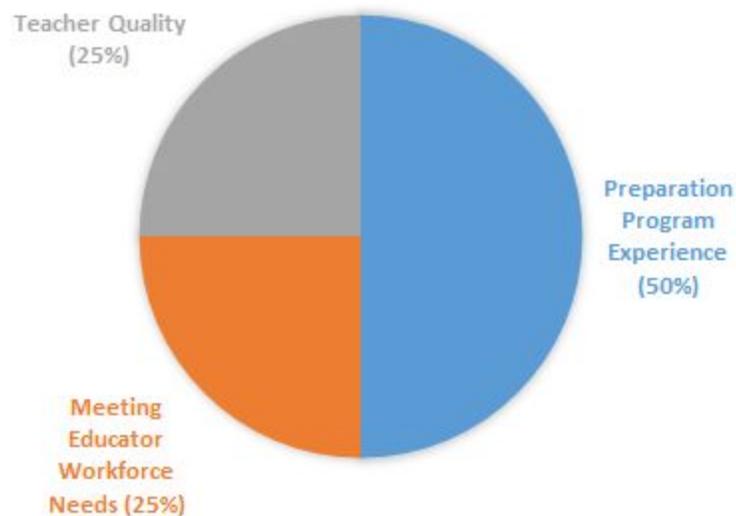


BACKGROUND

The purpose of the Teacher Preparation Quality Rating System is to provide teacher preparation providers 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. As part of this system, every teacher preparation provider in Louisiana will receive a quality rating score based on the following three domains:

1. **Meeting Educator Workforce Needs (25 percent of total rating):** Assesses the extent to which each preparation provider helps Louisiana meet its educator workforce needs by placing teacher candidates in high-needs schools and high-needs certification areas.
2. **Preparation Program Experience (50 percent of total rating):** Uses an on-site review to measure the quality of candidate selection, quality of content knowledge and teaching methods, quality of clinical placement, feedback, and candidate performance, and quality of program performance management.
3. **Teacher Quality (25 percent of total rating):** Evaluates the extent to which each teacher is contributing to student growth, as measured by the value-added results of candidates.



FREQUENTLY ASKED QUESTIONS

General Information Questions

Are states required to have an accountability system for teacher preparation programs?

Yes, the federal Higher Education Act requires states to identify low-performing teacher preparation programs and provide a list of such programs to the U.S. Department of Education.

How was the Teacher Preparation Quality Rating System developed?

In 2016-2017, BESE, Board of Regents, and the Louisiana Department of Education convened a teacher preparation accountability workgroup to develop recommendations for a teacher preparation quality rating system that would apply equally to university and non-university preparation providers. The workgroup included local and national experts and was led by Dr. Robert Pianta, Dean of the University Of Virginia Curry School Of Education. In spring 2017, over 40 teacher preparation leaders convened to discuss the workgroup’s recommendations. Based on their feedback, BESE charged the Department with establishing a Louisiana Educator Preparation Research Consortium responsible for stewarding research on teacher preparation and advising on issues about the quality rating system’s business rules and methodology questions.

How is the Teacher Preparation Quality Rating System different from the previous teacher preparation accountability system for Louisiana?

Prior to 2017, the Louisiana teacher preparation accountability system was based solely on value-added results for preparation program completers. In June 2017, based upon the recommendations of the teacher preparation accountability work group, BESE approved policies that established the Teacher Preparation Quality Rating System, which also includes an assessment of each provider’s preparation program experience via an on-site review, and an assessment of the extent to which providers are meeting educator workforce needs by placing teacher candidates in high-needs schools and high-needs certification areas.

Teacher Preparation Quality Rating Calculations

How is the Meeting Educator Workforce Needs domain rating calculated?

The Meeting Educator Workforce Needs domain assesses the extent to which each preparation provider helps Louisiana meet its educator workforce needs by placing teacher candidates in high-needs schools and high-needs certification areas. The meeting workforce needs rating is calculated as follows: For post-baccalaureate pathways, the percentage of program completers in high need certification areas is used. For undergraduate pathways, the percentage of candidates completing residencies in high-needs schools is used. These percentages are compared to the overall state need, and points are assigned on a four-point scale as follows (note that the minimum score for this domain is a 2.0):

Percentage of Program Completers in a High-Need Areas / Residents in a High-Need School	Score	Level
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Below Need – below need for both measures	2.0	Level 2: Needs Improvement
Meets Need – at need or up to 20 percentage points above need for at least one measure	2.5	Level 3: Effective
Exceeds Need – more than 20 percentage points above need for one measure	3.0	
Exceeds Need – more than 20 percentage points above need for both measures	3.5	Level 4: Highly Effective
Exceptional – more than 40 percentage points above need for one or both measures	4.0	

How is the Preparation Program Experience domain rating calculated?

The rating for the Preparation Program Experience domain is determined by the results of an on-site review of each teacher preparation provider. The evaluation tools used to conduct on-site reviews provide for an overall rating between 1 (Ineffective) and 4 (Highly Effective). One rating will be assigned for each pathway (undergraduate and post-baccalaureate).

The areas measured for this domain include 1) Quality of Selection, 2) Quality of Content Knowledge and Teaching Methods, 3) Quality of Clinical Placement, Feedback, and Candidate Performance, and 4) Quality of Program Performance Management. The specific criteria used to evaluate programs for the on-site review can be found in the [On-Site Review Handbook](#). Additional resources, including an FAQ document specifically regarding the on-site reviews, can be accessed via the [Department’s Teacher Preparation Library](#).

