value-added study plus appropriate professional development to improve learning in grades 4-8.

Develop simulations that can be used in teacher preparation programs to prepare new teachers in grades 4-8 to analyze their own student growth data and seek professional development that will assist them in improving student learning.

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