

### Student Achievement in Louisiana

While significant gains have been made in student achievement over the past five years, **NAEP data from 2009 to 2015** indicates a need for continued focus on Louisiana’s student achievement.

- Grade 4 Reading achievement increased from 50<sup>th</sup> to 43<sup>rd</sup> in the nation
- Grade 4 Math achievement increased from 48<sup>th</sup> to 45<sup>th</sup> in the nation
- Grade 8 Reading achievement remained at 48<sup>th</sup> in the nation
- Grade 8 Math achievement decreased from 45<sup>th</sup> to 49<sup>th</sup> in the nation

**2014-2015 Louisiana assessment data** indicate that **economically disadvantaged and minority students are achieving mastery or advanced level performance at rates more than 20 percent lower than their peers** in English Language Arts (ELA) and mathematics.<sup>1</sup>

PERCENTAGE OF STUDENTS ACHIEVING MASTERY OR ADVANCED							
ELA				MATH			
All Students	Black/ African American	White	Economically Disadvantaged	All Students	Black/ African American	White	Economically Disadvantaged
37	24	50	28	30	17	41	21

### Teachers’ Impact on Student Success

Research shows that, aside from students’ families, **teachers make the biggest contribution to students’ learning and life outcomes.**<sup>2</sup> Studies show that teacher skills and expertise can not only impact educational outcomes, but also impact lifelong health and economic outcomes.<sup>3</sup>

### Promising Teacher Preparation Models

International examples, such as **Finland** and **Singapore**, suggest that strong teacher preparation has a positive impact on student learning.<sup>4</sup>

Since the 1980s, both countries have comprehensively reformed teacher preparation in order to increase low rates of literacy, secondary school completion, and post-secondary training.

- Teacher candidates complete extensive, hands-on training experiences under the mentorship of effective teachers.
- Mentor teachers are the most accomplished teachers in their field and are honored for their leadership through career advancement and increased compensation.
- Prospective teachers must score in the top 30 percent of secondary school graduates to be admitted to preparation programs.
- In these countries, fewer than 5 percent of teachers leave the profession.

These countries are currently among the highest performing on international tests of student achievement. Both countries ranked in the top six in reading and in the top 12 in mathematics on the 2012 PISA assessment.

<sup>1</sup> Louisiana Department of Education. (2015). 2015 Louisiana grade 4 and 8 NAEP: Reading and math. Retrieved from <http://files.ctctcdn.com/151ea8d3101/f316e9b5-7792-449b-ae46-17ec0ef1c7d0.pdf>

<sup>2</sup> DeMonte, J. (2015). A million new teachers are coming: Will they be ready to teach? American Institutes for Research. Retrieved from <http://educationpolicy.air.org/sites/default/files/Brief-MillionNewTeachers.pdf>

<sup>3</sup> Hanushek, E. (2011). Valuing teachers: How much is a good teacher worth? Retrieved from <http://hanushek.stanford.edu/publications/valuing-teachers-how-much-good-teacher-worth>

<sup>4</sup> Augustine, B., Kihn, P., & Miller, M. (2010). Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching. McKinsey. Retrieved from <http://mckinseysociety.com/closing-the-talent-gap/> and Darling-Hammond, L. & Rotham, R. (2011). Teacher and leader effectiveness in high-performing education systems. Alliance for Excellent Education and SCOPE. Retrieved from <https://edpolicy.stanford.edu/publications/pubs/150>

National models of innovative teacher preparation, such as those found at **Arizona State University**, the **South Dakota** public university system, and **Texas Tech University**, show promise for meeting school systems' needs and strengthening the preparation experience for aspiring teachers.

In the last five years, both universities have transformed their approaches to school system partnership and undergraduate teacher preparation, moving from traditional student teaching to yearlong residencies with preparation faculty embedded in K-12 schools for 100 percent of candidates.

- **Arizona State University**, a Level I Research Institution, produces more than 700 undergraduate teacher candidates annually. After three years, 92 percent of program completers remain in the profession. The university partners with 26 school districts to prepare teacher candidates at over 300 school sites across Arizona.<sup>5</sup>
- **The South Dakota University System**, under the leadership of the South Dakota Board of Regents announced in 2013 a commitment to transform teacher education undergraduate programs to include a yearlong residency in the fourth year.<sup>6</sup> These institutions are fully implementing these programs in the 2016-2017 academic year.
  - **Northern State University**, one of the universities in the system, developed a Future Educator Scholarship program to increase the number of students pursuing a teacher education degree while also implementing the yearlong residency for all candidates. <http://www.northern.edu/news/Pages/educator02102016.aspx>
- **Texas Tech University** produces more than 400 undergraduate teacher candidates annually. More than 90 percent of program completers are employed as teachers. The university partners with five major school districts across Texas to place undergraduate candidates in yearlong residencies and guarantees that student learning outcomes in classrooms in which residents are placed will surpass student learning outcomes in classrooms without teacher residents.<sup>7</sup>

### Opportunities for Louisiana's Teacher Workforce

Although national teacher production rates have grown steadily since 1965, Louisiana students currently do not have consistent access to high-quality teaching.<sup>8</sup> The gaps are wider in specific schools and subject areas.

