Educator Talent and Workforce Development

Teacher Preparation Quality Rating System Prescriptive Support Handbook

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Overview

[Federal regulations](#) require each state to implement an accountability system for teacher preparation programs.

In June 2016, the Board of Elementary and Secondary Education (BESE) approved, and the Board of Regents (BoR) endorsed, the development and implementation of updated policies related to teacher preparation accountability. BESE and BoR were then charged with forming a workgroup to guide the development of these policies.

The workgroup, facilitated by Dr. Robert Pianta at the University of Virginia, established goals for the Teacher Preparation Quality Rating System (TPQRS).

Purpose

The purpose of the TPQRS is to assist in the development of new teacher preparation programs while providing support to existing teacher preparation programs. To satisfy this purpose, program providers will receive:

- meaningful information;
- feedback on the quality of recruitment and selection practices;
- knowledge on content and teaching methods;
- feedback on candidate performance; and
- continued support, as necessary.

TPQRS Goals

- Provide teacher preparation providers with meaningful information for improvement;
- Identify programs of excellence and programs in need of improvement, thereby informing enrollment and hiring decisions as well as interventions; and
- Reward programs for meeting Louisiana's educator workforce needs, particularly, in rural communities and high-need certification areas.

Policy Guidance

Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Educational Leader Preparation Programs (*Bulletin 996*) sets forth guidance on the implementation of new teacher preparation programs and the improvement of existing teacher preparation programs. Therefore, the information presented in this handbook will be derived from the instructive language found in *Bulletin 996*.

Pursuant to §101 of *Bulletin 996*, the LDOE shall submit to BESE a report including: teacher preparation pilot programs, relevant study findings, and progress program providers have made in fulfilling program design expectations. If necessary, the LDOE shall also submit to BESE recommendations. The required submission of these reports and recommendations will begin in the winter of 2017-2018 and will continue annually for a period of five years.

Section 401 of *Bulletin 996* states, in pertinent part, that for state approval to continue, university and non-university providers must maintain effective ratings on the Louisiana preparation quality rating system. Additionally, §401 requires the following: that the LDOE annually produce and publicize a performance profile for each approved preparation provider, including information at the pathway level, and that the LDOE biennially produce and publicize a quality rating for each approved preparation provider at the pathway level. Further, §401 provides that each teacher preparation provider move to a four-year accountability cycle for each pathway after the first accountability cycle, which was 2020-2022.

Moreover, §401 provides that failure to maintain a quality rating of at least 3 on the Louisiana TPQRS will require participation in a progress monitoring period, during which time the provider must develop an improvement plan consisting of goals, timelines, and measures of success. The plan must then be approved by BESE, subsequently, the provider must submit to BESE progress reports of the plan. Upon review of the plan and the Louisiana TPQRS, BESE will inform providers of required interventions.

Pursuant to §403, the first year of the initial two-year renewal cycle was the 2020-2021 academic year. If providers achieve initial approval after September 1, 2018, the renewal cycle will begin on September 1 of the following year. The ratings assigned in 2022-2023, will be the basis for preparation program renewal. Beginning in 2024-2025, quality ratings will be used to make judgments on whether preparation programs will be renewed.

TPQRS Rating Overview

TPQRS Calculations

The quality rating score is measured based on three domains:
1. Preparation Program Experience (PPE)
2. Meeting Educator Workforce Needs (MEWN)
3. Teacher Quality (TQ)
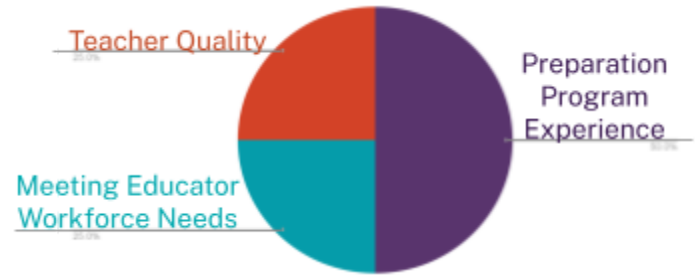
TPQRS Rating Overview

Ratings:
- Level 1: Ineffective - less than 1.5
- Level 2: Needs Improvement - between 1.5 and 2.4
- Level 3: Effective - between 2.5 and 3.4
- Level 4: Highly Effective - greater than or equal to 3.5

Example: State Performance Profile (2019-2020)
- Overall Rating: Level 2 (2.2 out of 4.0)
  - (50%) Preparation Program Experience: Level 2 (2.3 out of 4.0)
  - (25%) Meeting Workforce Needs: Level 2 (2.0 out of 4.0)
  - (25%) Teacher Quality: Level 2 (2.0 out of 4.0)*

*Teacher Quality is calculated if the pathway offered by the provider has at least ten completers who receive a VAM (value-added model) score. If fewer than ten completers receive a VAM score, then MEWN becomes 50% of the total score.

