

**LOUISIANA GUIDE TO COMPLETE THE
WESTAT TITLE II INSTITUTION AND
PROGRAM REPORT CARD**

**Prepared by
Louisiana Board of Regents**

FEBRUARY 4, 2019

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PURPOSE OF GUIDE

The purpose of this guide is to help teacher preparation programs in Louisiana possess a similar interpretation of the language within the Westat Title II Report in order to accurately respond to items.

The guide first provides the language that is found on the Westat Title II Report web site. The guide then provides advice from the BoR/LDOE about each item. The advice has been generated by obtaining input from teacher preparation programs, by observing incorrect interpretations by some programs when entering data in the past, and by obtaining responses from Westat for questions that have been asked by programs and the BoR/LDOE in the past.

Please carefully follow the advice when completing the different sections of the report. Westat compiles charts based upon individual campus responses and sends the charts to the BoR/LDOE during the summer/fall of each year. The State examines the charts to identify programs that did not enter the information accurately, and programs must then resubmit the information. It is less time consuming for everyone if a similar interpretation is used by everyone when entering the information the first time. For that reason, please follow the BoR/LDOE advice that has been provided for the different sections of the report.

Teach Ascension Academy, Louisiana Resource Center for Educators, Caddo Teaching Academy, The New Teacher Project, i-Teach, Relay Graduate School, St. Bernard School District and Tulane University should only fill out reports for Alternative 2017-2018 programs. All other universities should fill out reports for Traditional 2017-2018 programs and reports for Alternative 2017-2018 programs. The same questions are asked in each type of report.

SECTION 1a: PROGRAM INFORMATION

Westat Description:

List each teacher preparation program included in your traditional/alternative route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Total number of teacher preparation programs:	

Advice from BoR & LDOE:

This section will need to be done for all teacher preparation programs based upon the wording identified by the Board of Regents (BoR) and Louisiana Department of Education (LDOE) for each program. A need exists for the same types of programs to use the same wording when listing the names of their programs. Please use the document provided by the LDOE and BoR to complete this section. The wording is based upon wording on the Teach Louisiana web site for Practitioner Teacher and Certification-Only Programs. For Baccalaureate and Master’s degrees, the wording is based upon the Board of Regents Degree Inventory. Wording for private universities for Baccalaureate and Master of Arts in Teaching degrees may differ. Please contact Susannah Craig (susannah.craig@regents.la.gov) if the wording provided by the BoR and LDOE does differ for private universities. If needed, additional wording will be added to accommodate the needs of private universities.

Westat has previously told the LDOE and BoR that teacher preparation programs need to “list all state approved programs, regardless if students are enrolled or have completed the program.” If a program has no students enrolled in the program, it still needs to be listed. If a program is being phased out but students are still enrolled, it still needs to be listed. They indicated that the intent of this section is to capture the number of state approved programs in the country.

SECTION 1b: ADMISSIONS

Westat Description:

- **Indicate when students are formally admitted into your initial teacher certification program:**
- **Does your initial teacher certification program conditionally admit students?**
- **Provide a link to your website where additional information about admissions requirements can be found:**
- **Please provide any additional comments about or exceptions to the admissions information provided above:**

Advice from BoR & LDOE:

All **alternate programs** should say “**no**” to the item above that says “Does your initial teacher certification program conditionally admit students? There is NO conditional admission to

alternate programs. BESE policy requires that all entry requirements be met before a candidate may enter an alternate program.

SECTION 1b. UNDERGRADUATE AND POSTGRADUATE REQUIREMENTS

Westat Description:

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2017-2018?

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2017-18?

Please provide any additional comments about the information provided above:

Advice from BoR & LDOE:

This section can be confusing. Please remember that traditional programs in Louisiana ONLY offer teacher certification at the undergraduate level. Alternative programs in Louisiana ONLY offer teacher certification programs at the postgraduate level.

1. Reports for Traditional 2017-2018 Programs:

a. Undergraduate versus Postgraduate

If you are filling out a report for Traditional programs, your responses will be the following to the first question:

Undergraduate

Are there initial teacher certification programs at the undergraduate level?

