

## LouisianaTeacherPrep.com Technical Guide

This technical guide outlines the business rules for the information displayed on LouisianaTeacherPrep.com. This guide will be updated in Winter 2020-2021 to include the business rules for the performance profiles.

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## Overview

### About LouisianaTeacherPrep.com

This website supports prospective educators in choosing a teacher preparation program that is right for them. It provides an overview of program offerings, as well as the demographics of program completers and retention data. This website will be updated in winter 2020-2021 to include performance profiles for each teacher preparation provider.

### About the Teacher Preparation Quality Rating System

In June 2017, the Board of Elementary and Secondary Education (BESE) established the Teacher Preparation Quality Rating System, as required by federal regulations. The Teacher Preparation Quality Rating System is designed to: provide preparation programs with meaningful information for improvement, identify programs of excellence and programs in need of improvement, and reward programs for meeting Louisiana's educator workforce needs. Each provider will receive a quality rating score from a Level 1 (Ineffective) to a Level 4 (Highly Effective). BESE will use the information from the Teacher Preparation Quality Rating System to inform continued program approval decisions.

### About the performance profiles

The performance profiles for each teacher preparation provider will be available beginning winter 2020-2021. The performance profiles will be updated annually and the quality rating score will be updated every other year.

### Which institutions receive performance profiles?

Every institution approved by BESE to train teachers for initial certification receives a performance profile. Each institution receives one performance profile for all undergraduate programs (e.g. the undergraduate pathway) and one performance profile for all post-baccalaureate programs (e.g. the post-baccalaureate pathway). Pathways must have at least ten completers over a three-year period to receive a performance profile.

### Who is included in this website?

The *About This Program* and *Additional Information* pages includes information for all teacher candidates who completed a teacher preparation program in Louisiana during academic years 2016-2017, 2017-2018, and 2018-2019.

### What data are used for this website?

- Classification of Instruction Programs (CIP)
- Curriculum Database (CUR)
- Profile of Educational Personnel Database (PEP)
- Self-reported data from teacher preparation providers
  - Number of school system partnerships
  - "About This Program" descriptive text
- Sponsor Site System (SPS)
- Teacher Certificate Management System (TCMS)

## Definitions

<b>Board of Elementary and Secondary Education (BESE)</b>	The <a href="#">Board of Elementary and Secondary Education</a> , also referred to as BESE, was established by the 1974 Louisiana Constitution. The Board is composed of 11 members: eight elected by the citizens of Louisiana’s eight BESE districts, and three appointed by the governor of Louisiana to represent the state at-large. Together, these members adopt and enact policies governing the elementary and secondary schools of Louisiana.
<b>Certification Areas</b>	Certification areas indicate the grade level and the subject(s) an educator has been prepared to teach. State regulations regarding certification standards are contained in <a href="#">Bulletin 746 - Louisiana Standards for State Certification of School Personnel</a> .
<b>High-Need Certification Areas</b>	High-need certification areas are those that align with the highest percentage of classes being taught by out-of-field or uncertified teachers across the state, or for district-based providers, their district. High-need certification areas were established in 2017 and will be updated every four years.
<b>High-Need Schools</b>	<p><a href="#">High-Need Schools</a> are defined as:</p> <ul style="list-style-type: none"> <li>● Schools with 75% or greater economically disadvantaged student population and/or minority student population;</li> <li>● Schools that are geographically remote (greater than 25 miles from any teacher preparation provider);</li> <li>● Comprehensive Intervention Required schools;</li> <li>● Virtual schools, residential/ detention centers, and schools/ programs operating with juvenile justice are excluded from this list.</li> </ul>
<b>Post-Baccalaureate Pathway</b>	<p>The post-baccalaureate, also referred to as alternate, teacher preparation program pathway leads to certification as a teacher. Candidates must have a minimum of a bachelor's degree for entry into the program. Three types of alternate teaching preparation programs allow professionals and recent college graduates to pursue a career in teaching:</p> <ul style="list-style-type: none"> <li>● The Practitioner Teacher Program is a streamlined certification program that combines intensive coursework and full-time teaching</li> <li>● The Master’s Degree Program is an intensive program that results in a master’s degree as well as certification</li> <li>● The Certification-Only Program is a streamlined certification program that includes coursework and the option to complete a residency as a full-time teacher or under the tutelage of a credentialed Mentor</li> </ul>
<b>Resident</b>	<ul style="list-style-type: none"> <li>● An undergraduate teacher candidate who completed a one-year teaching residency or any student teaching</li> <li>● A post-baccalaureate candidate who taught on a Practitioner’s License or completed a residency under the tutelage of a credentialed Mentor</li> </ul>
<b>Teacher Preparation Program (TPP)</b>	Teacher preparation programs, also referred to as providers, are institutions that are approved by BESE to offer teacher preparation programs that result in initial teacher licensure. State regulations regarding approval standards and continued program approval are contained in <a href="#">Bulletin 996 - Standards for Approval of Teacher and/or Educational Leader Preparation</a>

