2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD

University of New Orleans

Prepared by Louisiana Board of Regents & University of Louisiana System

Public University Alternate Teacher Preparation Program

BASIC PROGRAM INFORMATION										
Program Web S	ite	http://www.uno.edu/coehd/index.aspx								
Approval/Accreditation					es of Agencies					Status
		State: Board of Elementary and Secondary Education (BESE)							Approved	
		State: Board of								Approved
		Regional: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)							Accredited	
		National: National Council for Accreditation of Teacher Education (NCATE); Teacher							Accredited	
		Education Accreditation Council (TEAC); or Council for the Accreditation of Educator								
		Preparation								
Type of Program	n	Alternate (Certification Only & Master of Arts in Teaching)								
CANDIDATE SELECTION PROFILE										
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2012-13)							100%	
		Median GPA of Candidates Entering the Program (2012-13)							3.20	
			Median GPA of Candidates Completing the Program (2012-13)							3.96
		Number of Candidates who Started but Did not Complete the Program Within 6							Data Not Yet	
		Years (by 2012-13)							Available	
Teaching Promi	ise	Data not yet available.								
Candidates/		Candidates	Enrolled			Completers		Т		otal
Completer		(2012-13)	211			82		29		93
Diversity		Enrolled	Males					Females		
		Gender		53					158	
		Enrolled	Hispanic	Indian	Asian	Blac			White	Multi-Racial
		Race	3	1	5	20	0 0)	144	10
		KNOWLED	GE AND SK	ILLS FOR TE	ACHING OF	СОМР	LETERS			
Knowledge	Content	Completer Pass	age Rate o	n Praxis Con	tent Assessr	nents ((2012-13)			100%
	Pedagogical	Completer Passage Rate on Praxis Professional Knowledge Assessments (2012-13)							100%	
	Overall	Completer Passage Rate on all Assessments (2012-13)							100%	
Clinical Experiences		Full Time Internships are Offered for the Academic Year								
		Student Clock Hours of Clinical Experiences Prior to Student Teaching						180		
		Teaching	During Student Teaching Weeks Clock H					Number of Clock Hours per Week	Total Number of Clock Hours	
							15		35	525
Licensure Requirements		Percentage of 2012-13 Completers That Meet State Licensing Requirements							100%	
Completer Rati		Data Not Yet Available								
	PRO	GRAM PRODUCT	IVITY AND	ALIGNMEN	T TO STATE	NEEDS	OF COMPL	ETER:	S	
Entry and Persi	stence in	Percentage & N	umber of 2	2012-13 Con	pleters Tha	t Begai	n Teaching i	n 201	3-14	73% (n=59)
Teaching in Pub		Percentage & Number of 2012-13 Completers That Began Teaching in 2013-14 Percentage & Number of 2012-13 Completers That Obtained a License to Teach							Data Not Yet	
Louisiana									Available	
		2008-09 Completers Teaching in Public Schools in Louisiana in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14								
(Please examine the 2015 Louisiana		Number of		lumber &	Number 8		Number &		Number &	Number &
Teacher Preparation Data Fact Book to accurately interpret the meaning		2008-09 Completers		ercentage eaching in	Percentage Teaching is		Percentage Teaching in		Percentage Teaching in	Percentage Teaching in
of these scores.)		Completers		2009-10	2010-11	'	2011-12		2012-13	2013-14
,		100% (n=60)	63	% (n=38)	58% (n=3	5)	52% (n=31)	4	l8% (n=29)	52% (n=31)
Placement/Persistence in		Data Not Yet available								
High-Need Subjects/Schools		Data NOT TEL AV	anabie							
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2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

