



Louisiana Department of
EDUCATION



LOUISIANA'S
TEACHER
QUALITY
INITIATIVE

Understanding What Happens After Teacher Preparation

Louisiana's Value Added Assessment of Teacher Preparation



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Redesign in Louisiana & the Blue Ribbon Commission

Louisiana's Teacher Preparation Programs: Four Levels of Effectiveness



quality

Level 4: Effectiveness of Growth in Student Learning
(Value-Added Teacher Preparation Program Assessment)

Level 3: Effectiveness of Impact
(Teacher Preparation Accountability System)

Level 2: Effectiveness of Implementation
(NCATE – Comprehensive Assessment System)

Level 1: Effectiveness of Planning
(Redesign of Teacher Preparation Programs)



How redesign led to Louisiana's Assessment

- The principle of meaningful assessment
- Putting all of the key players in the same room
- Creating a climate of shared mission
- Creativity and shared resources

What happens after teacher preparation?



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- Why do we care?
 - Evidence we shouldn't be concerned

- Challenges: data, data quality, relationships/buy in, and commitment to continuous improvement

- Self assessment and perception versus others' assessment

- Reaching agreement on metric and standards
 - Research versus accountability & resultant data issues

Challenges in Assessing Teacher Preparation



- The challenge of measures
 - Achievement versus opinions

- Geography
- Heterogeneous schools & classes
- Data management
- Technical issues
- ***The plausible counterfactual*** (Rubin)

General Assessment Approach



1. Establish empirical expectations
2. Measure Performance
3. Compare Expectations & Performance
4. Act on the Results
Detailed follow-up & policy issues

New & Experienced Teachers

- New Teachers:

- 1st and 2nd year teachers
- Regular certificates;
- Completed TPP within 5 years

- Experienced Teachers

- 3rd or subsequent year teacher with a regular certificate

- Teaching within area of certification.

