2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD Louisiana State University at Shreveport Prepared by Louisiana Board of Regents & Louisiana State University System Alternate Teacher Preparation Program

			ВА	SIC PROGRAM	INFORM	1ATION					
Program We	bsite	ite https://www.lsus.edu/academics/undergraduate-programs									
Approval/Ac	creditation	Names of Agencies								Status	
	· · · · · · · · · · · · · · · · · · ·		State: Board of Elementary and Secondary Education (BESE)								
		State: Board of Regents (BoR)								Approved	
		Regional: Southern Association of Colleges and Schools Commission on Colleges								Accredited	
		(SACSCOC) National: National Council for Accreditation of Teacher Education (NCATE); Teacher									
								, ,,		Accredited	
	Education Accreditation Council (TEAC); or Council for the Accreditation of Educator								Educator		
		Preparation (-								
Type of Prog	ram	Certification-	Only Progr	am							
		T		NDIDATE SELE							
Academic Strength		Completer Passage Rate on Praxis Skills Assessment (2017-18)								100%	
		Median GPA	3.1								
			of Candidates Completing the			gram (20				2.9	
Candidates/		Candidates		Enrolled		Completers				Total	
Completer		(2017-18)		15		8	8		23		
Diversity		Enrolled Gender	Males Females 6 9					Females 9			
			<u> </u>			Black	Islander White Multi-Racial				
			Hispanic O	Indian 0	Asian O		1	0	13	0	
		Race					_		15		
14				ND SKILLS FOR						1000/	
Knowledge	Content			on Praxis Con					47.40)	100%	
	Pedagogical Completer Passage Rate on Praxis Professional Knowledge Assessments (2017-18) Overall Completer Passage Rate on all Assessments (2017-18)						17-18)	100%			
	Overall		100%								
Clinical Experiences		Teaching Internships/Residencies are Offered								Yes	
		Phase Out Option: Clock Hours of Clinical Experiences Prior to Student Teaching								140	
Licensure Requirements		Student Teaching Clock Hours of Clinical Experiences During Student Teaching Percentage of 2017-18 Completers That Meet State Licensing Requirements								450	
Licensure Re	quirements			Clock Hours of		-		_	_	450 100%	
Licensure Re	<u> </u>	Percentage o	f 2017-18 (Clock Hours of Completers Tha	at Meet S	State Lice	ensing Re	quirements	5	450 100%	
	P	Percentage o	f 2017-18 (Clock Hours of Completers That AND ALIGNM	et Meet S ENT TO S	State Lice STATE NI	ensing Re EEDS OF (quirements	RS	100%	
Entry and Pe	Persistence in	Percentage o ROGRAM PRO Percentage &	f 2017-18 (DUCTIVITY Number c	Clock Hours of Completers Tha AND ALIGNM of 2017-18 Com	at Meet S ENT TO S apleters T	State Lice STATE NI That Beg	ensing Re EEDS OF (an Teachi	quirements COMPLETE ing in 2018-	RS -19	100% 63% (n=5)	
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Entry and Pe Teaching in I Schools in Lo	Pursistence in Public puisiana ethe 2020 er Preparation to accurately	Percentage o ROGRAM PRO Percentage & 2013-14	DUCTIVITY Number collinoid	Clock Hours of Completers That AND ALIGNM of 2017-18 Com Teaching in Public Number & Percentage Teaching in	ENT TO S Inpleters To S Schools in Numl Percel Teach 2015	STATE NI That Beg 1 Louisiana ber & 1 Intage 1 I	ensing Re EEDS OF (an Teachi in 2014-15 Numb Percen Teachi	completeling in 2018- ing in 2018- ing in 2015-16, 2019 er & litage ing in -17	RS -19 16-17, 2017-18, 8 Number & Percentage Teaching in	100% 63% (n=5) & 2018-19 Number & Percentage Teaching in	

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.

2020 LOUISIANA TEACHER PREPARATION DATA DASHBOARD (CONT'D)

Louisiana State University at Shreveport

Prepared by Louisiana Board of Regents & Louisiana State University System

Certification-Only Program Teacher Preparation Program

Score 2016-17, 2017-18, 2018-19 All number of Scores for All New Teachers with Less than Two Years of Teaching Skill	PERFORMAN	CE AS CLASSROOM TEACHERS (NEW TE	ACHERS WITH	LESS THAN TWO Y	EARS OF TEACHING	G)			
And Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2016- To 2017-18, 2018-19 Composs Final Evaluation Mean & Number of Scores for the New Teachers by LDG Teacher Effectiveness Levels for Professional Practice Score (2016-17, 2017-18, 2018-19) and Number of 2016- To 2017-18, 2018-19 Composs Professional Practice Score (2016-17, 2017-18, 2018-19) and Number of Scores for the New Teachers by LDG Teacher Effectiveness Levels for Professional Practice Score (2016-17, 2017-18, 2018-19) and Number of Scores for the New Teachers by LDG Teacher Effectiveness Levels for Professional Practice Score (2016-17, 2017-18, 2018-19) and Number of Scores for the New Teachers by LDG Teacher Effectiveness Levels for Professional Practice Score (2016-17, 2017-18, 2018-19) and Number of Scores for the New Teachers by LDG Teacher Effectiveness Levels for Professional Practice Scores (2016-17, 2017-18, 2018-19) and Number of Scores for New Teachers with Less than Two Years of Teaching Percentage and Number of 2016- To 2018-19	Impact on	Mean Compass Student Outcome							
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Practice Score (2016-17, 2017-18, 2018-19) and Number of Scores for Jackholms of Acadobs to accurately interpret the meaning of these scores.			(n=≤10)	(n=≤10)	(n=13)	(n=18)			
2018-19 and Number of Scores for All New Teachers with Less than Two Years of Teaching Percentage and Number of 2016- 17, 2017-18, & 2018-19 and Number of Scores for the New Teachers by LDGE Teacher Effectiveness Levels	Demonstrated Teaching		Compass Professional Practice Mean & Number of Scores						
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N/A% N/A% N/A% N/A%		Linguistry Language Arts, Reading	Ineffective			Highly Effective			
			(n=N/A)	(n=N/A)	(n=N/A)	(n=N/A)			