

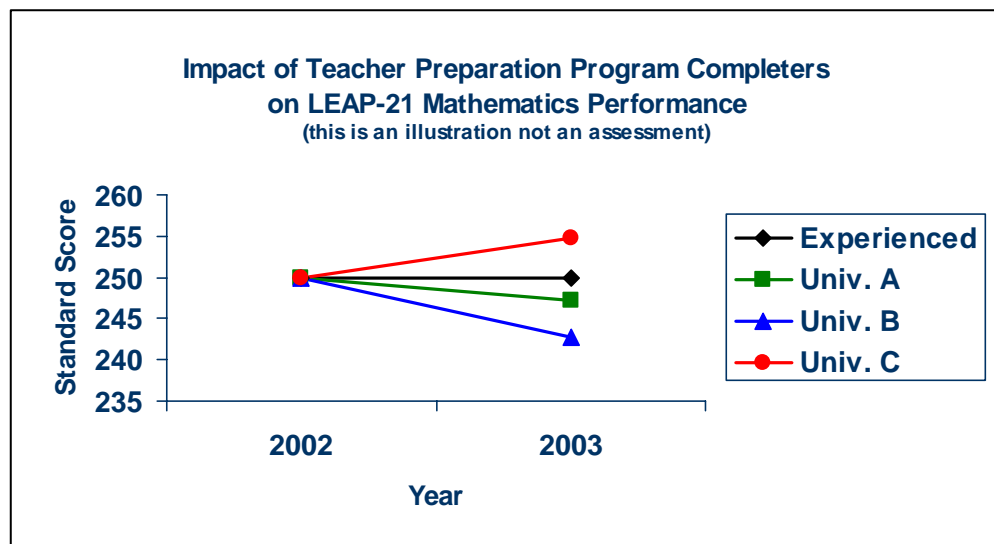
Assessing Teacher Preparation Programs: A Value Added Approach A Synopsis

This pilot project examined the possibility of developing a statewide uniform system for assessing teacher preparation program effectiveness based upon the student achievement data Louisiana currently collects. This pilot project examined technical aspects of this form of teacher preparation program assessment.

Effectiveness was examined as the difference between a students' achievement at the end of the school year as assessed by the Iowa Test of Basic Skills (ITBS) or the Louisiana Educational Assessment Program for the 21st Century (LEAP-21) compared to what the student's expected level of achievement was. Students' expected level of achievement was estimated based upon:

- Prior achievement in all subjects
- Demographic factors such as poverty or special education status
- Classroom context factors such as class size

Several statistical models were examined and they all supported the same general results. The graph below presents an image of the pilot results for LEAP-21 Mathematics scores for experienced teachers versus new graduates from three university teacher preparation programs. Please note that this is a pilot simulation not a valid assessment.



The figure above illustrates that compared to average experienced fully certified teachers, a student taught by a new teacher from University C would be expected to score approximately 5 points higher on the LEAP-21, while one taught by a new teacher from University B would be expected to score about 7 points lower after considering individual and contextual factors.

Please direct questions regarding this pilot to: Dr. Jeanne Burns, Associate Commissioner for Teacher Education Initiatives. Louisiana Governor's Office and Louisiana Board of Regents. burnsj@gov.state.la.us. Please direct technical questions to Dr. George Noell, Department of Psychology, Louisiana State University, gnuell@lsu.edu.