TPQRS Domain Summaries

Preparation Program Experience (PPE)

Provides specific and actionable feedback to teacher preparation providers regarding the quality of candidate selection, coursework, coaching of candidates, and continuous improvement efforts.

Meeting Educator Workforce Needs (MEWN)

Rewards teacher preparation programs for placing residents in high-need schools (HNS) and producing program completers in high-need certification areas (HNC). [Updated every 4 years.]

Teacher Quality (TQ)

Measures teachers' effects on student growth in their first year of employment, as measured by up to three years of VAM.

Overall Rating Progress Monitoring Plan Guidance

Overview: The overall rating Next Steps are specific recommendations from LDOE and BESE based on the provider's latest TPQRS score.

- **4.00 - 3.50 Highly Effective:**
  - Monitor the program on the current cycle recommended by Bulletin 996.
  - Leverage reinforcement and work on refinement areas discussed during the annual performance profile debriefing.

- **3.49 - 2.50 Effective:**
  - Suggested recommendations for improvement
    i. Monitor the program on the current cycle recommended by Bulletin 996.
    ii. Leverage reinforcement and work on refinement areas discussed during the annual performance profile debriefing.
    iii. Increase MOU partnerships for residency placement in HNS.
    iv. Increase recruitment efforts for dual certification in HNC areas.
    v. Utilize High-Quality Instructional Materials (HQIM) to build candidates' content knowledge in order to increase teacher quality.

Bulletin 996 states programs that score below a 2.5 Effective rating require the provider to develop an intervention plan that BESE shall review along with the TPQRS to inform required interventions.

- **2.49 - 2.0 Needs Improvement:**
  - Monitor the program on the current cycle recommended by Bulletin 996.
  - Leverage reinforcement and work on refinement areas discussed during the annual performance profile debriefing.
  - **The following will be required of low-performing providers per Bulletin 996:**
    i. Provider's low-performing pathways will be required to participate in additional on-site reviews.
    ii. Providers cannot apply for a new program until improvements to the existing approved program have been made based on evidence from additional on-site review findings.
  - **Required intervention plan shall include, but is not limited to, three or more of the following:**
    i. Engage in a self-study and desk audit in between on-site reviews
    ii. Engage in additional on-site reviews.
    iii. Meet with LDOE to discuss HNS placement of residents/ provide a list of residents and residency sites to LDOE each semester.
    iv. Provide evidence each semester that High-Quality Instructional Materials are being utilized through student work portfolios.
    v. Provide evidence to LDOE and BESE that candidates are acquiring content knowledge and key teaching methods and skills needed to grow students by one academic year or meet IEP goals. (Possible evidence: Course Syllabi, interviews with candidates, program handbooks, student-teacher observations, surveys of completers)
    vi. Provide evidence to LDOE and BESE noted from instructional plans, presenting instructional content, and activities and materials domains on the LAER rubric and/or POP coaching plans.
    vii. Mutually agreed upon actions by the provider and LDOE/ BESE.

- **1.9-1.5 Needs Improvement:**
  - Monitor the program on the current cycle recommended by Bulletin 996.
  - Leverage reinforcement and work on refinement areas discussed during the annual performance profile debriefing.
  - The following will be required of low-performing providers per Bulletin 996:
    i. Provider's low-performing pathways will be required to participate in additional on-site reviews.
    ii. Providers cannot apply for a new program until improvements to the existing approved programs have been made based on evidence from additional on-site review findings.
    iii. Provider's low-performing pathway(s)/program(s) will be designated as low-performing and at risk of low performance per the federal Higher Education Act.
  - **Required intervention plan shall include, but is not limited to, four or more of the following:**
    i. Engage in a self-study and desk audit in between on-site reviews
    ii. Engage in additional on-site reviews
    iii. Meet with LDOE to discuss HNS placement of residents/ provide a list of residents and residency sites to LDOE each semester.
    iv. Provide evidence each semester that High Quality Instructional Materials are being utilized through student work portfolios.
    v. Provide evidence to LDOE and BESE that candidates are acquiring content knowledge and key teaching methods and skills needed to grow students by one academic year or meet IEP goals. (Possible evidence: Course Syllabi, interviews with candidates, program handbooks, student teacher observations, surveys of completers)
    vi. Provide evidence to LDOE and BESE noted from instructional plans, presenting instructional content, and activities and materials domains on the LAER rubric and/or POP coaching plans.
    vii. Mutually agreed upon actions by the provider and LDOE/ BESE.