YES

All of Louisiana's traditional programs are Traditional Undergraduate. Your "Yes" response will require you to say "Yes" or "No" if the elements listed are used by your programs as candidates enter and exit your programs.

Postgraduate

Are there initial teacher certification programs at the postgraduate level?

NO

Louisiana does NOT have any Traditional Postgraduate programs. Your "No" response means that you do NOT have to answer the questions listed below the first question.

b. All Traditional "Initial Teacher Certification Programs at the Undergraduate Level"

Due to state policies, "Yes" should be typed in the following boxes by ALL universities that offer undergraduate programs.

Element	Required for Entry	Required for Exit
Minimum GPA	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes

2. Reports for Alternative 2017-2018 Programs:

a. Undergraduate and Postgraduate

If you are filling out a report for Alternative programs, your responses will be the following in each of the following sections:

Are there initial teacher certification programs at the undergraduate level?

NO

Louisiana does NOT have any Alternative Undergraduate programs. Your “No” response means that you do NOT have to respond to the elements that will be listed.

Are there initial teacher certification programs at the postgraduate level?

YES

All of Louisiana’s alternative programs are Alternative Postgraduate. Your “Yes” response will require you to respond Yes or No to the listed elements.

b. All Alternative “Initial Teacher Certification Programs at the Postgraduate Level”

“Yes” should be typed in the following boxes due to State policies that impact all Alternative Postgraduate programs.

Element	Required for Entry	Required for Exit
Minimum GPA	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Other: Bachelor’s Degree or Higher	Yes	Yes

3. **Calculation of GPA.** Universities calculate GPAs in different ways. Programs should use the process adopted by the universities to identify the median GPA for traditional candidates entering and completing the program.

SECTION 1c: ENROLLMENT

Westat Description:

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Westat Description:

Total number of students enrolled in 2017-2018:	
Unduplicated number of males enrolled in 2017-2018:	
Unduplicated number of females enrolled in 2017-2018:	
2017-2018	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	
<i>Race</i>	
American Indian or Alaska Native:	
Asian:	
Black or African American:	
Native Hawaiian or Other Pacific Islander:	
White:	
Two or more races:	

Advice from BoR & LDOE:

This number must include all Teacher Candidates who were Matched, Not Matched, Found, Not Found, etc. who are listed as “Other Enrolled” or “Completed All Non-Clinical Courses” within your ETS data base for 2017-2018 if the individuals were enrolled in your program between the dates of September 1, 2017 to August 31, 2018.

Do **NOT** include “**Program Completers**” in this section. Westat indicated that you should NOT provide information about race and gender for “Program Completers” in this section.

Data for Race and Gender are available on the ETS web site for your 2017-2018 Other Enrolled and All but Clinical candidates.

SECTION 1d: SUPERVISED CLINICAL EXPERIENCE

Westat Description:

Provide the following information about supervised clinical experience in 2017-2018.

Average number of clock hours of supervised clinical experience required prior to student teaching	
Average number of clock hours required for student teaching	
Average number of clock hours required for mentoring/induction support	
Number of full-time equivalent faculty supervising clinical experience during this academic year	
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	
Number of students in supervised clinical experience during this academic year	

Please provide any additional information about or descriptions of the supervised clinical experiences:

Advice from BoR & LDOE:

1. Undergraduate

➤ **Average number of clock hours required prior to student teaching.**

ALL campuses should calculate this by determining the minimum number of required clock hours for each program and calculating the overall average. As an example, the Grades 1-5 program may require a minimum of 200 clock hours, the Grades 6-12 programs may require a minimum of 190 clock hours, and the Grades K-12 programs may require a minimum of 222 clock hours. The average

for all three programs will be 204 clock hours. The campus will list 204 clock hours as the average clock hours required prior to student teaching.

This minimum number of hours for each program should include actual teaching in school settings, observations, teacher support in the classroom, professional development at the school, and other site-based activities. It should NOT include university instruction.