University of New Orleans

Prepared by Louisiana Board of Regents & University of Louisiana System

Certification-Only Alternate Teacher Preparation Program

PERFORMANO	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	i)			
Impact on	Mean Compass Student Outcome		mpass Student Outcom					
K-12 Students	Score (2012-13 & 2013-14) and	2.9 (n=73)						
	Number of Scores for All New	, ,						
(Please examine the 2015	Teachers with Less than Two Years							
Louisiana Teacher Preparation Data Fact Book to accurately	of Teaching							
interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Outcome Scores						
scores.)	13 and 2013-14 Compass Student	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Outcome Scores for the New	7%	16%	41%	36%			
	Teachers by LDOE Teacher Effectiveness Levels							
Daniel da		Com	mass Duofossianal Duast	ica Maan & Number of	San and			
Demonstrated Teaching Skill	Mean Compass Professional Practice Score (2012-13 & 2013-	Compass Professional Practice Mean & Number of Scores						
JKIII	14) and Number of Scores for All	3.0 (n=73)						
(Please examine the 2015	New Teachers with Less than Two							
Louisiana Teacher Preparation	Years of Teaching							
Data Fact Book to accurately interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Professional Practice Scores						
scores.)	13 & 2013-14 Compass Professional	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Practice Scores for the New	1%	16%	59%	23%			
	Teachers by LDOE Teacher							
	Effectiveness Levels							
Overall Impact and	Mean Compass Final Evaluation	Co	Compass Final Evaluation Mean & Number of Scores					
Demonstrated Teaching	Score (2012-13 & 2013-14) and	3.0 (n=73) Compass Teacher Effectiveness Levels for Final Evaluation Scores						
Skill	Number of Scores for New							
(Please examine the 2015	Teachers with Less than Two Years							
Louisiana Teacher Preparation	of Teaching Percentage and Number of 2012-							
Data Fact Book to accurately	13 & 2013-14 Compass Final	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
interpret the meaning of these scores.)	Evaluation Scores for the New	8%	10%	60%	22%			
,	Teachers by LDOE Teacher							
	Effectiveness Levels							
State Value Added Scores	Content Areas	Mean, Number of Scores, & Effectiveness Levels for Value-Added Scores of Twenty-five or More New Teachers with Less Than Two Years of Teaching who Taught during 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14						
for New Teachers in								
Grades 4-10 with Less	Mathematics							
than Two Years of	iviatnematics	3.2 (n=25)						
Teaching by Content		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Areas (Twenty-five or		0%	36%	44%	20%			
More New Teachers)	Science	N/A (n=N/A)						
(Please examine the 2015 Louisiana Teacher Preparation		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Data Fact Book to accurately		N/A	N/A	N/A	N/A			
interpret the meaning of these scores.)	Social Studies	N/A (n=N/A)						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		N/A	N/A	N/A	N/A			
	English/Language Arts/Reading	1.7 (n=26)						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		8%	31%	35%	27%			
K-12 Student Perceptions	Data Not Yet Available.		l	I	I			
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2015 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D) University of New Orleans

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Master of Arts in Teaching Alternate Teacher Preparation Program

PERFORMANCE AS CLASSROOM TEACHERS (NEW TEACHERS WITH LESS THAN TWO YEARS OF TEACHING)								
Impact on Mean Compass Student Outcome		Compass Student Outcome Mean & Number of Scores						
K-12 Students			3.1 (n=76)					
	Number of Scores for All New	` '						
(Please examine the 2015	Teachers with Less than Two Years							
Louisiana Teacher Preparation Data Fact Book to accurately	of Teaching							
interpret the meaning of these	Percentage and Number of 2012-	Compass Teacher Effectiveness Levels for Student Outcome Scores						
scores.)	13 and 2013-14 Compass Student	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Outcome Scores for the New	40/	420/	470/	270/			
	Teachers by LDOE Teacher	4%	12%	47%	37%			
	Effectiveness Levels							
Demonstrated Teaching	Mean Compass Professional	Compass Professional Practice Mean & Number of Scores 3.0 (n=76)						
Skill	Practice Score (2012-13 & 2013-							
	14) and Number of Scores for All							
(Please examine the 2015	New Teachers with Less than Two							
Louisiana Teacher Preparation Data Fact Book to accurately	Years of Teaching							
interpret the meaning of these	Percentage and Number of 2012-		eacher Effectiveness Le					
scores.)	13 & 2013-14 Compass Professional	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
	Practice Scores for the New	0%	13%	78%	9%			
	Teachers by LDOE Teacher							
	Effectiveness Levels							
Overall Impact and	Mean Compass Final Evaluation	Compass Final Evaluation Mean & Number of Scores						
Demonstrated Teaching	Score (2012-13 & 2013-14) and	3.0 (n=76)						
Skill	Number of Scores for New							
(Please examine the 2015	Teachers with Less than Two Years	Compass Teacher Effectiveness Levels for Final Evaluation Scores						
Louisiana Teacher Preparation	of Teaching Percentage and Number of 2012-							
Data Fact Book to accurately	13 & 2013-14 <i>Compass Final</i>	Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
interpret the meaning of these scores.)	Evaluation Scores for the New	4%	9%	68%	18%			
360/63.7	Teachers by LDOE Teacher							
	Effectiveness Levels							
State Value Added Scores	Content Areas	Mean. Numb	er of Scores, & Effective	Levels for Value-A	L Added Scores of			
for New Teachers in	Content Areas	-		ners with Less Than Two Years of Teaching who				
Grades 4-10 with Less		Taught during 2011-12, 2012-13, or 2013-14						
than Two Years of	Mathematics		N/A	n=N/A)				
Teaching by Content		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Areas (Twenty-five or		N/A	N/A	N/A	N/A			
More New Teachers)	Science	N/A (n=N/A)						
(Please examine the 2015 Louisiana Teacher Preparation		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
Data Fact Book to accurately		N/A	N/A	N/A	N/A			
interpret the meaning of these scores.)	Social Studies	N/A (n=N/A)						
300703.7								
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		N/A	N/A	N/A	N/A			
	English/Language Arts/Reading	N/A (n=N/A)						
		Ineffective	Effective Emerging	Effective Proficient	Highly Effective			
		N/A	N/A	N/A	N/A			
K-12 Student Perceptions	Data Not Yet Available.							