



## **Value-Added Assessment of Teacher Preparation in Louisiana Brief Overview of 2005-06 Study Results**

Dr. George Noell, a researcher at Louisiana State University and A&M College, has reported the results of a new study funded by the Board of Regents that has used a Value-Added Teacher Preparation Assessment Model to examine the effectiveness of universities in preparing new teachers. Louisiana Department of Education student achievement data from in excess of 200,000 students in grades 4-9 from 66 school districts were used when implementing the model. The model predicted the academic achievement of students in grades 4-9 from the end of one year to the end of the next academic year, compared that achievement to the students' actual standardized test performance the next year, and estimated *teacher preparation effectiveness values* for universities, which reflected the impact of new teachers on the achievement of the children in their classes.

Key research findings included the following:

- 45-50% of Louisiana's teacher preparation programs are preparing new teachers whose contribution to their students' achievement is comparable to the effectiveness of experienced teachers in mathematics, English/language arts, and/or science. These results contradict widely-held beliefs in the education community that new teachers take four to five years to become as effective as experienced teachers.
- At all university teacher preparation programs, there were varying results across different types of programs (undergraduate versus alternative certification) and across different content areas (e.g., mathematics versus social studies). If these findings are validated in the follow-up year, they demonstrate that universities can have both strengths and weaknesses among their own programs as well as in comparison to experienced teachers.
- Louisiana's new teachers exhibited the greatest increases in teaching effectiveness during their first two years of teaching. Although growth was evident between teachers ranging out to 20 years of experience, it was more gradual and uneven. A period of little if any increase in effectiveness was evident in mathematics and English Language Arts between third to eighth year teachers. This contradicts the expectations held by most scholars that significant increases in effectiveness continue to occur for the initial four or five years of teaching.
- The differences between the weakest and strongest teacher preparation programs in specific subject areas have an important influence on the learning of students. It is imperative for universities with the weakest programs in specific subject areas to improve their effectiveness.

Louisiana is one of only a handful of states where the Department of Education is collecting individual student, teacher, and courses taught information and can join all of the data together. It is also the only state to be using statewide achievement data and developing the capacity to assess the effectiveness of all public and private universities across the state through the use of a value-added model.

Since only one year of comparison data are currently available, names of universities are not identified in this study; however, universities will be identified next year once two years of data are available to verify the reliability of the results.

A technical report containing the results of the study will be available on the Board of Regents web site on Wednesday, August 30, 2006 ([http://asa.regents.state.la.us/TE/value\\_added\\_model](http://asa.regents.state.la.us/TE/value_added_model)).