- **1.49-1.0 Ineffective:**
  - Monitor the program on the current cycle recommended by Bulletin 996.
  - Leverage reinforcement and work on refinement areas discussed during annual performance profile debriefing.
  - The following will be required of low performing providers per Bulletin 996:
    i. Provider's low performing pathways will be required to take part in additional on-site reviews.
    ii. Providers cannot apply for a new program until improvements to the existing approved program have been made based on evidence from additional on-site review findings.
    iii. Provider's low performing pathway(s)/program(s) will be designated as low performing and at risk of low performance per the federal Higher Education Act.
    iv. Limit or discontinue the provider's ability to recommend teacher candidates for certification in the pathway(s)/ program(s) designated as ineffective.
  - **Required intervention plan shall include, but is not limited to, five or more of the following:**
    i. Engage in a self-study and desk audit in between on-site reviews
    ii. Engage in additional on-site reviews
    iii. Meet with LDOE to discuss HNS placement of residents/ provide a list of residents and residency sites to LDOE each semester.

iv. Provide evidence each semester that High Quality Instructional Materials are being utilized through student work portfolios.

v. Provide evidence to LDOE and BESE that candidates are acquiring content knowledge and key teaching methods and skills needed to grow students by one academic year or meet IEP goals. (Possible evidence: Course Syllabi, interviews with candidates, program handbooks, student teacher observations, surveys of completers)

vi. Provide evidence to LDOE and BESE noted from instructional plans, presenting instructional content, and activities and materials domains on the LAER rubric and/or POP coaching plans.

vii. Mutually agreed upon actions by the provider and LDOE/ BESE.

Preparation Program Experience (PPE)

Overview: Preparation program experience scores shall be determined by the on-site review rating. On-site reviews shall occur once every four-year accountability cycle.

On-Site Review Ratings

On-Site Review Rating	Score Range
Level 1: Ineffective	x=1
Level 2: Needs Improvement	x=2
Level 3: Effective	x=3
Level 4: Highly Effective	x=4

On-Site Reviews Consist of 4 domains:

Domain 1: Quality of Recruitment and Selection

- Rationale: This domain addresses the teacher preparation provider's responsibility to recruit and select candidates who show potential for the teaching profession and the current regional educational context

- Indicator 1.1: To what extent do the selection and recruitment criteria and practices result in candidates who show potential for success in the teaching profession?
  - Criteria
    - The selection process includes multiple measures
    - Consistency and rigor in candidate selection

- Indicator 1.2: To what extent is there convincing evidence that recruitment and selection processes result in candidate cohorts that represent the students of the region?
  - Criteria
    - Recruitment and selection planning
    - Impact of recruitment and selection plans

- Possible Sources of evidence to support growth in this domain:
  - Handbooks, policies, and protocols outlining the program's admission criteria and process
  - Interviews with program staff
  - Written plans detailing strategic recruitment efforts
  - Demographic data on school cohort, most recent completer cohort, local and state K-12 students, and teacher workforce
  - K-12 student outcome data

Domain 2: Quality of Content Knowledge and Teaching Methods

- Rationale: This domain focuses on how effectively the program ensures teacher candidates acquire content knowledge and the key teaching methods and skills needed to grow students by one academic year or meet IEP goals. Constraining criteria for PK-3, ELEMENTARY, and ENGLISH LANGUAGE ARTS Education Program Reviews: Indicator 2.1 must be good or strong in order for the final score on Quality of Content Knowledge and Teaching Methods to be good.

