



TEACHER QUALITY ISSUES – December 2008 BESE Responses

Leaving no child behind begins with leaving no teacher behind.

Please be reminded that on the Friday before Board committee meetings, the agenda and backup for each committee are now posted on our website at: <http://www.louisianaschools.net/lde/bese>.

Items Received and Referred for the January 2009 Meeting	
Item	Summary
<p>Consideration of revisions to the Teacher Leader Endorsement certification policy for inclusion in Bulletin 746, Louisiana Standards for State Certification of School Personnel.</p> <p>(In the QUALITY LEADERS/EDUCATORS COMMITTEE)</p>	<p>At the January 2009 BESE meeting, the Department will propose a change in certification policy for the Teacher Leader Endorsement.</p>
<p>Consideration of a presentation regarding "Troops/Spouses to Teachers Programs."</p> <p>(In the QUALITY LEADERS/EDUCATORS COMMITTEE)</p>	
<p>Consideration of Department recommendations for extending the timeline for completion of the experience requirements for those certifications scheduled to end on December 31, 2008.</p> <p>(In the QUALITY LEADERS/EDUCATORS COMMITTEE)</p>	<p>The Board has asked the Department to develop recommendations that would allow persons in the certification tracks due to expire on December 31, 2008, additional time to complete the experience requirements mandated for these certificates.</p>

Items Retained at the December 2008 Meeting (To be reconsidered at the January 2009 Board Meeting)	
Item	Summary
	NONE

Teacher Quality Items Out As Notice of Intent and Date Due to Come Back to the Board for Final Approval



Item and Date Passed as NOI by Board	Date Item was run as NOI in the Register	Month policy Becomes Rule
<p>746 - Bulletin 746, <i>Louisiana Standards for State Certification of School Personnel</i>, Section 239. (passed by Board as NOI 8/21/08)</p> <p>This policy is a revision of the State as Provider policy to remove the requirement that candidates successfully complete LaTAAP prior to the issuance of an initial teaching certificate.</p>	10/20/08	February 2009
<p>746 - Bulletin 746, <i>Louisiana Standards for State Certification of School Personnel</i>, Sections 305 and 309. (passed by Board as NOI 8/21/08)</p> <p>This revision of policy regards Out-of-State (OS) certificates and will allow an out-of-state teacher with a five year break in service to be issued a special one-year nonrenewable certificate while he/she completes six-semester hours of coursework required for a three-year OS certificate.</p>	10/20/08	February 2009
<p>746 - Bulletin 746, <i>Louisiana Standards for State Certification of School Personnel</i>, Section 313. (passed by Board as NOI 8/21/08)</p> <p>This is a revision of the Practitioner License PL 3 policy to allow the PL 3 to be issued for four years instead of three years.</p>	10/20/08	February 2009
<p>746 - Bulletin 746, <i>Louisiana Standards for State Certification of School Personnel</i>, Section 348. (passed by Board as NOI 8/21/08)</p> <p>This certification will target practicing professionals having a math/science work-related background, who would be "on loan" from their employer to teach one or more mathematics courses on a part-time basis.</p>	10/20/08	February 2009
<p>746 - Bulletin 746, <i>Louisiana Standards for State Certification of School Personnel</i>, Section 629. (passed by Board as NOI 8/21/08)</p> <p>This revision of requirements to add-on Mild/Moderate policy will allow the use of three years of successful experience teaching Mild/Moderate students in lieu of the three-hour practicum course in assessment and evaluation of Mild/Moderate exceptional learners.</p>	10/20/08	February 2009

The web address for the *Louisiana Register* is <http://www.doa.louisiana.gov/osr/reg/register.htm>. There is a drop down menu on the left side of the page. Click on *Louisiana Register*, select the issue (year and month) and scan the Index for the Notice of Intent in which you have an interest. This will give you detailed information on each item run as NOI.