How is the Teacher Quality domain calculated?

Based upon the recommendation of the teacher preparation accountability work group, the value-added results of program completers are used to calculate the Teacher Quality domain. Louisiana’s value-added model measures student growth (actual test score performance compared with expected performance) and is used in Louisiana’s teacher, school, and school system accountability systems. For more detail on the value-added model, please see the Department’s [Value-Added FAQ document](#).

For each preparation pathway (undergraduate and post-baccalaureate), the teacher quality rating is calculated as follows:

1. *Multiply the number of program completers in each category by the index points in the table below.*
2. *Add the category totals together.*
3. *Divide by the total number of program completers.*

<u>Completer Value-Added Result</u>	<u>Index Points</u>
Ineffective	0
Effective: Emerging	50
Effective: Proficient	100
Highly Effective	150

Based on the number calculated above, a teacher quality rating between 1 and 4 is assigned based on the ranges listed below. These ranges correspond to the 10th, 50th, and 90th percentiles.

<u>Teacher Quality Score</u>	<u>Score Range</u>
Level 1	<65
Level 2	65.0-74.9
Level 3	75.0-84.9
Level 4	≥85

Example Teacher Quality Calculation:

Pathway A has 20 program completers.

10 Effective Emerging Completers x 50 = 500.

8 Effective Proficient Completers x 100 = 800.

2 Highly Effective Completers x 150 = 300.

500 + 800 + 300 = 1,600.

1,600/20 = 80.0.

Result: Pathway A gets a Level 3 Teacher Quality rating.

Which teachers are included in the calculation of the Teacher Quality domain?

The teacher quality domain scores are calculated based upon the **previous three years of program completers** who have finished a preparation program. Each teacher's value-added results for their **first year** of teaching are used to calculate the domain rating.

How will my institution's quality rating score be calculated if my institution does not have at least 10 program completers with value-added data?

To receive a rating for the teacher quality domain of the quality rating system, a teacher preparation pathway (undergraduate or post-baccalaureate) must have at least **10 program completers over the past three years who have value-added data**. If a program does not have at least 10 completers with value-added data over the past three years, the quality rating score will be calculated using only the Preparation Program Experience domain and the Meeting Educator Workforce Needs domain. The Preparation Program Experience domain will continue to be weighted at 50 percent of the total rating, and the Meeting Educator Workforce Needs will be weighted at 50 percent of the total rating.

How are quality ratings assigned for program completers who are not teaching in their certification area?

Program completers who are not teaching in their certification area are included in the calculation of the teacher quality ratings, including the teacher quality domain. However, the Department has reviewed workforce data and has determined that the number of completers who are teaching outside of their certification area is less than 11 percent, making the overall effect of these completers on the overall quality rating score minimal.

Performance Profiles

What are performance profiles?

Performance profiles provide an overall summary of key data relative to each preparation provider, including the types of programs and certification areas they offer as well as their partnerships with school systems. The performance profiles also include the quality rating score for each preparation pathway.

When will the performance profiles be released?

Performance profiles will be released to teacher preparation providers in Spring 2019, but will not be available to the public until Winter 2019.

As specified by BESE policy established in December 2017, the performance profiles released to the public in 2019 will include the quality ratings from the learning phase: “Performance profiles for the 2018-2019 and 2019-2020 learning phase shall be publicly available and shall clearly indicate that the performance profile is informational and assigned during a learning phase.”

How often will the performance profiles be published?

Performance profiles will be released once per year.

How often will the quality rating be calculated?

New quality ratings will be calculated every other year, based on the most recent data for each program provider. Because performance profiles will be released every year, the quality ratings will remain on each provider’s profile for two years.

On-Site Reviews

Do on-site reviewers expect providers to use a specific observation tool when observing candidates?

No, the on-site review framework does not stipulate a specific observation tool or rubric that must be used. However, there are elements that should be included in whatever observation form is used. These elements include an explicit focus on:

- *Setting instructional outcomes*
- *Student engagement in learning and participation in the lesson*
- *Impact of candidate instruction on learning during the observed lesson*
- *Specific, research-based classroom management strategies*
- *Use of formative assessment to inform instruction*
- *Differentiated instruction for ESL, special education, and gifted needs*
- *Academic feedback and questioning*
- *Candidate content knowledge*

These elements can be found in the On-Site Review framework, indicator 3.2, starting on page 40 of the On-Site Review Handbook. This document can be accessed [here](#).

How will the Department obtain preparation providers' feedback regarding the on-site review process and update the on-site review framework?

The Department plans to obtain provider feedback regarding the on-site review by scheduling individual feedback calls with each preparation provider after their on-site review report has been finalized and released. In addition, the Department is in the process of convening an on-site review workgroup that will discuss issues surrounding the on-site review and recommend changes to the on-site review framework. The Department will keep preparation providers informed about the workgroup's recommendations via email, in-person meetings, and the Believe and Prepare Newsletters.

Why is the clinical placement criteria of the on-site review for informational purposes only?

The Department has placed an emphasis on placing residents in high-needs schools and high-needs certification areas. Therefore, the provision in the on-site review framework that residents should receive high-quality placements will NOT be taken into account and will not count against programs when calculating the on-site review rating. The revision of this component of the on-site review framework will be a topic for discussion by the on-site review workgroup which will convene in Spring 2019.