- Indicator 2.1: To what extent does the provider prepare candidates to teach students to write and to read utilizing the five essential components of reading instruction?
  - Criteria
    - Coverage of writing and of the five essential components of reading instruction*, as applicable to the certification grade band (e.g., early childhood, elementary, secondary)
    - Modeling of effective literacy teaching strategies
    - Responsiveness of courses to candidates' needs
    - Candidates' abilities to teach students literacy skills

  *The five essential components of reading instruction are phonemic awareness, phonics, vocabulary, comprehension, and fluency.

- Indicator 2.2: To what extent does the provider ensure that all candidates master the content knowledge and content pedagogy needed to effectively grow students by one academic year or meet IEP goals?
  - Criteria
    - Course instructors' knowledge of current PK-12 student standards and the content knowledge and content pedagogy needed to teach the standards
    - Course instructors' teaching of how to use PK-12 student standards
    - Candidates' mastery of content knowledge and content pedagogy

- Indicator 2.3: To what extent does the provider ensure teacher candidates practice and implement effective planning for instruction utilizing high-quality curricular materials and practice and implement effective teaching skills* needed to grow students by one academic year or meet IEP goals?
  - Criteria:
    - Course instructors' use of high-quality curricular materials
    - Course instructors' modeling of effective teaching skills*
    - Candidates' mastery of effective teaching skills*

  *Teaching skills include effectively building classroom culture, assessing student learning, differentiation (including for English language learners and special education students), academic feedback and questioning, and content-specific teaching strategies

- Possible Sources of evidence to support growth in this domain:
  - Multiple sources of evidence are used within this domain; one of these sources is direct observation of Louisiana teacher candidates during the one-year residency so review team members understand how successfully coursework and related program content convey key content knowledge and teaching methods to all teacher candidates in the inspected program.
  - Course Syllabi
  - Interviews with teacher candidates, program faculty/staff (including supervising teachers), school staff (mentor teachers, principals), and recent program completers, with a list of interview question prompts included in the corresponding handbook
  - Program handbooks
  - Observations of teacher candidates teaching
  - Surveys of program completers and employers, other provider data (e.g., state agency-provided data)
  - Degree Plans, course catalogs

Domain 3: Quality of Feedback and Candidate Performance

- Rationale: This domain focuses on how effectively the program provides feedback to candidates within their residency placements. It also assesses how well program supervisors use observation and feedback data to inform individual goal tracking and interventions to candidates in the field.

- Indicator 3.1: To what extent does the program utilize a process for written and oral feedback that is grounded in PK-12 student learning and includes measurable growth goals for candidates?
  - Criteria:
    - Written and oral feedback grounded in PK-12 student learning
    - Growth goals for candidates

- Indicator 3.2: To what extent does the observation and feedback process result in improvement in the quality of student learning in the K-12 setting?
  - Criteria:
    - Effectiveness of supports to meet growth goals
    - Counseling out process
    - Impact of observation and feedback process

- Possible Sources of evidence to support growth in this domain:
  - Observations of teacher candidates teaching
  - Observation of feedback provided by program supervisors to candidates
  - Blank and completed observations and evaluation instruments
  - Interviews with teacher candidates, program faculty/staff, and school/district staff (mentor teachers, principals, HR)
  - Data on all program supervisor and/or mentor teacher observation scores and written comments for cohorts of teacher candidates in the reviewed program
  - Program handbooks, MOUs, and/or other program documents with information on the selection, training and support of mentor teachers and supervisors
  - Surveys of program completers and host school site administrators, other provider data (e.g., state agency-provided data)

Domain 4: Quality of Continuous Improvement Process

- Rationale: This domain examines how the program collects and utilizes data, and works with school system partners, to continually improve the quality of the teacher preparation program.

- Indicator 4.1: To what extent do program leaders and faculty systematically collect and collate high-quality* data to facilitate continuous program improvement?
  - Criteria:
    - Alignment of leaders and faculty on use of high-quality data
    - Data collection processes
    - Data accessibility

  *High-quality data could include but is not limited to: candidates' or program completers' impact on K-12 student learning (including student achievement data on state-wide assessments), course surveys, observation data from mentor teachers and clinical faculty, focus groups with residents and program completers regarding their preparedness to teach; focus groups with mentor teachers and principals regarding candidates' preparedness to teach.

- Indicator 4.2: To what extent do program leadership, faculty, partner district and school leaders, and mentor teachers engage in continuous improvement planning?