	<a href="#">Programs.</a>
<b>Undergraduate Pathway</b>	The undergraduate, also referred to as traditional, teacher preparation program pathway is a four-year Bachelor of Arts or Science degree program that includes coursework and a year-long residency under the tutelage of a credentialed Mentor.

### “About This Program” Page Information

<b>Number of program completers</b>	This shows the number of teacher candidates who completed a teacher preparation program approved by BESE during academic years 2016-2017, 2017-2018, and 2018-2019. Add-on certification program completers are excluded.
<b>Number of school system partnerships</b>	This shows the number of formal school system partnerships a teacher preparation program has established through a Memorandum of Understanding (MOU).

### “Additional Information” Page Information

<b>Certification areas of program completers</b>	<p>This shows the number and percentage of teacher candidates who completed a teacher preparation program approved by BESE during academic years 2016-2017, 2017-2018, and 2018-2019, by certification area categories. Add-on certification program completers are excluded</p> <p>Certification area categories are based on the following initial certification area codes as listed in Teacher Certification Management System:</p> <ul style="list-style-type: none"> <li>● Art <ul style="list-style-type: none"> <li>○ 203 - ART (K-12)</li> </ul> </li> <li>● Early Childhood <ul style="list-style-type: none"> <li>○ 798 - BIRTH TO KINDERGARTEN</li> <li>○ 800 - GRADES PK-3</li> </ul> </li> <li>● Elementary Education <ul style="list-style-type: none"> <li>○ 111 - GRADES 1-8 (ELEMENTARY)</li> <li>○ 799 - GRADES 1-5 (ELEMENTARY)</li> </ul> </li> <li>● English / Language Arts <ul style="list-style-type: none"> <li>○ 813 - GRADES 4-8 (ENGLISH/LANGUAGE ARTS)</li> <li>○ 374 - ENGLISH</li> </ul> </li> <li>● World Languages <ul style="list-style-type: none"> <li>○ 131 - WORLD LANG.: CHINESE</li> <li>○ 179 - WORLD LANG.: FRENCH (K-12)</li> <li>○ 181 - WORLD LANG.: CHINESE (K-12)</li> <li>○ 183 - WORLD LANG.: GERMAN</li> <li>○ 186 - WORLD LANG.: ITALIAN</li> <li>○ 193 - WORLD LANG.: SPANISH (K-12)</li> <li>○ 376 - WORLD LANG.: FRENCH</li> <li>○ 378 - WORLD LANG.: GERMAN (K-12)</li> <li>○ 380 - WORLD LANG.: ITALIAN (K-12)</li> <li>○ 382 - WORLD LANG.: RUSSIAN (K-12)</li> <li>○ 384 - WORLD LANG.: SPANISH</li> </ul> </li> </ul>
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- 386 - WORLD LANG.: LATIN
- 411 - WORLD LANG.: LATIN (K-12)
- Health / Physical Education
  - 206 - HEALTH & PHYSICAL EDUCATION
- Mathematics
  - 811 - GRADES 4-8 (MATHEMATICS)
  - 388 - MATHEMATICS
- Music
  - 213 - MUSIC: VOCAL MUSIC (K-12)
  - 215 - MUSIC: INSTRUMENTAL MUSIC (K-12)
- Other
  - 301 - AGRICULTURE 6-12
  - 233 - COMPUTER SCIENCE (6-12)
  - 808 - FAMILY AND CONSUMER SCIENCE
  - 208 - DANCE (K-12)
  - 315 - BUS: BUS. ED.
  - 390 - JOURNALISM
  - 806 - MARKETING
  - 807 - TECHNOLOGY EDUCATION
- Science
  - 812 - GRADES 4-8 (SCIENCE)
  - 330 - SCIENCE: ENVIRONMENTAL SCIENCE
  - 364 - SCIENCE: GEN. SCIENCE
  - 366 - SCIENCE: BIO.
  - 368 - SCIENCE: CHEM
  - 370 - SCIENCE: PHYSICS
  - 372 - SCIENCE: EARTH SCIENCE
- Social Studies
  - 814 - GRADES 4-8 (SOCIAL STUDIES)
  - 392 - SOCIAL STUDIES
- Special Education
  - 413 - SE: EARLY INTERVENTIONIST B-5
  - 855 - SE: HEARING IMPAIRED (K-12)
  - 856 - SE: VISUALLY IMPAIRED (K-12)
  - 882 - SE: SIGNIFICANT DISABILITIES
  - 911 - MILD/MODERATE: ELEMENTARY 1-5
  - 912 - MILD/MODERATE: MIDDLE GRADES 4-8
  - 913 - MILD/MODERATE: SECONDARY 6-12
- Speech
  - 394 - SPEECH

