2018 LOUISIANA TEACHER PREPARATION DATA DASHBOARD
University of Louisiana at Monroe
Prepared by Louisiana Board of Regents & University of Louisiana System
Public Undergraduate Teacher Preparation Program

BASIC PROGRAM INFORMATION

Program Web Site	http://ulm.edu/education/index.html	
Approval/Accreditation	**Names of Agencies**	**Status**
	State: Board of Elementary and Secondary Education (BESE)	Approved
	State: Board of Regents (BoR)	Approved
	Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Accredited
	National: National Council for Accreditation of Teacher Education (NCATE); Teacher Education Accreditation Council (TEAC); or Council for the Accreditation of Educator Preparation (CAEP)	Accredited
Type of Program	Traditional (Undergraduate)	

CANDIDATE SELECTION PROFILE

Academic Strength	Completer Passage Rate on Praxis Skills Assessment (2015-16)	100%
	Median GPA of Candidates Entering the Program (2015-16)	3.20
	Median GPA of Candidates Completing the Program (2015-16)	3.43
	Number of Candidates who Started but Did not Complete the Program Within 6 Years (by 2015-16)	Data Not Yet Available
Teaching Promise	Data not yet available.	

Candidates/ Completer Diversity	**Candidates (2015-16)**	**Enrolled**		**Completers**		**Total**	
		131		66		197	
	Enrolled Gender	**Males**			**Females**		
		16			115		
	Enrolled Race	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
		5	0	2	14	0	108	2

KNOWLEDGE AND SKILLS FOR TEACHING OF COMPLETERS

Knowledge	**Content**	Completer Passage Rate on Praxis Content Assessments (2015-16)			100%
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2015-16)			100%
	Overall	Completer Passage Rate on all Assessments (2015-16)			100%
Clinical Experiences	Student Teaching	Clock Hours of Clinical Experiences Prior to Student Teaching			180
		Clock Hours of Clinical Experiences During Student Teaching	**Number of Weeks**	**Number of Clock Hours per Week**	**Total Number of Clock Hours**
			15	35	525
Licensure Requirements	Number and Percentage of 2015-16 Completers That Meet State Licensing Requirements				100%
Completer Rating	Data Not Yet Available				

PROGRAM PRODUCTIVITY AND ALIGNMENT TO STATE NEEDS OF COMPLETERS

Entry and Persistence in Teaching in Public Schools in Louisiana	Percentage & Number of 2015-16 Completers That Began Teaching in 2016-17					62% (n=41)
	Percentage & Number of 2015-16 Completers That Obtained a License to Teach					Data Not Yet Available
(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)	**2011-12 Completers Teaching in Public Schools in Louisiana in 2012-13, 2013-14, 2014-15, 2015-16, & 2016-17**					
	Number of 2011-12 Completers	**Number & Percentage Teaching in 2012-13**	**Number & Percentage Teaching in 2013-14**	**Number & Percentage Teaching in 2014-15**	**Number & Percentage Teaching in 2015-16**	**Number & Percentage Teaching in 2016-17**
	100% (n=76)	57% (n=43)	55% (n=42)	58% (n=44)	58% (n=44)	55% (n=42)

Assistance in the design of the Louisiana Teacher Preparation Dashboard was provided by the 2020 Key Effectiveness Indicators developed by Michael Allen, Edward Crowe, and Charles Coble, co-partners of Teacher Preparation Analytics.

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PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)

Impact on K-12 Students *(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Student Outcome Score* (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Student Outcome Mean & Number of Scores**			
		3.2 (n=244)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 *Compass Student Outcome Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Student Outcome Scores**			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		3% (n=≤10)	10% (n=25)	29% (n=70)	58% (n=142)
Demonstrated Teaching Skill *(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Professional Practice Score* (2014-15, 2015-16, & 2016-17) and Number of Scores for All New Teachers with Less than Two Years of Teaching	**Compass Professional Practice Mean & Number of Scores**			
		3.2 (n=244)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 *Compass Professional Practice Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Professional Practice Scores**			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		0% (n=≤10)	7% (n=17)	57% (n=138)	36% (n=88)
Overall Impact and Demonstrated Teaching Skill *(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	Mean *Compass Final Evaluation Score* (2014-15, 2015-16, & 2016-17) and Number of Scores for New Teachers with Less than Two Years of Teaching	**Compass Final Evaluation Mean & Number of Scores**			
		3.3 (n=244)			
	Percentage and Number of 2014-15, 2015-16, & 2016-17 *Compass Final Evaluation Scores* for the New Teachers by LDOE Teacher Effectiveness Levels	**Compass Teacher Effectiveness Levels for Final Evaluation Scores**			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		1% (n=≤10)	11% (n=26)	46% (n=113)	42% (n=103)

State Value Added Scores for New Teachers in Grades 4-8 with Less than Two Years of Teaching by Content Areas (Ten or More New Teachers) *(Please examine the 2018 Louisiana Teacher Preparation Data Fact Book to accurately interpret the meaning of these scores.)*	**Content Areas**	**Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Ten or More New Teachers with Less Than Two Years of Teaching who Taught During 2014-15, 2015-16, and 2016-17**			
	Mathematics	-5.2 (n=26)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		31% (n=≤10)	50% (n=13)	12% (n=≤10)	8% (n=≤10)
	Science	-2.9 (n=24)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		8% (n=≤10)	63% (n=15)	29% (n=≤10)	0% (n=≤10)
	Social Studies *(Note: Data are not available – new assessments being developed.)*	N/A			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		N/A	N/A	N/A	N/A
	English/Language Arts/Reading	-1.2 (n=36)			
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective
		19% (n=≤10)	39% (n=14)	33% (n=12)	8% (n=≤10)