- ○ Criteria:
  - ■ Use of data
  - ■ Impact of continuous improvement planning

- ● Possible Sources of evidence to support growth in this domain:
  - ○ Data over time may include teaching observations, evaluations, surveys, employment outcomes, and the impact of candidates and completers on student learning (including value-added results).
  - ○ Observations of teacher candidates teaching and of program courses
  - ○ Courses taught through multiple sections or at multiple sites
  - ○ Observation of feedback provided to candidates
  - ○ Completed observation and evaluation instruments across multiple observations for whole cohorts of candidates
  - ○ Conversations with program faculty/staff, teacher candidates, and school staff (mentor teachers, principals)
  - ○ Program handbooks, Memorandum of Understanding (MOUs), and/or other program documents
  - ○ Program or individual candidate improvement/intervention plans, action plans and results of the interventions
  - ○ Program outcomes such as employment, persistence, performance, feedback from graduates and employers, impact on student learning outcomes
  - ○ State agency-provided data

Before the next On-Site Review:

1. Engage in a self-study and desk audit between reviews.
2. Review the domains and indicators where the program scores were in the ineffective or needs improvement range. Thinking about the domain and indicators, how can the on-site review rubric and handbook be utilized during the planning process to support the program moving forward?
3. Review the domains and indicators where the program scores were in the effective and highly effective range, what did the program do well? What can be improved?
4. Review which areas can be fine-tuned. What are the current barriers and possible solutions?
5. If scoring below a 2.0 in overall PPE
   a. Request additional on-site reviews by emailing believeandprepare@la.gov
   b. Provide evidence to LDOE and BESE that candidates are acquiring content knowledge and key teaching methods and skills needed to grow students by one academic year or meet IEP goals. (Possible evidence: Course Syllabi, interviews with candidates, program handbooks, student teacher observations, surveys of completers)
   c. Provide evidence to LDOE and BESE noted from instructional plans, presenting instructional content, and activities and materials domains on the LAER rubric and/or POP coaching plans.

Meeting Educator Workforce Needs (MEWN)

Overview: The meeting educator workforce needs score shall be determined by calculating the percentage of program completers in high-need certification areas and the percentage of program candidates completing residencies in high-needs schools. This calculation rewards teacher preparation programs for placing residents in high-need schools and producing program completers in high-need certification areas (updated every 4 years).

The goals to meet the need for each of the workforce needs are as follows:

- High-Need Certification: 15% of candidates earn a high-need certification
  - High-need certification areas:
    - Math
    - Science
    - Special Education

- High-Need Schools: 45% of candidates completing residency in a high-need school.

Percentage of Program Completers in a High-Need Areas/Residents in a High-Need School	Points
Below Need—below need for both measures	2.0
Meets Need—at need or up to 20 percentage points above need for at least one measure	2.5
Exceeds Need—more than 20 percentage points above need for one measure	3.0
Exceeds Need—more than 20 percentage points above need for both measures	3.5
Exceptional—more than 40 percentage points above need for one or both measures	4.0

MEWN LDOE Prescriptive Support

MEWN Domain Score is a 2.0

- Meet with LDOE to discuss HNS placement of residents/ provide a list of residents and residency sites to LDOE each semester.
- Which Measure, High Need Certification or High Need School, would give the program the most impact to focus on improvement?
- How is the teacher preparation program recruiting or developing candidates for high-need certification areas?
- What strategies are currently in place to partner with high-need schools?
- What are the current barriers and possible solutions?

MEWN Domain Score is a 2.5

- Meet with LDOE to discuss HNS placement of residents/ provide a list of residents and residency sites to LDOE each semester.
- Which Measure, High Need Certification or High Need School, is the program currently meeting the workforce need?

- How is the teacher preparation program recruiting or developing candidates for high-need certification areas?
- What strategies are currently in place to partner with high-need schools?
- What are the current barriers and possible solutions?

MEWN Domain Score is a 3.0

- Which Measure, High Need Certification or High Need School, is the program currently exceeding the need?
- How is the teacher preparation program recruiting or developing candidates for high-need certification areas?
- What strategies are currently in place to partner with high-need schools?
- What are the current barriers and possible solutions?

MEWN Domain Score is a 3.5

- How is the teacher preparation program recruiting or developing candidates for high-need certification areas?
- What strategies are currently in place to partner with high-need schools?
- What are the current barriers and possible solutions?

MEWN Domain Score is a 4.0

- How is the teacher preparation program recruiting or developing candidates for high-need certification areas?
- What strategies are currently in place to partner with high-need schools?
- What are the current barriers and possible solutions?