Program completers with multiple initial certification areas reported at the time of issuance are sorted into a single certification area to ensure each program completer is counted once. Sorting takes into account Louisiana’s high-need certification areas (middle and secondary mathematics, middle and secondary science, and special education) and core content certification areas. For example, a program completer who was awarded certification in both a high-need certification area and a non high-need certification area would be sorted into the high-need certification area for the purposes of this website.

Multiple Certification Area Sorting Hierarchy

- High-Need Certification Areas
  - 913 - MILD/MODERATE: SECONDARY 6-12
  - 912 - MILD/MODERATE: MIDDLE GRADES 4-8
  - 911 - MILD/MODERATE: ELEMENTARY 1-5
  - 425 - MILD/MODERATE (1-12)
  - 388 - MATHEMATICS
  - 811 - GRADES 4-8 (MATHEMATICS)
  - 366 - SCIENCE: BIO.
  - 368 - SCIENCE: CHEM
  - 372 - SCIENCE: EARTH SCIENCE
  - 330 - SCIENCE: ENVIRONMENTAL SCIENCE
  - 364 - SCIENCE: GEN. SCIENCE
  - 370 - SCIENCE: PHYSICS
  - 812 - GRADES 4-8 (SCIENCE)
  - 413 - SE: EARLY INTERVENTIONIST B-5
  - 855 - SE: HEARING IMPAIRED (K-12)
  - 882 - SE: SIGNIFICANT DISABILITIES
  - 856 - SE: VISUALLY IMPAIRED (K-12)
- District Based Providers High-Need Certification Areas
  - 374 - ENGLISH
  - 813 - GRADES 4-8 (ENGLISH/LANGUAGE ARTS)
- Core Content Certification Areas
  - 396 - UPPER ELEMENTARY: ENGLISH
  - 799 - GRADES 1-5 (ELEMENTARY)
  - 111 - GRADES 1-8 (ELEMENTARY)
  - 798 - BIRTH TO KINDERGARTEN
  - 800 - GRADES PK-3
  - 392 - SOCIAL STUDIES
  - 814 - GRADES 4-8 (SOCIAL STUDIES)
- Certification Areas Sorted Alphabetically
  - 203 - ART (K-12)
  - 706 - ARTIST - VISUAL ARTS
  - 131 - WORLD LANG.: CHINESE
  - 181 - WORLD LANG.: CHINESE (K-12)
  - 376 - WORLD LANG.: FRENCH
  - 179 - WORLD LANG.: FRENCH (K-12)
  - 183 - WORLD LANG.: GERMAN
  - 378 - WORLD LANG.: GERMAN (K-12)
  - 186 - WORLD LANG.: ITALIAN
  - 380 - WORLD LANG.: ITALIAN (K-12)
  - 386 - WORLD LANG.: LATIN
  - 411 - WORLD LANG.: LATIN (K-12)
  - 382 - WORLD LANG.: RUSSIAN (K-12)
  - 384 - WORLD LANG.: SPANISH
  - 193 - WORLD LANG.: SPANISH (K-12)
  - 205 - HEALTH, PHYSICAL AND SAFETY EDUCATION
  - 206 - HEALTH & PHYSICAL EDUCATION
  - 210 - ADAPTIVE P.E.
  - 215 - MUSIC: INSTRUMENTAL MUSIC (K-12)
  - 213 - MUSIC: VOCAL MUSIC (K-12)