➤ **Average number of clock hours required for student teaching.**

All campuses should calculate clock hours by identifying the number of weeks of student teaching/residency experiences (e.g., 12 weeks), identifying the number of clock hours of student teaching required each week (e.g., 30), and multiplying the two (e.g., 360). If different programs require varying clock hours for student teaching/residency experiences (e.g., Secondary Education – 300 clock hours; Early Childhood Education – 400 clock hours), determine the total clock hours for each and then identify the average for both. Record the average.

This minimum number of hours should include actual teaching in school settings, observations, teacher support in the classroom, professional development at the school, bus duty, and other site-based activities. It should NOT include university instruction.

➤ **Average number of clock hours required for mentoring/induction support**

All undergraduate programs should list “0” clock hours since this item pertains to alternate programs in which candidates are the teacher of record.

➤ **Full-time equivalent faculty, full-time equivalent adjunct faculty, & number of students in supervised clinical experience**

Please see the tips provided by Westat in Appendix A to help you calculate “full-time equivalent faculty” and “full time equivalent adjunct faculty.”

The number of students in supervised clinical experience should be the total number of students enrolled in your *student teaching* between the dates of September 1, 2017 to August 31, 2018.

2. **Alternate**

➤ **Average number of clock hours required prior to student teaching.**

BESE approved policies in October 2016 requiring alternate programs to offer 80 hours of actual practice experience in classrooms prior to the residency.

Please use the same process to calculate the average clock hours as you used to calculate the clock hours prior to student teaching for the traditional program.

➤ **Average number of clock hours required for student teaching.**

If you only offer internships and do not offer student teaching, respond as zero (0). You have the ability to provide a narrative response in this section. If you offer internships, please provide a narrative description of your internships in these sections. If you offer student teaching, the same process should be used to calculate the average clock hours as you used to calculate the clock hours required for student teaching for the undergraduate program.

➤ **Average number of clock hours required for mentoring/induction support**

Identify the average number of clock hours across all programs that supervising personnel hired by the teacher preparation programs are required to provide teacher candidates who are the teacher of record in a school while enrolled in an alternate certification program. If an internship or student teaching occurs during two semesters, the hours should be based upon the two semesters. If teacher preparation programs require supervising personnel to conduct a minimum number of visits/contacts, convert time spent for the visits/contacts into clock hours. Examples for conversion can include: observations, consultations, etc.

If candidates and their mentors are required to jointly participate in meetings or webinars as a group pertaining to the mentoring support, Westat has indicated that programs may include those hours when determining averages. Westat has indicated that if candidates are required to meet as a group with their supervising clinical personnel for a required amount of time for additional development via seminars/meetings during their internship/student teaching, the hours can be included in determining the average number of clock hours required.

Westat has indicated that you need to report all activities to accurately show the number of clock hours being spent training prospective teachers. Westat recommends that you use the contextual box in the report to elaborate on the activities occurring during that time.

➤ **Full-time equivalent faculty, full-time equivalent adjunct faculty, & number of students in supervised clinical experience**

Please see the tips provided by Westat in Appendix A to help you calculate “full-time equivalent faculty” and “full time equivalent adjunct faculty.”

The number of students in supervised clinical experience should be the total number of students enrolled in your *student teaching and/or internships* between the dates of September 1, 2017 to August 31, 2018.

The number of students in supervised clinical experiences should also include individuals that your university supervised as they completed three years of teaching experience (instead of student teaching or an internship). Please include them and their supervisors in the count for these questions. Use the space for narrative comments to describe this type of Teacher Candidate if you call them a program completer.

Do **NOT** count program completers if they completed three years of experience in place of an internship or student teaching and you did **NOT** supervise them and did **NOT** count them as a program completer.

SECTION 1e: STUDENTS PREPARED BY SUBJECT AREA

Westat Description:

Please provide the number of teachers prepared by subject area for academic year 2017-2018. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that **cell blank**. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Etc.	