Teacher Quality (TQ)

Overview: The teacher quality score will be determined by the calculation of an index score, to be calculated as follows. The number of program completers in each value-added level below will be multiplied by the corresponding index points displayed in the following table.

Teacher Quality Score	Score Range
Level 1	<65
Level 2	65.0-74.9
Level 3	75.0-84.9
Level 4	≥85

- The totals for each value-added category in Paragraph 1 of this Subsection will be added together.
- The sum of the totals for each value-added category will be divided by the total number of program completers, yielding an index score between 0 and 150.
- Using the index score, a teacher quality score between one and four will be assigned based on the ranges listed in the following table.

Completer Value-Added Result	Index Points
Ineffective	0
Effective: Emerging	50
Effective: Proficient	100
Highly Effective	150

"Teacher quality shall be measured by program completers' value-added results for up to but not more than three years following program completion; and other measures of program completers' impact on student learning, as approved by BESE" (405.B.3.a)

	BESE Renewal Timeline	2016-2017 VAM	2017-2018 VAM	2018-2019 VAM	2019-2020 VAM	2020-2021 VAM	2021-2022 VAM	2022-2023 VAM	2023-2024 VAM	2024-2025 VAM
2017-2018 Baseline Performance Profile		X	X							
2018-2019 Informational Performance Profile		X	X	X						
2019-2020 Informational Performance Profile	Winter 2021*		X	X	Not Available					
2020-2021 Performance Profile			X	X	Not Available	Not Available				
2021-2022 Performance Profile	Winter 2023*			X	Not Available	Not Available	X			
2022-2023 Performance Profile						Not Available	X	X		
2023-2024 Performance Profile	Winter 2025						X	X	X	
2024-2025 Performance Profile								X	X	X

Winter 2021 and Winter 2023 BESE reporting is for informational purposes only.

TQ Domain Score is N/A

- What are the current barriers and possible solutions?
- How can you leverage MEWN strategies to impact TQ availability?
- How might you build VAM capacity through site and system partnerships?

TQ Domain Score is 1.0

- Provide evidence that candidates are acquiring content knowledge and key teaching methods and skills needed to grow students by one academic year or meet IEP goals. (Possible evidence: Course Syllabi, interviews with candidates, program handbooks, student teacher observations, surveys of completers)
- Provide evidence each semester that High Quality Instructional Materials are being utilized through student work portfolios.
- What are the current barriers and possible solutions?
- How can you leverage MEWN strategies to impact TQ availability?
- How might you build VAM capacity through site and system partnerships?
- How can the program utilize high-quality instructional materials and support from LDOE to build content knowledge of candidates prior to licensure?
- How can domain 2, Quality of Content Knowledge and Teaching Methods, of the on-site review rubric be utilized to grow the Teacher Quality aspect of the TPQRS score?

TQ Domain Score is 2.0

- Provide evidence that candidates are acquiring content knowledge and key teaching methods and skills needed to grow students by one academic year or meet IEP goals. (Possible evidence: Course Syllabi, interviews with candidates, program handbooks, student teacher observations, surveys of completers)
- Provide evidence each semester that High Quality Instructional Materials are being utilized through student work portfolios.
- What are the current barriers and possible solutions?
- How can you leverage MEWN strategies to impact TQ availability?
- How might you build VAM capacity through site and system partnerships?
- How can the program utilize high-quality instructional materials and support from LDOE to build content knowledge of candidates prior to licensure?
- How can domain 2, Quality of Content Knowledge and Teaching Methods, of the on-site review rubric be utilized to grow the Teacher Quality aspect of the TPQRS score?

TQ Domain Score is 3.0

- What are the current barriers and possible solutions?
- How are you currently leveraging MEWN strategies to impact TQ availability?
- How are you building VAM capacity through site and system partnerships?

TQ Domain Score is 4.0

- What are the current barriers and possible solutions?
- How are you currently leveraging MEWN strategies to impact TQ availability?
- How are you building VAM capacity through site and system partnerships?

Resources

Preparation Library
Teacher Preparation Approval Resource
On-Site Review Framework and Guidance
Mentor and Resident Funding Slide Deck
Louisiana Teacher Preparation Competencies
High Need Schools List
Pre-Educator Pathway
BESE Tuition Program
Geaux Teach Scholarship
Value-Added Model (VAM) Explanation