	<ul style="list-style-type: none"> <li>○ 394 - SPEECH</li> <li>● Certification Areas in the Other Certification Area Category <ul style="list-style-type: none"> <li>○ 301 - AGRICULTURE 6-12</li> <li>○ 303 - VOCATIONAL AGRICULTURE</li> <li>○ 315 - BUS: BUS. ED.</li> <li>○ 233 - COMPUTER SCIENCE (6-12)</li> <li>○ 208 - DANCE (K-12)</li> <li>○ 807 - VOCATIONAL FAMILY AND CONSUMER SCIENCE</li> <li>○ 808 - FAMILY AND CONSUMER SCIENCE</li> <li>○ 390 - JOURNALISM</li> <li>○ 773 - GUIDANCE COUNSELOR</li> <li>○ 806 - MARKETING</li> <li>○ 807 - TECHNOLOGY EDUCATION</li> </ul> </li> </ul>
<b>Race/ethnicity of program completers</b>	<p>This shows the number and percentage of teacher candidates who completed a teacher preparation program approved by BESE during academic years 2016-2017, 2017-2018, and 2018-2019, by race and ethnicity. Program completers whose race was not reported are not included in this calculation. Add-on certification program completers are excluded.</p>
<b>Residency sites</b>	<p>This map shows the residency sites of teacher candidates who completed a teacher preparation program approved by BESE during academic years 2016-2017, 2017-2018, and 2018-2019 in a Louisiana public school. Residency site location is displayed at the school system level, and is determined based upon the school system address reported in the Sponsor Site System. Residencies completed in approved charter schools are sorted into the nearest traditional school system. Larger circles indicate more residents served in that location. Add-on certification program completers are excluded.</p>
<b>Retention of program completers</b>	<p>This shows the percentage of teacher candidates who completed a teacher preparation program approved by BESE during academic years 2016-2017, 2017-2018, and 2018-2019, by their first year of employment, and first and second year of retention in a Louisiana public school. Add-on certification program completers are excluded.</p> <p>Disaggregations</p> <ul style="list-style-type: none"> <li>● Retention in Louisiana Public Schools <ul style="list-style-type: none"> <li>○ First Year Employment <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school and who were employed in a teaching position in a Louisiana public school the following year.</li> </ul> </li> <li>○ First Year Retention Rate <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school and who were employed in a teaching position in a Louisiana public school for two years.</li> </ul> </li> <li>○ Second Year Retention Rate <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school and who</li> </ul> </li> </ul> </li> </ul>

	<p>were employed in a teaching position in a Louisiana public school for three years.</p> <ul style="list-style-type: none"> <li>● Retention in Louisiana Public School Systems       <ul style="list-style-type: none"> <li>○ First Year Employment           <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school and who were employed in a teaching position in the same school system where their residency was completed the following year.</li> </ul> </li> <li>○ First Year Retention Rate           <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school and who were employed in a teaching position in the same school system where their residency was completed for two years.</li> </ul> </li> <li>○ Second Year Retention Rate           <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school and who were employed in a teaching position in the same school system where their residency was completed for three years.</li> </ul> </li> </ul> </li> <li>● Retention in Louisiana’s Public High-Need Schools       <ul style="list-style-type: none"> <li>○ First Year Employment           <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school identified as high-need and who were employed in a teaching position in any high-need school the following year.</li> </ul> </li> <li>○ First Year Retention Rate           <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school identified as high-need and who were employed in a teaching position in any high-need school for two years.</li> </ul> </li> <li>○ Second Year Retention Rate           <ul style="list-style-type: none"> <li>■ Percentage of program completers from 2016-2017 through 2018-2019 who completed their residency in a Louisiana public school identified as high-need and who were employed in a teaching position in any high-need school for three years.</li> </ul> </li> </ul> </li> </ul>
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