Actions Taken by the Board in December 2008



Summary

1. NOI	<p>The Board approved as Notice of Intent a revision to Section 309 of Bulletin 746, <i>Louisiana Standards for State Certification of School Personnel</i> pertaining to Board appeals for certification.</p> <p>The Certification Appeals Work Group, comprised of Division of Certification and Preparation staff working in collaboration with BESE staff, was convened at the request of the Board to review the certification appeals process and to assist with policy recommendations and guidance that would potentially reduce the number of appeals and better meet the needs of Louisiana educators. Approved this month is a change to the Out-of-State Certificate to allow a College of Education Dean (<i>in addition to the State Department of Education now in policy</i>) in the state of origin to verify eligibility in that state for a certificate in the certification area(s).</p>
2. NOI	<p>The Board approved as Notice of Intent for Bulletin 746, <i>Louisiana Standards for State Certification of School Personnel</i>, revisions to Ancillary Certification for Orientation and Mobility.</p> <p>The Board approved changes to this policy for NOI in August. The Department, however, did not submit this as NOI because an additional revision was needed. The additional revision is now included in the policy, which was adopted as NOI. The revision allows candidates who do not hold a bachelor's or master's degree in orientation and mobility the option of completing an individualized plan of study in orientation and mobility at a regionally accredited college or university.</p>
3. NOI	<p>The Board approved as a Notice of Intent the revisions to Bulletin 104, <i>Louisiana State K-12 Educational Technology Standards</i>, which reflect an update and expansion to the National Educational Technology Standards to now include Pre-K.</p> <p>The Louisiana State K-12 Educational Technology Standards were approved by the BESE in February 2003. Since that time, the National Educational Technology Standards have been updated to reflect the 21st Century Learning skills students need to learn effectively and live productively in our emerging global society. The Department convened a Technology Standards Task Force during the spring of 2008 to review and revise the Standards based on updates made to the National Educational Technology Standards. The changes to this bulletin reflect these recommendations.</p>



ABOVE: Board members (left to right) Linda Johnson, Walter Lee, Keith Guice, and Chas Roemer review information; and **ABOVE RIGHT:** Penny Dastugue and Jim Garvey participate in discussion with members of the Board of Regents.

OF INTEREST...

GAIL SLOAN NAMED SUPERINTENDENT OF THE YEAR

Gayle Sloan is the superintendent of schools in St. Tammany Parish and was recently named Louisiana Superintendent of the Year. Gayle has a proven track record of success in her schools and is extremely deserving of this award.



LEFT: Superintendent Sloan talks with Jim Garvey, Penny Dastugue, and Superintendent Pastorek;
MIDDLE, left to right: Superintendent Paul Pastorek, Superintendent Sloan, and BESE President Keith Guice; **RIGHT:** Superintendent Sloan makes remarks.

ALTERNATIVE CERTIFICATION PRODUCES GOOD TEACHERS

An assessment of new elementary and middle school teachers finds alternative certification programs can put quality teachers in classrooms. Seven teacher training programs have learned how well they prepare their graduates to teach students mathematics, science, social studies, language arts and reading. The results of Louisiana's Value-Added Teacher Preparation Assessment Model were presented to the Board of Regents and the Board of Elementary and Secondary Education during a joint meeting of the members. Louisiana is the first state in the nation to use a performance model to examine the effectiveness of teacher preparation programs.

Programs evaluated in the 2007-08 study were Northwestern State University, Louisiana College, Louisiana Resource Center for Educators, Nicholls State University, The New Teacher Project, the University of Louisiana at Lafayette, and the University of Louisiana at Monroe. The study revealed five significant findings indicating teacher preparation matters including:

- Some teacher preparation programs are preparing new teachers whose teaching effectiveness is equivalent to experienced certified teachers.
- Varying levels of effectiveness exist within teacher preparation programs and across teacher preparation programs.
- Certified teachers are more effective than teachers who are not certified to teach the content.
- The mean ACT scores of teacher graduates in this value-added assessment are very similar and as a result do not explain differences in teacher preparation program effectiveness.
- ACT mathematics scores of individuals teachers are modest predictors of teacher effectiveness in mathematics.

"This is yet another demonstration of higher education's commitment to transparency, accountability and student learning," said Commissioner of Higher Education Sally Clausen. "This study not only allows us to evaluate how well we prepare our teachers in this state, it will also allow us to isolate key elements of success that can be replicated which is powerful information that can be used to make meaningful improvements."

"We know that high quality teachers who are trained and knowledgeable in their respective subject matters achieve better outcomes with their students," said State Superintendent of Education Paul Pastorek. "Evaluating the most effective practices for appropriately and adequately training teachers is crucial to our ability to improve teaching and learning in Louisiana as we work to prepare, recruit, and place skilled and competent teachers in our classrooms."

The Value-Added Teacher Preparation Model predicts student achievement in grades 4-9 based on prior achievement, demographics, and attendance and then compares it to actual student performance using the Iowa Test of Basic Skills, the μ LEAP, and LEAP-21 tests. The model then calculates how well students taught by new teachers did, compared to similar students taught by experienced certified teachers who had taught for two or more years. Programs are then placed in one of five performance levels:

- Level 1- More effective than experienced teachers
- Level 2- Comparable to experienced teachers
- Level 3- Comparable to new teachers
- Level 4- Less effective than new teachers
- Level 5- Significantly less effective.