Advice from BoR & LDOE:

1. When counting students, you should be using the **ETS data for Program Completers**. These should be the same individuals as those listed on your passage rate report for 2017-18 Program Completers.
2. When identifying the count for “Number Prepared,” you should be using the initial areas of **certification** that you identified for each **2017-2018 Program Completer** on the ETS web site. If you have students who added a second area of certification to their initial certification and it does not appear on the ETS web site, do **NOT** count the additional area of certification. Just count the **INITIAL** area(s) of certification that you listed on the

ETS web site.

4. Westat has indicated that there are some areas where you will count the same 2017-2018 program completer more than one time in this section.

In particular, Louisiana's grades 6-12 program completers will be counted one time as "Teacher Education-Secondary Education" and counted another time as the content area (e.g., Teacher Education – Biology). Louisiana's K-12 program completers will be counted one time as "Teacher Education-Multiple Levels" and counted another time as the area of certification (e.g., art, dance, music, and health/physical education). Middle school and regular/special education completers will be counted more than one time.

The following are a few examples of situations when the same completer will be counted more than one time:

Examples:

- **Secondary Math Completer:** Count for secondary (e.g., Teacher Education - Secondary Education) and count for content area (e.g., Teacher Education – Mathematics)
- **Middle School English Completer:** Count for middle school (e.g., Teacher Education - Junior High/Intermediate/Middle School Education) and count for content area (e.g., Teacher Education – English). (Note: For undergraduate middle school, completers would be counted in three places: count as middle school completer, count for the first content area for certification, and count for the second area of certification.)
- **Elementary & Mild/Moderate Special Education** - Count for elementary education (e.g., Teacher Education –Elementary) and count for special education (e.g., Teacher Education – Special Education).
- **Middle School English & Mild/Moderate Special Education** – Count for middle school (e.g., Teacher Education - Junior High/Intermediate/Middle School Education), count for content area (e.g., Teacher Education – English), and count for special education (e.g., Teacher Education – Special Education).
- **Secondary Biology & Mild/Moderate Special Education** - Count for secondary (e.g., Teacher Education - Secondary), count for Biology (e.g., Teacher Education Biology), and count for special education (e.g., Teacher Education – Special Education).
- **Art Education (Grades K-12)** – Count for the content (Teacher Education – Art) and count for Grades K-12 (Teacher Education – Multiple Levels).

- **Music Education (Grades K-12)** – Count for the content (Teacher Education – Music) and count for Grades K-12 (Teacher Education – Multiple Levels).
- **Health and Physical Education (Grades K-12)** – Count for the content (Teacher Education – Health), count for content (Teacher Education – Physical Education and Coaching) and count for Grades K-12 (Teacher Education – Multiple Levels).

SECTION 1e.: STUDENTS PREPARED BY ACADEMIC MAJORS

Westat Description:

Please provide the number of teachers prepared by academic major for academic year 2017-2018. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Etc.	

Advice from BoR & LDOE:

Westat requests that you use the best fit when assigning a major to a listed category. Westat has indicated that some majors can be counted more than one time.

Alternate

When counting number of completers for each category for Academic Majors for alternate certification, Westat has indicated that it should be based upon the undergraduate major of the completer when they entered the alternate certification program.

Westat has indicated that if an alternate certification student has an undergraduate, master’s degree, Ph.D., and/or law degree, the institution should only count the major for the undergraduate degree.

Traditional

Universities in Louisiana with Traditional programs will record “majors’ in different ways based upon how they have identified their programs in Section 1a of the Westat report. There are three types of majors that currently exist in Traditional programs in Louisiana and each type of major is treated differently in this section of the report when counted. The three types are: Type 1: Original Wording; Type 2: College of Arts/Sciences/Humanities Degree Plus Minor/Concentration); and Type 3: College of Education Degree Plus Minor/Concentration.

1. **Type 1: Original Wording**

Type 1 is the original wording that was used by most teacher preparation programs in Louisiana immediately after the redesign of the teacher preparation programs. The area of certification is listed as the major and is counted in one place or two place based upon the wording of the major.