- On a 2014 survey, **67 percent** of Louisiana school system leaders report that preparation programs do not produce enough teachers to meet staffing needs in certain certification areas and schools.<sup>9</sup>
  - In 2015-2016, **20 percent of secondary math and science classes** and **23.5 percent of special education classes** in Louisiana public schools are taught by out-of-field or uncertified teachers.<sup>10</sup>
  - Schools with **high percentages of economically disadvantaged** and/or **minority students** are more likely to have classes taught by uncertified teachers.<sup>11</sup>
- **10 to 11 percent** of Louisiana's preparation program completers receive ineffective ratings on objective measures of impact on student learning in their first year in the classroom. These **teachers instructed between 48 and 72 classrooms** across Louisiana, potentially impacting thousands of students

<sup>5</sup> Arizona State University Mary Lou Fulton College of Education. (2015) Annual Report. Retrieved from [https://education.asu.edu/sites/default/files/annualReport2015/AnnualReport\\_2015\\_Digital-lite.pdf](https://education.asu.edu/sites/default/files/annualReport2015/AnnualReport_2015_Digital-lite.pdf)

<sup>6</sup> South Dakota Board of Regents. (2013). Teacher education redesign proceeds in South Dakota. Retrieved from <https://www.sdbor.edu/Documents/061913Teacher.pdf#search=teacher%20education>

<sup>7</sup> Texas Tech University. (2016). TechTeach at a glance. Retrieved from <http://www.depts.ttu.edu/education/undergraduate/tech-teach-at-a-glance.php>

<sup>8</sup> Aragon, S. (2016). Teacher shortages: What we know. Education Commission of the States. Retrieved from <http://www.ecs.org/teacher-shortages/>

<sup>9</sup> Louisiana Department of Education. (2014). Partners in preparation. Retrieved from <http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/partners-in-preparation-survey-report.pdf?sfvrsn=2>

<sup>10</sup> 2015-2016 workforce data from Profile of Educational Personnel, Teacher Certification Management System, Compass Information System

<sup>11</sup> Schools in which 75 percent or more of students are economically disadvantaged or minority.

	Year	Number with Value-Added Data	Ineffective		Effective: Emerging		Effective: Proficient		Highly Effective	
			#	%	#	%	#	%	#	%
<b>2011-2012 Completers</b>	<b>2012-2013</b>	642	72	11%	285	44%	187	29%	98	15%
<b>2012-2013 Completers</b>	<b>2013-2014</b>	595	63	11%	280	47%	178	30%	74	12%
<b>2013-2014 Completers</b>	<b>2014-2015</b>	467	48	10%	211	45%	120	26%	88	19%

### National Accreditation

In Louisiana, a primary mechanism for monitoring preparation program quality has been national accreditation. National accreditation does not publicly distinguish variance in program quality and is not widely used by institutions to measure effectiveness, nor is it a widespread state policy requirement. Twelve states currently require national accreditation as a condition for state approval.

**Seven out of ten of the top-ranking education schools do not hold national accreditation.**<sup>12</sup>

National Rank	Institution	Nationally Accredited
1	Stanford University	
2	Harvard University	
2	Johns Hopkins University	X
4	University of Wisconsin—Madison	
5	Vanderbilt University	X
6	University of Pennsylvania	
7	Teachers College, Columbia University	X
8	Northwestern University	
8	University of Washington	
10	University of Texas at Austin	

The vast majority of institutions receive reaccreditation despite wide variance in program quality.

- **15 of the 40 providers** designated At-Risk or Low-Performing by states through federal Title II reporting in 2015 hold national accreditation.
- **Probationary recognition by national organizations** such as Council for Exceptional Children, National Council for Teachers of Mathematics, and National Association for the Education of Young Children **does not impact a university's national accreditation status.**

<sup>12</sup> US News and World Report. (2016). Best Education Schools. Retrieved from <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-education-schools/edu-rankings?int=a3a109> and CAEP Provider Search <http://caepnet.org/provider-search>

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## Research to Support Proposed Updates to Preparation Program Experience Policies

### Competency-Based Program Design

*Accumulating course credits or training hours does not provide evidence of learning or of essential teaching skills mastered. Coherent, competency-based programs maintain quality through formally defined competencies around which coursework and practice are based while allowing providers greater program design flexibility.*

- Klein-Collins, R. (2012). Competency-based degree programs in the United States: Postsecondary credentials for measureable student learning and performance. Council for Adult and Experiential Learning. Retrieved from [http://www.cael.org/pdfs/2012\\_competencybasedprograms](http://www.cael.org/pdfs/2012_competencybasedprograms)