"In looking at this year's results, it is striking to recall that several years ago it was not clear whether we could develop a technically sound assessment of teacher preparation," said George Noell, professor of psychology at Louisiana State University and A&M College. "This year's report is the result of careful developmental work that has been carried out over years by professionals and researchers in Louisiana and beyond. It would not have come to fruition without their hard work and the support of visionary educational leaders in Louisiana."

The seven programs evaluated during 2004-05, 2005-06, and 2006-07 performed at the following levels:

- **Level 1 and Level 2:** Northwestern State University and the University of Louisiana at Monroe prepared new teachers whose students demonstrated achievement in four or more content areas that was comparable or above the growth of achievement demonstrated by children taught by experienced teachers.
- **Level 1, Level 2, and Level 3:** The New Teacher Project prepared new teachers whose students demonstrated achievement in four content areas that was comparable or above the growth of achievement demonstrated by children taught by experienced teachers. Student achievement in one content area was comparable to the growth of learning of students taught by new teachers. Louisiana College prepared new teachers whose students' achievement in three content areas was comparable or above the growth of achievement demonstrated by children taught by experienced teachers. Achievement in the remaining two content areas was comparable to the growth of learning of students taught by new teachers.
- **Level 2:** Nicholls State University prepared new teachers whose students demonstrated achievement in one content area (language arts) that was comparable to the achievement demonstrated by children taught by experienced teachers.
- **Level 3:** The University of Louisiana at Lafayette and the Louisiana Resource Center for Educators prepared new teachers whose students demonstrated achievement in learning and was comparable to other new teachers in four of the five content areas.
- **Level 4 and 5:** The University of Louisiana at Lafayette and the Louisiana Resource Center for Educators each had one content area where student achievement was less than that of new teachers. In the content area of language arts, the University of Louisiana at Lafayette program performed at a level where new teachers were less effective than average new teachers, but the difference is not statistically significant. In the content area of reading the Louisiana Resource Center for Educators program performed at a level that was significantly less effective than new teachers. These two programs will be working with other programs in the state to identify ways to enhance the performance of their new teachers in the identified content areas.

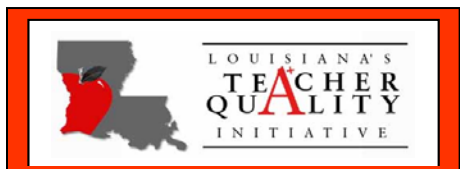
"Most of Louisiana's teachers come from the University of Louisiana System campuses, and the quality of their preparation is paramount. That's why we are pleased to receive these results," UL System President Randy Moffett said. "Over the past few years we have increased our focus on teacher preparation. UL System universities have redesigned education courses for the demands of today's classrooms. They require that students pass the PRAXIS exam before they receive their diplomas and guarantee the performance of new teachers. Their hard work has made a difference, and I commend our university presidents, education deans, faculty and students. There is some room for improvement, but it's clear that the work we've done thus far is making a real difference in the lives of Louisiana students."

Louisiana's Value-Added Teacher Preparation Assessment Model has been a collaborative effort involving the Board of Regents, Office of the Governor, Board of Elementary and Secondary Education, and the Louisiana Department of Education. The Carnegie Corporation of New York has provided \$800,000 in funding over a two-year time period, matched by \$1 million from the Board of Regents to conduct this groundbreaking research which will next focus on determining why some programs do better than others in preparing teachers.

"What's most exciting about this research is that later this spring state research teams will be able to answer many of the 'why' questions and disseminate valuable information to improve not only Louisiana's programs, but programs across the country," said Clausen. "Louisiana is truly leading the way, and our students will benefit greatly from this work."



Joint BESE/Board of Regents Meeting: TOP LEFT: Board members Linda Johnson, Chas Roemer, Tammie McDaniel, Penny Dastugue, and Jim Garvey listen to presentation of Value-Added report; TOP MIDDLE, left to right: BESE Executive Director Dr. Amy Westbrook, Superintendent Paul Pastorek, and Commissioner of Higher Education Dr. Sally Clausen; TOP RIGHT, left to right: BoR member Richard D'Aquin, BESE President Keith Guice, and BoR members Pat Strong and Artis Terrall consider the Value-Added data; BOTTOM ROW LEFT, left to right: BESE members John Bennett, Dale Bayard, and Walter Lee; BOTTOM RIGHT: Jeanne Burns and George Noell present data for the 2006-07 Louisiana Value-Added Teacher Preparation Assessment Model.



The next Board meeting will be in January 2009.

- Tuesday and Wednesday, January 13 - 14 Committee Meetings
- Thursday, January 15 – Full Board

<http://www.louisianaschools.net>