Examples when completers are counted one time:

- B.S. in Early Childhood Education (Grades PK-3): Count the completer's academic major 1 time for "Teacher Education – Early Childhood Education"
- B.S. in Elementary Education (Grades 1-5): Count the completer's academic major 1 time for "Teacher Education – Elementary Education" Examples when completers are counted two or more times:
- B.S. Math Education (Grades 6-12): Count the completer's academic major 1 time for "Teacher Education – Secondary Education" and 1 time for "Teacher Education - Mathematics"
- B.A. Art Education (Grades K-12): Count the completer's academic major 1 time for "Teacher Education – Multiple Levels" and 1 time for "Teacher Education – Art"
- B.S. Health and Physical Education (Grades K-12): Count the completer's academic major 1 time for "Teacher Education – Multiple Levels," 1 time for "Teacher Education – Health," and 1 time for Teacher Education – Physical Education and Coaching"

2. **Type 2: College of Arts/Sciences/Humanities Degree Plus Minor/Concentration**

Westat has indicted that if a person majors in a content area within the College of Arts/Sciences/Humanities and has a minor or concentration in secondary teacher education, they should only count the person as having a major in the specific content area (e.g., Mathematics) and NOT count the minor/concentration in Secondary Education.

Example:

- B.S. Biology with a minor Secondary Education – Count the completer's academic major 1 time for "Biology"

3. **Type 3: College of Education Degree Plus Minor/Concentration.**

Some universities have consolidated their areas of certification into one overall degree in Secondary Education or Multiple Levels and provide minors/concentrations in the areas of certification. Westat has indicted that if a person majors in a consolidated area (e.g., Secondary

and has a minor or concentration in an area of certification, they should only count the person 1 time as having a major in the consolidated area (e.g., Teacher Education – Secondary) and NOT the person in the specific area of certification.

- B.S. in Middle School Education (Grades 4-8) with minor/concentration in Mathematics: Count the completer’s academic major 1 time for “Teacher Education - Junior High/Intermediate/Middle School Education”
- B.S. Secondary Education and Teaching with a concentration/minor in Mathematics: Count the completer’s academic major 1 time for “Teacher Education – Secondary Education”
- B.S. Multiple Levels with a concentration/minor in Art Education (Grades K-12): Create the category “Teacher Education - Multiple Levels” and count the completer’s academic degree 1 time for “Teacher Education – Multiple Levels”

4. **Special Education**

If the degrees are integrated to merged regular/special education degrees, “Teacher Education – Special Education” will also be counted. If it is a specific area of special education (e.g., Early Interventionist), it will be counted one time as “Teacher Education – Special Education.”

Examples:

- B.S. in Elementary Education & Special Education Mild/Moderate (Grades 1-5): Count the academic major 1 time for “Teacher Education – Elementary Education” and 1 time for “Teacher Education – Special Education”
- B.S. in Middle School Education & Special Education Mild/Moderate (Grades 4-8) with minor/concentration in Mathematics: Count the completer’s academic major 1 time for “Teacher Education - Junior High/Intermediate/Middle School Education” and 1 time for “Teacher Education – Special Education”
- B.S. Spec. Ed. Early Interventionist (Birth to Kin.): Count the completer’s academic major 1 time for “Teacher Education – Special Education”
- B.S. in Middle School Education (Grades 4-8) with minor/concentration in Mathematics: Count the completer’s academic major 1 time for “Teacher Education - Junior High/Intermediate/Middle School Education”

SECTION 1f: PROGRAM COMPLETERS

Westat Description:

- Provide the total number of teacher preparation program completers in each of the following academic years:
 - 2017-2018:
 - 2016-2017:
 - 2015-2016:

Advice from BoR & LDOE:

The number of completers for this section should be the same number that you have for completers on your ETS pass rate report.

SECTION II: ANNUAL GOALS MATHEMATICS

Westat Description:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

- Academic year 2017-2018
 - Did your program prepare teachers in mathematics in 2017-2018?
 - How many prospective teachers did your program plan to add in mathematics in 2017-2018?
 - Did your program meet the goal for prospective teachers set in mathematics in 2017-2018?
 - Description of strategies used to achieve goal, if applicable
 - Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:
 - Provide any additional comments, exceptions and explanations below:

- **Academic year 2018-19**
 - **Is your program preparing teachers in mathematics in 2018-19?**
 - **How many prospective teachers did your program plan to add in mathematics in 2018-19?**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2019-20**
 - **Will your program prepare teachers in mathematics in 2019-20?**
 - **How many prospective teachers does your program plan to add in mathematics in 2019-20?**
 - **Provide any additional comments, exceptions and explanations below:**

Advice from BoR & LDOE:

No advice. This information will be different for individual programs.