*Preparation programs that tightly connect coursework with teaching practice experience produce graduates that are significantly better prepared than most other beginning teachers.*

- Darling-Hammond, L. & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco: Jossey-Bass.
- Grossman, P. (2010). Learning to practice: The design of clinical experience in teacher preparation. Washington, DC: American Association of Colleges of Teacher Education and National Education Association. Retrieved from [http://www.nea.org/assets/docs/Clinical\\_Experience\\_-\\_Pam\\_Grossman.pdf](http://www.nea.org/assets/docs/Clinical_Experience_-_Pam_Grossman.pdf)
- Grossman, P., Hammerness, K., McDonald, M., & Ronfeldt, M. (20--). Constructing coherence: Structural predictors of perceptions of coherence in NYC teacher education programs. *Journal of Teacher Education* 59(5), 273-287.
- Marzano, R. J. & Toth, M. D. (2013). Deliberate practice for deliberate growth: Teacher evaluation systems for continuous instructional improvement. Retrieved from [http://www.marzanocenter.com/files/Deliberate\\_Practice\\_20130729.pdf](http://www.marzanocenter.com/files/Deliberate_Practice_20130729.pdf)

*The foundational knowledge relative to teaching and content area that teacher candidates gain is equally as important as quality of their practice experiences.*

- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389–407. Retrieved from <http://www.uen.org/utahstandardsacademy/math/downloads/level-1/3-1-Content-knowledge-for-teachers.pdf>
- Blanton, L.P., Pugach, M.C., & Florian, L. (2011). Preparing general education teachers to improve outcomes for students with disabilities. Washington, DC: American Association of Colleges of Teacher Education and National Center for Learning Disabilities. Retrieved from [http://www.nclد.org/wp-content/uploads/2014/11/aacte\\_nclد\\_recommendation.pdf](http://www.nclد.org/wp-content/uploads/2014/11/aacte_nclد_recommendation.pdf)
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review* 57(1).

### Yearlong Residency

*Yearlong residencies provide more than just extended time for candidates to learn how to teach; they prepare candidates for professional life in a school setting.*

*Teacher residencies encourage mutually beneficial partnerships through which preparation providers and school districts co-design preparation experiences that integrate theory and practice to strengthen teacher preparation and improve student learning in partner schools and districts.*

- Coffman, A. & Patterson, R. (2014). Teacher residencies: Redefining preparation through partnerships. National Education Association. Retrieved from <https://www.nea.org/assets/docs/Teacher-Residencies-2014.pdf>

*New teachers who complete a yearlong residency program are more likely to report feeling prepared for full-time teaching.*

- Silva, T., McKie, A., Knechtel, V., Gleason, P., & Makowsky, L. (2014). Teaching residency program: A multisite look at new models to prepare teachers for high-needs schools. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. Retrieved from <http://ies.ed.gov/ncee/pubs/20154002/pdf/20154002.pdf>
- Staub, S. & Frank, S. (2015). Clinically oriented teacher preparation: What do we know about effective practices? Urban Teacher Residency United. Retrieved from [http://nctresidencies.org/wp-content/uploads/2016/01/COTP\\_Report\\_Singlelegs\\_Final.compressed.pdf](http://nctresidencies.org/wp-content/uploads/2016/01/COTP_Report_Singlelegs_Final.compressed.pdf)

*Teacher turnover is estimated to cost more than 2 billion dollars per year in the United States. Quality residency programs have been shown to result in improved retention of new teachers at rates over 90 percent, compared to their counterparts, whose turnover rates are 30 to 40 percent in the first few years.*

- Arizona State University. (2015). "Educators flock to phoenix to learn how ASU trains teachers to succeed." *ASU Now: Access, Excellence, Impact*. Retrieved from <https://asunow.asu.edu/content/educators-flock-phoenix-learn-how-asu-trains-teachers-succeed>
- Haynes, M., Maddock, A., & Goldrick, L. (2014). On the path to equity: Improving the effectiveness of beginning teachers. Alliance for Excellent Education. Retrieved from <http://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf>
- Sloan, K. & Blazeovski, J. (2015). "New visions Hunter College urban teacher residency: Measures of success." San Francisco, CA: Rockman, et al.

### **Meeting Educator Workforce Needs**

*The national rate of teacher production has grown steadily since 1985 and is projected to continue to grow. Staffing challenges are more often concentrated in particular subject areas, and urban, rural, and high-poverty schools.*

- Aragon, S. (2016). Teacher shortages: What we know. Education Commission of the States. Retrieved from <http://www.ecs.org/teacher-shortages/>

*Where teacher candidates complete their student teaching experiences influences where they accept their first teaching positions.*

- Krieg, J., Theobald, R., & Goldhaber, D. (2015). A foot in the door: Exploring the role of student teaching placements in teachers' initial job placements. National Center for Analysis of Longitudinal Data in Education Research. Retrieved from <http://www.caldercenter.org/sites/default/files/WP%20144.pdf>