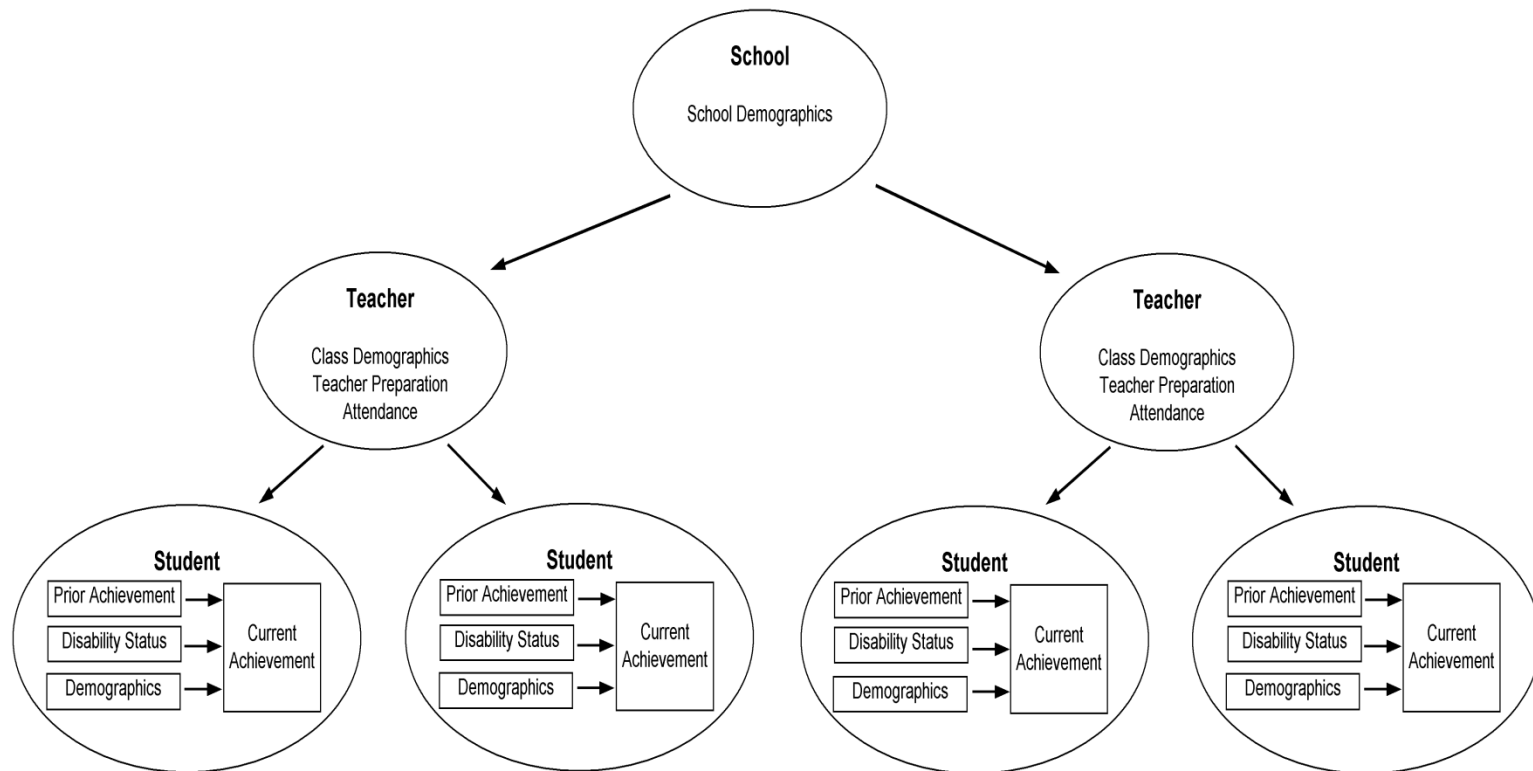


Criteria for Inclusion of New Teachers

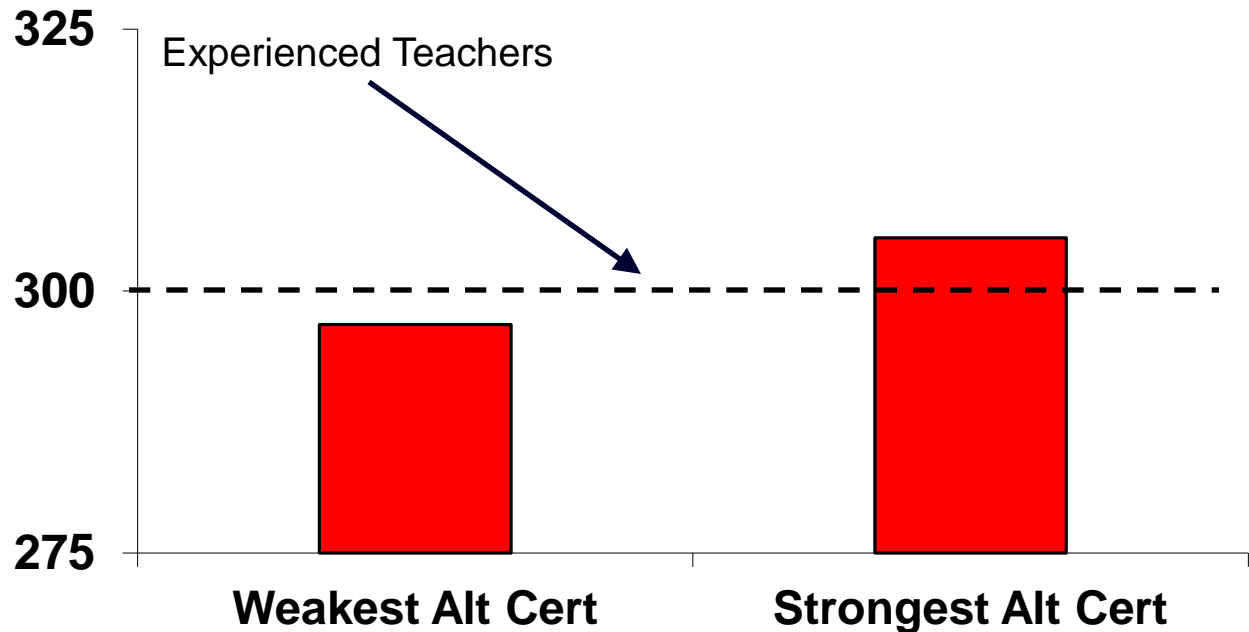
- Inclusion for each content area
 - 25 or more new teachers in grades 4-9
 - Teaching within certification
 - Remained with student full academic year

- Not all programs have had sufficient new teachers to be included in the analysis so far, but that is changing.

Hierarchical Linear Models: *Nesting and Interacting by Year*



Range of TPP Results for Alternative Programs: *Mathematics 2010*



Impact of Teachers Who Are Not Content Certified (2009 Report)

Teachers who are certified in the content area they are teaching are more effective than those who are not certified to teach that content.

Content	Coefficient (CI)
<i>Mathematics</i>	-2.8 (-3.4, -2.3)
<i>Reading</i>	-2.2 (-2.5, -1.8)
<i>Language Arts</i>	-3.6 (-4.2, -3.1)
<i>Science</i>	-1.6 (-2.0, -1.3)
<i>Social Studies</i>	-2.5 (-3.0, -1.9)

Some mundane considerations

- Data quality issues & what do the data mean
- Who taught vs. who tested the student
- Modeling issues: who, how, and where?
- Is it complicated enough yet or too complicated?
- The time to action in the information feedback loop

Summary Observations from the Data



- Some TPP prepare new teachers contribution to achievement is more similar to experienced teachers than new teachers.
- Effectiveness varies across and within TPP.
- Certified teachers are more effective than teachers who are not certified to teach the content.

Summary Observations from the Process



- The challenge of acting on the results

- Sustaining long term system change
 - Data & Policy
 - Relationships & funding

- Working in the public view
 - Visibly responding to criticism

- Sustaining institutional support
 - The many agendas in play
 - Louisiana's statewide research team

Where are we going now

- Subgroup analyses for universities
- Attempting parse preparation effects
- Annual warning indicator systems for students