SECTION II: ANNUAL GOALS SCIENCE

Westat Description:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

- **Academic year 2017-2018**
 - **Did your program prepare teachers in science in 2017-2018?**
 - **How many prospective teachers did your program plan to add in science in 2017-2018?**
 - **Did your program meet the goal for prospective teachers set in science in 2017-2018?**
 - **Description of strategies used to achieve goal, if applicable:**
 - **Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2018-19**
 - **Is your program preparing teachers in science in 2018-19?**
 - **How many prospective teachers did your program plan to add in science in 2018-19?**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2019-20**
 - **Will your program prepare teachers in science in 2019-20?**
 - **How many prospective teachers does your program plan to add in science in 2019-20?**
 - **Provide any additional comments, exceptions and explanations below:**

Advice from BoR & LDOE:

No advice. This information will be different for individual programs.

SECTION II: ANNUAL GOALS SPECIAL EDUCATION

Westat Description:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

- **Academic year 2017-2018**
 - **Did your program prepare teachers in special education in 2017-2018?**
 - **How many prospective teachers did your program plan to add in special education in 2017-2018?**
 - **Did your program meet the goal for prospective teachers set in special education in 2017-2018?**
 - **Description of strategies used to achieve goal, if applicable:**
 - **Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2018-19**
 - **Is your program preparing teachers in special education in 2018-19?**
 - **How many prospective teachers did your program plan to add in special education in 2018-19?**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2019-20**
 - **Will your program prepare teachers in special education in 2019-20?**
 - **How many prospective teachers does your program plan to add in special education in 2019-20?**
 - **Provide any additional comments, exceptions and explanations below:**

Advice from BoR & LDOE:

No advice. This information will be different for individual programs.

SECTION II: ANNUAL GOALS INSTRUCTION OF LIMITED ENGLISH PROFICIENT STUDENTS

Westat Description:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

- **Academic year 2017-2018**
 - **Did your program prepare teachers in instruction of limited English proficient students in 2017-2018?**
 - **How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-2018?**
 - **Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-2018?**
 - **Description of strategies used to achieve goal, if applicable:**

- Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:
- Provide any additional comments, exceptions and explanations below:
- Academic year 2018-19
 - Is your program preparing teachers in instruction of limited English proficient students in 2018-19?
 - How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?
 - Provide any additional comments, exceptions and explanations below:
- Academic Year 2019-20
 - Will your program prepare teachers in instruction of limited English proficient students in 2019-20?
 - How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?
 - Provide any additional comments, exceptions and explanations below:

Advice from BoR & LDOE:

No advice. This information will be different for individual programs.

SECTION II: ASSURANCES

Westat Description:

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

- Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
- Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
- Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Prospective general education teachers are prepared to provide instruction to students from low-income families.

- **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**
- **Describe your institution’s most successful strategies in meeting the assurances listed above:**

Advice from BoR & LDOE:

No advice. This information will be different for individual programs.

SECTION III: ASSESSMENT PASS RATES

Westat Description:

No assessment pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.

Advice from BoR & LDOE:

The above information provided by Westat does not apply to Louisiana. Due to Louisiana allowing candidates to use ACT/SAT/Masters Degrees for Praxis I scores and accepting Praxis scores prior to the start of the ETS assessment window, the BoR/LDOE will correct the ETS passage rate reports and submit correct versions of the ETS passage rate reports to Westat. The passage rate reports will be uploaded on the Westat web site. Once Westat uploads the pass rate reports, teacher preparation programs will view the reports on the Westat web site and determine if the corrected versions have been uploaded.

SECTION III: SUMMARY PASS RATES

Westat Description:

No summary pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.

