INDICATORS OF TEACHING EFFECTIVENESS

Each year, the School of Education at Southern University retrieves teacher effectiveness data from the Louisiana Data Dashboards. This data is collected and distributed by the Louisiana Board of Regents (BOR) through its partnership with Louisiana Department of Education (LDOE). This information is posted on BOR's public domain. Completer data specifically related to teaching effectiveness is listed as "demonstrated teaching ability" or "professional practice." This data indicates the level at which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. This data is inclusive of first and second year completers.

Louisiana Measures
The state of Louisiana uses both quantitative and qualitative measures to assess teacher effectiveness. Quantitative measurers include value added data, common assessments, and students learning targets. COMPASS evaluation composed of qualitative measures of performance is based on the Louisiana Teacher Competencies and Performance Standards.These standards were developed by LDOE in collaboration with Louisiana educators. These competencies are based on Danielson's Framework for Teaching. In some cases, districts may use other evaluative tools such as NIET's TAP Instructional rubrics. Teachers' adherence to the standards are evaluated using a preponderance of evidence and gathered over time through both classroom observations and site visits and through critique of submitted materials (i.e. lesson plans, assessments, and professional development certifications).

Compass Rubric Components

Competency	Related InTasc Standards
1c: Setting Instructional Outcomes	Standard(s) 1, 2, 7, 8
2c: Managing Classroom Procedures	Standard(s) 3
3b: Using Questioning/ prompts and discussion	Standard(s) 4, 5, 6, 7, 8
3c: Engaging Students in Learning	Standard(s) 1, 2, 8
3d: Using Assessment in Discussion	Standard(s) 6, 7,

At a minimum, an evaluator conducts 2 observations, one formal, announced observation and at least one other informal, unannounced observation of instructional practice per academic year. For both formal and informal observations, evaluators provide feedback following the observation. Then, at the end of the academic year, using the qualitative rubric, evaluators shall assign the evaluated teacher or leader a score ranging between 1.0 and 4.0, where a score lower than 1.5 is considered ineffective.

Below are the composite score ranges.

Effectiveness Rating	Composite Score Range
Ineffective	$x < 1.5$
Effective Emerging	$1.5 \leq x < 2.5$
Effective Proficient	$2.5 \leq x < 3.5$
Highly Effective	$3.5 \leq x$

Educators who are rated ineffective on either the quantitative or qualitative component will receive a final rating of ineffective and must be placed on an intensive assistance plan within 30 days. If a teacher is still rated ineffective after completing an intensive assistance plan, then disciplinary action will be taken.

Value Statements for Performance Ranges

Highly Effective: A highly effective teacher consistency and considerable surpasses expectations.
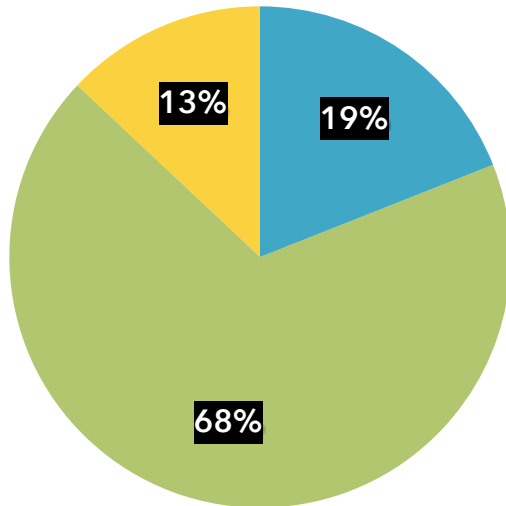**Effective Proficient** : An effective proficient teacher consistently meets expectations
Effective Emerging: Emerging teacher only partially meets the expectations but shows potential for improvement.
I**neffective:** An ineffective teacher consistently perform below expectations.
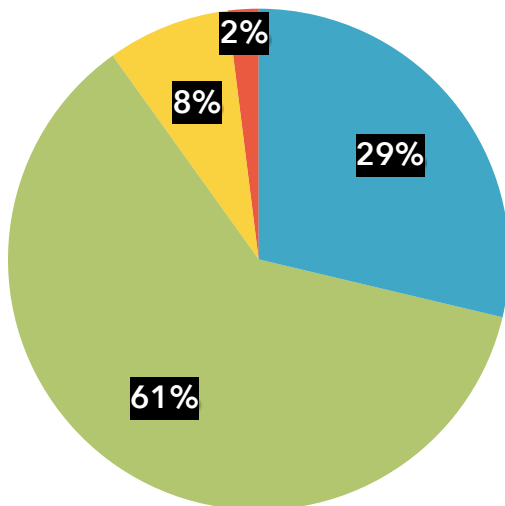
SUBR 2018 Completer Data (Louisiana Data Dashboards)

Undergraduate

Overall Professional Practice Score	
3.1 (Effective Proficient)	
Undergraduate	**Alternative Certification**
3.1	3.1

Alternative Certification

Effectiveness Measures

✦ **Completers of both the graduate and undergraduate programs most frequently scored in the *effective proficient* range.**

✦ **87% of undergraduate completers scored within the top performance ranges (highly effective & effective proficient.**

✦ **0% of undergraduate completers scored in the *ineffective* range.**

✦ **90% of alternative certification completers scored within the top performance ranges (highly effectives and effective proficient).**

✦ **The percentage of alternative certification completers scoring in highly effective range increased by 12%.**

Limitations

The data presented by the Board of Regents on teaching effectiveness is not disaggregated by content area, certification level, or teaching competency. This limits the assumptions or inferences that can be made from the data set. For example, it is impossible to determine if completers performed better in particular competencies. The availability of this data would potentially improve teaching practice and course offerings in the school of education. For now, the school of education will continue to use completer and employer surveys and interviews to determine areas of strengths and needed improvement. The assessment team is currently working on measures (potential case studies) to better analyze professional practice of completers.