Advice from BoR & LDOE:

The above information provided by Westat does not apply to Louisiana. Due to Louisiana allowing candidates to use ACT/SAT/Masters Degrees for Praxis I scores and accepting Praxis

scores prior to the start of the ETS assessment window, the BoR/LDOE will correct the ETS passage rate reports and submit correct versions of the ETS passage rate reports to Westat. The passage rate reports will be uploaded on the Westat web site. Once Westat uploads the pass rate reports, teacher preparation programs will view the reports on the Westat web site and determine if the corrected versions have been uploaded.

SECTION IV: LOW PERFORMING

Westat Description:

Provide the following information about the approval or accreditation of your teacher preparation program.

- **Is your teacher preparation program currently approved or accredited?**
 - **If yes, please specify the organization(s) that approved or accredited your program:**
- **Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

Advice from BoR & LDOE:

No teacher preparation programs in Louisiana have been designated as “low-performing.”

SECTION V: USE OF TECHNOLOGY

Westat Description:

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

- **Does your program prepare teachers to:**
 - **integrate technology effectively into curricula and instruction**
 - **use technology effectively to collect data to improve teaching and learning**
 - **use technology effectively to manage data to improve teaching and learning**
 - **use technology effectively to analyze data to improve teaching and learning**
- **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as**

SECTION VI: TEACHER TRAINING

Westat Description:

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

- Does your program prepare general education teachers to:
 - teach students with disabilities effectively
 - participate as a member of individualized education program teams
 - teach students who are limited English proficient effectively
- Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Advice from BoR & LDOE:

All teacher preparation programs should provide information for this section since it pertains to regular teachers. All programs had to demonstrate that they were addressing the needs of diverse learners when obtaining approval to offer programs in Louisiana.

SECTION VII: CONTEXTUAL INFORMATION

Advice from BoR & LDOE:

This section is optional. Use this section to discuss other aspects of your programs that are important that were not included in this report.

SECTION VIII: REPORT CARD CERTIFICATION

Westat Description:

This section is currently not available.

Advice from BoR & LDOE:

Check this section to determine if there is missing information in the report that needs to be included before you will be allowed to certify the report.

Check this section to determine if numbers for this year are vastly different than previous years. If vastly different, make sure this year's numbers are correct. If different but correct, please contact the appropriate Contact Persons listed below.

The name for the "Certification of Review of Submission" should be the College of Education Dean, Director or Program, or other high level administrators who will be held accountable for the accuracy of the report.

This section will be available during mid April for your program to certify your report. The Westat Title II website will close at 11:59 PM on April 30, 2019 based upon local time. **All Louisiana teacher preparation programs should certify their reports by 5:00 PM on April 19, 2019.**

CONTACT PERSONS:

Advice from BoR & LDOE:

If you have questions about entering information for the Westat report, first contact the following individuals to ask your questions. They will contact Westat if a need exists.

Public/Private Universities: Susannah Craig (Susannah.craig@regents.la.gov)

Private Providers: Sara Delano (sara.delano@la.gov) & Robert Markle

(robert.markle@la.gov)

APPENDIX A

WESTAT Title II Tips for Reporting Supervising Faculty and Calculating FTE & Adjunct Faculty and Pre-K-12 Staff

Supervising faculty and calculating FTE

Supervising faculty are defined as all persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program. When reporting on the number of faculty in supervised clinical experience, do not weight the number of faculty based on the number of teacher preparation program participants they are supervising or the number of credit hours their supervision represents. A full-time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE.

Adjunct faculty and Pre-K–12 staff

IHE and preK-12 staff (whether teachers or other educational leaders) who are engaged significantly with the teacher-candidates during their supervised clinical experience – in terms of spending significant amounts of time working with them – should be counted in the adjunct faculty count. When calculating the number of adjunct faculty, please count the actual number of individuals, rather than an FTE calculation. In other words, please count each individual as 1, regardless of the full-time or part-time status, or the amount of time supervising teacher candidates. We suggest three criteria, any one of which would imply inclusion in the count:

- If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty;
- If they receive a stipend from the teacher preparation program for their participation;
- If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public.